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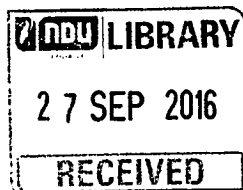
THE HARMFUL IMPACT OF FACEBOOK ON THE ACADEMIC AND

SOCIAL SKILLS OF STUDENTS IN LEBANON

A Thesis Submitted in Partial Fulfillment

of the Requirements for the Degree

of Masters of Arts in Media Studies/Advertising

(M.A.)

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Notre Dame University – Lebanon

Spring, 2014

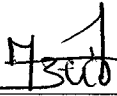SOCIAL SKILLS OF STUDENTS IN LEBANON

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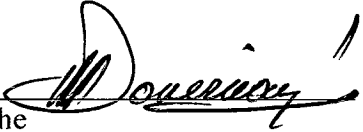
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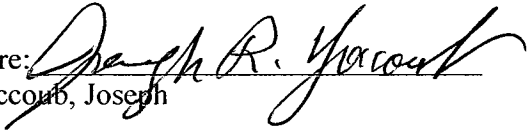
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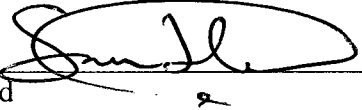
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SOCIAL SKILLS OF STUDENTS IN LEBANON

DECLARATION

I hereby declare that this thesis is entirely my own work and that it has not been submitted as an exercise for a degree at any other University.

CHRISTINA AOUN

Date

ABSTRACT

The purpose of this study was to illustrate the aspects of Facebook, which

contribute into the effects on academic performance and socialization habits of Lebanese

tweens. In order to achieve this objective three research questions and two related

hypotheses were measured. (1) Does long hours on Facebook reflect negative effects

among adolescents? (2) What are the various effects of Facebook on adolescents

spending increased amount of time on this social networking website? (3) Is there a

correlation between the academic performance of adolescents and the time spent on

Facebook? The related hypotheses were: (1) Spending more time on Facebook affects

the academic performance negatively in Lebanon. (2) On this specific age group,

Facebook leads to negative effects on the Lebanese population similar to the worldwide

trends.

To answer the research questions and examine the hypotheses, collected data from

four different schools based on a convenience sampling were analyzed, with the help of

the Head or Principal of each school. The survey developed consisted of four

demographic variables and sixteen closed-ended variables. Using SPSS, Correlations, T-

test, and regression analysis were conducted; having the GPA as the main independent

variable, in order to explore the relationships among variables and assess the effects

Facebook has on academic performances and social habits among tweens in Lebanon.

Findings supported the analyses conducted through SPSS showing significance

among the variables studied. As a conclusion, this study probed that there was a

significant negative correlation between time spent on Facebook and academic

performance of students. Moreover, tweens in Lebanon have a tendency to use Facebook

as a mean of communication such as updates of friends and family and chatting, resulting

with the increase of time spent on Facebook. As Lebanon did conform to worldwide

studied effects of Facebook on the age group in study, privacy issues seem to be much

less among Lebanese students as their inhibitions in sharing information publicly seem

higher.

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CHAPTER ONE: INTRODUCTION

1.1   Internet and Social Media's Impact

The Internet has been bringing people closer to each other since it is beginning, providing them with easier ways to connect and communicate. It drove globalization to a new level, as the world is made smaller through electronic media and portals, all thanks to the simplistic and fast new means of communication through Internet.

Social Networking Sites (SNS) have been at the heart of this progress, as they play a major role in bringing people from all over the world to a single platform. Since then, the Internet has greatly contributed to bridging communications across the world, helping relationship building between people (Keisler, 1997). With a wide potential of finding people with similar interests, friend-networking sites have gained momentum from the beginning (Raacke & Bonds-Raacke, 2008). While the research on the various effects of SNS started out slow, it soon attracted the attention of researchers as these networks reshaped the way the world interacts (Ellison, Steinfield, & Lamp, 2007). This worldwide trend has raised researchers' interests since the Internet originated in the US. Its effects on users, behaviors, psychological well-being, and further dimensions being constantly explored (Lievrouw, 2000). One of the earliest published studies in the field was directed specifically on the impact of SNS on adolescents and their well-being. The study paved the way for numerous researches to build on the results, which showed a "significant relation between well-being, frequency of visiting sites, and information received from others on site" (Valkenburg, Peter, & Schouten, 2006). Since then the interest in Online Networking Sites (ONS) has increased tremendously, making

socialization a tool of "acquiring knowledge, skill, and attitude" *(Moscardelli & Heyes, 2005)*. Moreover, the importance of research on online socializing has been heightened as users of all ages are further encouraged to share experiences and express themselves more freely across a wide platform of receptors across the world.

The Internet, especially Social Media have driven the world to access anything they desire in a click of a button. So how is the world and humanity going to cope with this progress? And how are individuals going to be able to control how much and how quick children pass through this era of technology expansion? This leads to the most important question, how is all this progress affecting young students who are in their developmental stages? All these questions are going to be answered with time, however we can notice how quickly the spread of Social Media has reached the various corners of the world.

1.2 Research in Lebanon and the Region

The research on SNS effects on this age group has been numerous, however still lacking especially around the region in the Middle East as it has spread quickly to all corners of the world. Merely ten years ago the lives of Middle Eastern youth were invaded with new media in ways unthinkable. This rapid acceleration was made accessible only through computers but has migrated through cellphones as well, transforming them from being means of communications to a combination of communication and entertainment *(Melki, 2010)*.

Within the region, few studies have been done highlighting Internet usage in the Middle East. A recent statistic showed that Facebook users in Kuwait compromise 34.4% of the country's population, having 87.39% of the population being Internet users

(Hamade, 2013). In another study done within the region, Facebook was "spoiling" secondary school students in Saudi Arabia. It showed a negative correlation with academic performance on 78% of these students, according to Al-Sharari. The website created a distraction for students even during exams, and acquainted them with bad influences. The aim was to support that children be educated on the effective use of Social Media portals in a beneficial manner (Qtd. In Blackwell et al., 2014).

Lebanon has been swept with the wave of Social Media as the rest of the region and the world. The rapid growth of Internet usage in the area has attracted attention of several industry leaders within the field. *Albawaba Business,* the largest independent producer and distributor of content in the Middle East Online, published a special report in 2011 about Internet usage in the Middle East. The report showed 1.3 million individuals in Lebanon used the Internet in 2010, compared to 1 million users in 2009. Keeping in mind that the population in Lebanon does not exceed 5 million. Moreover, a similar online content analysis conducted in 2012 by www.internetworldstats.com reported around 2.2 million Internet users in Lebanon. Facebook made up 1.5 million users of them as specified in the report. With such tremendous growth of social networking, it is very important to understand the impact it has on adolescents aged between 9 and 18 years old, across the globe and specifically within the region.

Little research is done in the Middle East and Arab countries, as findings of numerous research showed a lack of experience with SNS beyond their entertainment value, creating a need to educate students in such countries on information sharing issues, with 70% of students having accounts without the proper privacy controls implemented (Hamade, 2013).

In a study led by Bayt.com in cooperation with research specialists *YouGov Siraj*,

results showed that:

> *70% of Internet users in the Middle East and North African region believe that*
>
> *normal social activity has been disrupted by online activity, to an extent that today's*
>
> *human relationships are now mostly "virtual".*

1.3 Research Questions

This is why it is very important to reflect on the aspects behind Facebook towards

users. Additionally, it is important to understand the nature of such networks and how

they affect adolescents' social lives, while comparing the impact (being positive or

negative) on adolescents, where a research study will be conducted. The following

research questions will be analyzed.

RQ_1: *Does long hours on Facebook reflect negative effects among adolescents?*

RQ_2: *What are the various negative effects of Facebook on adolescents spending*

increased amount of time on this social networking website?

RQ_3: *Is there a correlation between academic performance of adolescents and*

the time spent on Facebook?

1.4 Objectives of the Study

Thus, this study aims to highlight the negative effects of Social Networking Sites,

specifically Facebook in academic and social skills among students in Lebanon. Through

the review of literature around the world, the effects of social networking websites on the

age groups will be categorized into psychological, social, and academic. On the other

hand, the negative impact on the academic performance and socialization habits among

Lebanese students, will be shown by using a T-test regression analysis on the survey data, based on a group of Lebanese adolescents between the ages of 9 to 18 years old, gathered through convenience sampling of different socio demographic backgrounds, all of which are attending students at different schools.

Analyzing the findings of Facebook consumption amongst Lebanese adolescents will allow us to determine if the excess use of Facebook does result in lower academic performance and less daily social interactions. These findings will also provide evidence on gender difference among adolescents in the use of Facebook and main motivations. Moreover, a further analysis on the frequency of posts and content will give an idea about privacy issues and posting inhibitions.

1.5 Defining Social Media and Facebook

According to Merriam-webster.com, Social Media are different methods of communicating electronically; which allow users to relay information, ideas and messages to the public across the world by writing or multimedia, such as audio, video, and pictures.

Other definitions also describe that *Social Networking Sites are the latest online communication tool that allows users to create a public or semi-public profile, create and view their own as well as other users' online social networks (Boyd & Ellison, 2007a), and interact with people in their networks.*

(qtd. In Subrahmanyam et al, 2008, p.1)

"Social Media is now the number one use for the Internet and this percentage is growing

larger every day"

(Qualman, 2009)

There are several reasons why Social Media have become such an important part of people's lives. Social Networking Sites such as Facebook, Twitter, Instagram, and MySpace have become quite trendy among pre-teens and adolescents. Even famous stars in Hollywood are using SNSs to connect with their fans.

For the past decade, these platforms have become the "norm" all around the world *(Moscardelli & Heyes, 2005)*. SNSs are known to be the most active online communication tools (e.g. Facebook) having over 1 billion active users. Facebook, which is possibly the most prominent among its peers, allows users to explore the profiles of other people that share similar interests and values as themselves, and then connect with others accordingly. Its concept aims to form the vast web community into a civilized "social environment" which reflects the real identities of its users, in addition to their relationships and information relevant to them (Facebook, 2009). Facebook has served as a technological frontier where the "world is more open", and all ages currently make use of this space in 35 different languages covering 170 countries and territories. Each individual in his own voice can share what is important to them (Zuckerberg, 2009a).

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

There has been a lot of research on Social Media and Facebook, each relating the

new advances to the different aspects pertaining to a person's life. The most important

research mentioned in the below review of literature will shed light on the worldwide

trends, in order to create a benchmark for comparison to the focus region of the study,

and set guidelines for the survey and analysis.

2.1.1 Shortcomings of Technology

'The advent of the widespread use of the Internet in the 1990s was met with both fear and

enthusiasm regarding the potential impact on social relationships and psychological

well-being."

(Bargh & McKenna, 2004)

As all new technologies that reshape the world we live in, they come at the

expense of numerous aspects. While benefits and efficiencies are highlighted almost

directly, the side effects and shortcomings often follow with time. The rise of social

networking has not been different (Almansa, Fonseca & Castillo, 2013).

2.1.2 Facebook Data and Analysis

Originally, the idea behind Facebook was to make interpersonal communications

easier among college students back in 2004. According to Facebook.com, Facebook's

mission is "to give people the power to share and make the world more open and

connected" (Facebook, 2012). By 2008, 200,000 new users per day were registering on

the website, while 54 billion page views were recorded each month (Guo, 2008). The main usages for Facebook were primarily to connect with friends and acquaintances from the offline world (Lampe, Ellison, & Steinfield, 2006). However, the website soon became means to make new friends, while communicating with old friends (Heinman, 2008). And by 2010, around 50% of active Facebook users logged on daily, with an average of 130 friends per user (Facebook, 2010b) reflecting the power behind its message.

The virtual world networking was created to heighten social interaction such as Facebook. The features presented by Facebook such as "likes", "poke" or "gift" allow users to express themselves openly enabling them to present and collect social support. Following, Facebook allows users to get involved in groups with no geographical restrictions giving users the ability to yearn for popularity, attraction and love (Gross & Acquisti, 2005; Stutzman, 2006; McKenna, Green & Gleason, 2002).

It has allowed an enormous amount of the population worldwide to connect on one platform with heightened visibility to anyone of any age resulting, in an increased social utility and growing social diversity (Fraquhar, 2008). Furthermore, this SNS is not only known as a communication outlet but also referred to as a social curiosity tool. The concept of Facebook is somewhat exciting and addictive by following other people's lives, but the excess of information received may have consequence of privacy issues (e.g., Schwartz, 1968). Another factor that does not always seem to be delivered correctly is how a person characterizes himself or herself. Each user on these Social Networking Sites identifies themselves in different matters and at different stages resulting into complex identity strategies of representation (Marwick, 2005; Ong, et al.,

2011).

Nowadays, SNSs have become readily available to users through their mobile phones wherever they were located. A decade ago, it was impossible to reach audiences of a similar scale with this ease where businesses are able to reach their targeted audiences (pre-teens and adolescents included) with a click of a button. These websites create a community for individuals, which gives them access to others with similar interests. Whatever the purpose, an individual is able to customize his/her own public profile, and choose the details and pictures he/she wants to share.

2.1.3 Age Group Research

In this age, Internet has become an aspect of almost every person with access to it. One age category, which is being influenced the most, is adolescents and preteens, where *"93% of young people in America between the ages of twelve and seventeen are using the Internet" (Anderson-Butcher et al., 2010).* Amongst this age group, technology has become increasingly important and an essential tool for gathering information, entertainment, as well as communication. Each year, every generation seems to be more tech connected than the previous. The world has reached a full-fledged stage of high-powered technology, mobile usage, and games and much more as being part of ones social engagement (McMahon & Pospisil, 2005).

"As youth online social networking usage grows in prevalence, so do psychologists' concerns about the effects virtual communication has on adolescent social development."

(Wilks, 2011)

Fourteen percent of the students used smartphones, in which extension applications and games linked to Facebook were used. The Facebook phone application was considered the most popular among 15% of the students, while YouTube was rated best by 8% of the participants (Blackwell et al., 2014). When discussing the comfort in using Facebook, a term was coined specifically to identify the population of adolescent user that are well versatile technically in the use and options of Internet applications and websites, with the ability to teach others, "Internet Mavens" was used to refer to that group of users (Belch, Krentler & Willis-Flurry, 2005). According to Schwarz (2011) youth are no longer induced with telephones or even face-to-face communication, preferring instant communication through text and online messaging as presented by social network sites to build relations and create communities (Varas-Rojas, 2009). This so called relation building and creating communities is not well understood, as it may seem. Young people present themselves online enabling them to be visible and meeting strangers through these communities thus leading to other connections (Haythrnthwait, 2005; Timmis, 2012).

There are many factors that come into play when defining the role of Social Media in the life of pre-teens and adolescents. Social Media *"is not just an avenue for socializing; kids and adolescents can be creative, interact, and learn" (Chau, 2010).* For instance, it is considered to be an alternative that allows students to be interested in learning *"with a new and previously unconventional medium" (Rosen, 2011).* Similarly, an individual is able to browse profiles from all around the world and contact those of interest. It is an opportunity that not only connects adolescents with their friends but also allows them to share similar interests such as arts, music and games with others.

Creating such communities made up of friends from across the globe has become simple through SNS.

(YouGov Siraj, 2009)

2.2 Social Media Research

2.2.1 Measuring Frequency

Measuring Social Media is implicated with the frequency of use. Frequency can be portrayed as the amount of time a user has been active to a certain Social Media outlet or the number of times the user logs into and uses the Social Media platform per day or week. Other methods of measuring Social Media frequencies are through the amount of interactions and updates a user performs.

Understanding how frequency is measured in Social Media is an essential tool because it can play a role in the student's interpersonal relationships and Social Media addiction.

2.2.2 Uses and Gratifications Theory

"Uses and Gratifications" (U&G) is known by theorists to be the most apt framework to analyze media-like characteristics and interaction for Internet studies (Johnson & Kaye, 2003; Stafford, Stafford, & Schkade, 2004; Weiser, 2001). The framework approaches the social and psychological needs to generate media expectations, which in turn leads to patterns and exposures (McGuire, 2001). The U&G theory signifies the audiences' fulfillment and the content deliverables, which allow them to satisfy their needs. These needs of individuals are linked to personal characteristics and social environment.

Sheldon (2008) indicated that it had become a routine behavior for students to

check their Facebook whenever they have an online presence. He was able to analyze the

students by using the Uses and Gratifications Theory in order to know why they used

Facebook and what gratifications they received. All this time spent online while logged

into Facebook allows these pre-teens and adolescents to reach the subconscious motives

they desire. These are highlighted by peer communication, sharing their feelings, being

entertained, and/or passing time. This gives an overview about the number of hours

students are spending on Facebook, indulging in numerous forms of communication in

order to keep them informed while being entertained.

2.2.3 Loneliness

A complimentary yet inconclusive research mentioned social loneliness as part of

its results. Although it was not the main concern with Moody's (2001) report at the time,

since it showed in low levels; however the main concern was the high levels of Internet

use in correlation with the higher levels of emotional loneliness. This result suggests that

online interactions do not satisfy the emotional social interactions to one's self. Some

online users tend to have had depression and loneliness before connecting, thus

predicting more problematic use of the Internet (Ceyhan & Ceyhan, 2007). However,

that does not conclude that the use of Social Networking Sites does not increase

loneliness and depression, moreover it is supported that social anxiety related online

usage with loneliness and social anxiety and directly related to negative effects (Kaplan,

2007).

Within this context, communication apprehension is a form of naturally occurring

anxiety of an anticipated communication with other people (McCroskey, 1993). People

who display high levels of communication apprehension are more likely to feel most

comfortable using SNS, taking them away from the fear factor of personal interaction.

Thus, developing a dependency on such forms of communication, inhibiting their

development in society (Bippus & Daly, 1999; Beatty, 1987; DeVito, 2001; McCroskey,

1982).

Kim, LaRose, & Peng (2009) stated that there were several studies, which tried to

find correlation between using the Internet and loneliness among other negative effects.

Later however, studies showed that there was no direct correlation as it depended on

whether or not the use of the Internet was for social activities or pure entertainment,

explaining that there are different results for each activity (*Zhao, 2006*).

2.3 Facebook Research

The research in Lebanon about online social networking habits among adolescents

and their academic performance is fairly scarce. However, there had been a large number

of studies in Western countries, especially in the United States of America and Europe.

2.3.1 Explaining Behavior Through Gratification

Exploring Facebook uses, the motives behind users' actions on the website could be

a valid indicator for behavior. Numerous researches covered the topic, finding various

motives. Facebook was seen as primarily filling interpersonal communication and

maintaining friendships (Sheldon, 2008a), further research showed motives such as

expressing oneself by sharing information for others to access, passing time, seeking new

relations and friendships, entertainment, interacting with others, professional or

educational purposes and many more (Papacharissi & Mendelson, 2011). Other authors

translated most of these motives as self-expression (Boyd, 2007; Livingstone, 2010;

Zywica & Danowski, 2008). In turn self-expression has been defined generally as the

actions and behaviors leading to present "one's point of view or creative work" (Van

House & Davis, 2005).

2.3.1.2 The Various Uses of Facebook

Social searching and social browsing were also terms identified by Lampe et al.

(2006) where the first referred to users looking for specific information on offline

acquaintances to gain more insights on them, while the latter reflected surfing for random

information about friends and strangers made available by the social-networking sites.

Facebook primarily served two main purposes for users, "Passive social browsing"

described by the newsfeed received by each user and "extractive social searching", which

is described by the surfing of other people's profiles. The research was done by studying

Facebook users, monitoring their emotional responses and on-screen activities as they

browse through the social network. The users in the study spent more time browsing

than social searching. Complimentary to the results, users also experienced more

"pleasantness" while browsing rather than when searching, as shown by the Facial EMG

data (Wise et al., 2010).

2.3.2 Age Group Specific Research

Facebook has impacted everyone, but students in their developmental stage have

been the most affected, since they are part of the first generations that have been exposed

to Facebook during their developmental stages. School children and young adults were

given relevant questions to reveal the level of awareness and perceived threats of SNS.

The results showed that several students made use of websites such as Facebook to

receive assistance from their peers on academic issues, notes, and homework, in addition

to the socializing aspect. However, with 50% of the students agreeing that all their peers

are actively using at least one SNS, 25% of the students interviewed admit to using the

websites as a medium to let out their frustrations, problems, and home issues. They also

admitted to often receive advice from random people within their connections. The

motives of using Facebook could not be fully explored, having 50% of the students

preferred adults, parents, and teachers not having access to their personal accounts (Kaur,

Bharali & Pradeep, 2012).

Facebook use has been studied by many researchers like Soep (2012), Gonzales &

Hancock (2011), who examined how youth join certain communities and develop new

codes of behavior, leading to an effect on Facebook usage. Moreover, further studies

were conducted to interpret how users join different communities lead by friendship

networks and even interests (Skog, 2005; Backstrom et al., 2006; Liu, Maes, &

Davenport, 2006).

Focusing on these motivations for using Facebook, there has been a lot of research

to identify the various shortcomings social networks have brought with them. In general,

communication technologies such as cell phones and Internet based applications have

been adopted by communities at large, and have been shaping the way people manage

their lives. This aspect includes Social Networking Sites and specifically Facebook

(Steafnone, Huang, & Lackaff, 2011).

2.3.2.1 Number of Users and Frequency of Activity

Among these studies there are certain differences in using online communication among the different age groups. For example, generational differences have been observed, as young adults spend more time online, and feel more at ease doing so in comparison to older generation (Raacke & Bonds-Raacke, 2008). Around the world children are using social networks. In the US, students between the ages of 11 to 14 spend the majority of their online time on social networks (Rideout et al., 2010). Similarly, over 38% of children in the UK between the ages of 9 to 12 have an online profile on at least of the social networking websites (Livingstone et al., 2011). By May 2011, a report by Consumer Reports notes that 20 million students under the age of 18 actively used Facebook throughout the year reaching up to May 2011. Of these minors, an estimated 7.5 million were under the age of 13, supporting most of the research done on the subject.

In Spain, 99% of adolescents aged between 11 to 20 years used the Internet (Echeburua & De Corral, 2010). Tweens are one of the most active users of Social Networking Sites as several researches have shown (Livingstone et al., 2011). The SNS have evolved to also include online videos available as part of the content sharable through friends and peers, which also adds to its attractiveness since, watching online videos is the most popular online activity for students between ages 8 and 18 (Rideout et al., 2010).

Adolescents are heavy users of newer electronic communication forms such as instant messaging, email and text messaging, as well as communication-oriented Internet sites such as blogs, social networking, and sites for sharing photos and videos.

(Subrahmanyam & Greenfield, 2008, p.1)

In Europe, Social Networking Sites are very popular amongst adolescents. Thirty-eight percent of 9-12 year old and 77% of 13-16 year old European children have a profile page. One third of these children have a Facebook profile page and over a quarter of 9-12 year olds have their profile page as "public" (Livingstone, Olafsson, & Elisabeth, 2011).

"Online social networking has become extremely popular with adolescents and young adults" (Wilks, 2011, p. 2).

2.3.2.2 Various Activities on Facebook

The most used reason to be connected to Facebook is "stay in touch with their friends". With the expansion of technology and smartphone usage, tweens are driven to be continuously connected online and be updated with what is happening around them. (Brandtzaeg, Luders, & Skjetne, 2010).

Among the research involved in studying the frequency of Facebook usage, students between the ages of 8 and 18 were found to go online at least once per day (Rideout, Foehr, & Roberts, 2010). While examining behavioral adjustment in social setting on two age groups, 13 – 14 year olds and 22 – 23 year olds, both age groups showed that the use of social networking is correlated with "well adjusted youths", as they seek high visibility (Thompson & Lougheed, 2012). Similarly, the time spent on Facebook by students of ages 8 – 12 showed that twenty-six percent spent less than an hour a day online, twenty-seven percent spent between 1 and 2 hours each day, and ten percent spend over 3 hours daily. Thirty-nine percent of the students in the study only

went online a few times a week (Blackwell et al, 2014).

2.3.3 Addiction and Dependency on Facebook

One of the concerns families express with regards to social networks is the effect

they have on their adolescent members of the family. This concern had been identified as

Internet Addiction (IA), which can affect negatively to academic performance, family

relationship and emotional development (Young, 2004; Yen et al., 2008).

2.3.3.1 General Research and Definitions

"Internet addiction is an explanation for uncontrollable, damaging use of this

technology. Moreover, it is a warning sign that a person is having difficulty controlling

his or her Internet use" (Beard, 2002).

In 1994, Ivan Goldberg an American psychiatrist of the American Psychiatric

Association discovered the mental disorder called "Internet addiction disorder" (IAD)

(Gackenbach, 1998). Since then, the term has been elaborated further. One example

expressing IAD was "pathologically addicted", which can be represented as unable to

dedicate all their time to the virtual world (Suler, 2004).

Furthermore, the term was introduced into the Psychological Diagnostics Manual in

its forth addition. In support of this inclusion, Kuss, Griffiths, & Binder (2013) surveyed

2,257 students in the United Kingdom. The results showed that 3.2% of the samples

surveyed were classified as being addicted to the Internet. Complementary to the

numbers deduced above, Johansson & Gotestam (2004) stated that in European countries,

IA was ranged between 1 and 18.3%. The results were similar to Asian countries where

IA ranged between 13.7 and 18.4% (Kim et al., 2005).

Studies delivered that the over-use of Internet can lead not only to social isolation but disturb adolescents' academic performances, increase the risk for physical and mental disorders, and much more (Engelberg & Sjoberg, 2004; Young, 1998). In 2004, Young further illustrated that the Internet has overtaken our lives at all levels. It has invaded our "homes, schools, and work". In the 20th century, people have their computer in their pockets with the increase of technology innovations, the Internet floods our lives every second.

Similarly high school students were assessed using the Internet addiction test (IAT). Lawrence et al. (2009) observed that several "stress related variables" were directly linked with Internet addiction among other addictions. Additional risk factors included drinking behavior, family dissatisfaction, and experiencing stressful events.

A study done on high school students in Greece showed that the number of hours spent by students on social networking websites is almost equal to the number of hours spent on the Internet as a whole. This factor directly shows the effect of Social Media on Internet addiction. Around 97% of the students in the study were found to have at least one account on a social networking website, with the majority using Facebook.com (Faliagka & Vaikousi, 2011).

There are numerous studies from all around the world, such as the ones mentioned above which reflect the amount of indulgence that students have in the Internet and Social Media. In turn, this makes students within that age group highly susceptible to the factors associated with Internet addiction.

2.3.3.2 Various Effects on Age Groups

Other behavioral markers related to Internet addiction include anti-social characteristics in adolescents. *Hing Keung Ma (2012) regarded Internet addiction as an uncontrollable and damage use of the Internet, supplemented by Young (2004), who found that Internet addicts spend almost triple the number of hours non-Internet addicts spend.*

Users spend approximately 18% of their time online, most of which includes engaging in Social Media activities. High school student grades were less on average as the Internet use increased (Bayraktar & Gun, 2007).

In the United States, it had been recognized that Americans spent 2.7 hours each month on Social Media in 2006. By 2011, the number of hours almost doubled, reaching up to 6.9 hours per month. Moreover, the number of Social Media users has accompanied this increase, going up from 24% in 2008 to 56% by 2012 (Brynko, 2013).

Moreover, other results reflected 74% of students viewing their accounts numerous times a day, with a minority of 15% checking once a day or few times a week (7%). This is also related to the frequency of actively posting to SNS having 47% posting and commenting numerous times a day, 33% at least once a day, 7% few times a week, and 2% only posting irregularly (Hamade, 2013). Such numbers reflect phenomena, which have been the focus of numerous studies, Internet addiction.

Certain patterns showed that online shopping and neuroticism decreased the risk for addiction. On the other hand, online gaming and openness to experience, as a personality trait, increased it *(Kuss, Griffiths & Binder, 2013)*.

Internet addicts showed behavior patterns relating to unhealthy sleep, work performance or relationships (Gackenbach, 1998). This leads to a better understanding of how adolescents are affected leading to lower levels of attachments to friends and families (Mesch, 2001).

There are numerous terms that have been used in order to describe the new habits that have been adopted by students since the beginning of Facebook. With the excessive amount of time spent online by adolescents, the term "Internet Dependency" has been coined often, which is defined by Internet overuse and not limited to any single cause. This is said to be a *"compulsive overuse of the Internet that causes irritable or moody behavior when deprived of it" (Mitchell, 2000).*

The excessive use of Social Networks Sites are presented as being harmful for users as it may cause misuse, dependency, addiction, moreover affect the life and sleep quality of a person (Griffiths, 2012). Social Networking Sites are just one of many causes of sleep disorders amongst users (Van Den Bulck, 2004; Choi et al., 2009; Munezawa et al., 2011).

Another factor that has been taken into consideration affecting health is sleep deprivation. A link has been established between Facebook dependence and poor sleep quality, after eliminating various factors such as age and sex (Wolniczak et al., 2013).

An important research took place in Turkey, as the country was turning towards digitalization. Over 1300 high school students participated in a questionnaire aiming at observing Internet usage patterns. The results identified few students as experiencing severe problems due to Internet abuse. One fourth of the participants were seen as possible Internet abusers, experiencing occasional personal problems. The Internet was

seen as a way to escape negative feelings by students (Gencer & Koc, 2012).

The literature on Internet abuse and addiction has been inconsistent in identifying

the average time of usage (Cakir–Balta & Horzum, 2008; Chou & Hsiao, 2000;

Morahan–Martin & Schumacher, 2000; Young, 1998). Other research relied on different

methods such as the frequency of use, or even the type of activity such as the research by

(Chen, Tarn, & Han, 2004; Young, 1998), finding that Internet abusers often prefer

interactive activities.

Linda Stone has coined the term "continuous partial attention", which is defined as

the desire to stay in touch and keep in contact. This term was conceived with the

advancement of the numerous devices, which fueled the human need. The constant

connectivity had created an "over-stimulation and a lack of fulfillment" with people.

These factors are sources of uncontrollable stress for adults and young people alike as

Professor Amy Arnsten has shown. The prefrontal cortex originally functions to process

complex thought, which is most useful in times when a person is in danger. With the

advancement of technology and the introduction of Social Media to mobile phones

(Twitter, Facebook…), the prefrontal cortex is being overloaded as we try to cope with

the constant interferences while performing the daily life activities. The heavily time

consuming constant alerts are properly controlled by few individuals, while it is addictive

to most others as they are drawn into the Social Media revolution (Edwards, 2008).

As demonstrated, numerous researches around the world tried to identify Internet

addiction. In turn, Internet addiction has been linked to numerous psychological problems

such as attention deficit hyperactivity disorder, depression, substance abuse, anxiety, and

communication issues (Kaplan, 2007; Ceyhan & Ceyhan, 2008; Iacovelli & Valenti,

2009; Moody, 2001; Yen, et al., 2009).

Young (1999) explained that the "addictive use of the Internet is a new phenomenon which many practitioners are unaware of and subsequently unprepared to treat".

Perhaps one of the most distractive and time-consuming aspects that have developed on Facebook is the big amount of games. Zynga is only one example, but has created revenue of around 12% of Facebook's revenue. The addictive nature of the game attracts users to spend time and money on them. A few examples of games that have drawn attention from millions of users are, Sims Social, Angry Birds, Farmville, Candy Crush, Texas Holdem Poker, and many more (Steele, 2012).

The effects of Internet addiction extend to the classroom, as Internet dependent students are more likely to miss classes and get behind on class work (Kubey, Lavin & Barrows, 2001). For such reasons, several academic institutions create local restrictions on Social Media websites during academic hours or ban outside laptops (Bugeja, 2007).

Another study on Internet abuse suggested that students often tried to escape being watched by family members in order to indulge in their abusive patterns online, thus ended up making use of Internet cafes or cyber cafes outside the home. Seventy-two point four percent of students aged 12 to 18 visited cyber cafes, where the problematic visitors were frequent users (Tahiroglu, Celik, Uzel, Ozcan, & Avci, 2008).

2.3.4 Effects on Body Mass Index

Different researchers have different opinions regarding the excess of time spent on Facebook and its effects on adolescents. *Wilcox and Stephan* (2013) covered a very

broad area of SNS on adolescents. In a series of five experiments done on the use of

Facebook, the excess use of Facebook was associated with a higher Body Mass Index.

The study showed a momentary increase in self-esteem while browsing the Social

Networking Sites, which in turn reduced self-control. This effect on self-control was

considered to be lasting even after they went offline, as deduced by the above results.

2.4 Virtual world on Facebook

An important point that should be noted is that online and offline worlds are

connected. People will bring in information from their offline real lives into their online

virtual ones (*Subrahmanyam, & Greenfield, 2008; Subrahmanyam, Smahel, &

Greenfield, 2006).*

2.4.1 Effects on Social Connections

Real life impressions are also often shaped by Facebook profiles, the comments

posted by friends and the number of friends. These factors place a role in the social

attractiveness and success of an individual (Walther, et al., 2008; Tong, Van Der Heide,

& Langwell, 2008). This leads to a predisposed desire to post the positive moments of an

individual's life. For frequent users, this aspect might have a negative reflection on the

personal life of an individual, as it would be compared to the virtual image others create.

Thus, the distorted perception of others will cause such individuals to become more

vulnerable in their own life assessments.

Furthermore, distortion is reinforced as a real-life social network of known friends

extends to an average of 125 for an individual (Dorer, 1997; Lea & Spears, 1994 - 1995;

Wallace, 1999), while the Facebook social network averages at 217 members (Acar,

2008). This ease of networking reinforces the lack of knowledge of each individual, making it harder to separate the real-life impressions of others and the virtual ones (Chou & Edge, 2012).

2.4.2 Self-Presentation on SNS

SNSs provide means of communication that have little cues outside what a person decides and selects to share. Unlike interactions done in person, an individual has the time to select the information that would be positive on his image. This results in an abundance of fake or exaggerated information that is not easily identified, driven by the will to present themselves in a unique manner (Haferkamp & Kramer, 2010; Ellison, Heino & Gibbs, 2006).

With Facebook, as with other Social Media realms, almost everything is virtual. However, this virtual world provides a lot of adolescents with the peer groups they are in need of, for the development of their social skills and creating relationships.

"In this period teens learn to form and maintain intimate friendships and other essential social skills. These skills become vital in young adulthood when peer groups become the primary resource for emotional support."

(Qtd. In Wilks, 2011, p.3)

However, this virtual world is replacing the physical one for these individuals, and with their needs being substituted, their skills, which are acquired online, are lacking several components from the real world. As one statistic showed that 48% of teens believe online social networking has improved their relationships *(Pew Internet and American Life Project, 2001; as cited in Greenfield & Subrahmanyam, 2008).*

Moreover, the emotional support they are receiving from their social online circles remains virtual and lacks most of the physical elements. These types of relationships often end up shallow due to their nature, and what seem to be a short-term relief for a lot of these soon-to-be adults, is proving to be harmful on the long run.

2.4.3 Virtual World Effects on Relationships

One study done by Mitchell et al. (2002) focused on the online relationship closeness for adolescents, describing various types of relationships formed online by teens. The sample used covered 1,501 students from across the United States through phone interviews with the individuals, after receiving their respective parental consent. The interviews targeted topics such as Internet safety, casual online friendships, close online friendships, romantic relationships online, and meeting someone in person after having met online. The results showed that 55% of the sample surveyed had interacted virtually with people they have never met in the physical world, over the past year alone. Twenty-five percent described forming casual friendships online, while only 14% had been involved in close friendships over the Internet. Seven percent however had actually met in real life after getting to know them over the Internet, and finally 2% admitted to a romantic online relationship. These findings support some of the negative effects on adolescents from Facebook, as it suggests that most friendships formed online are often shallow, casual, and short-lived.

Facebook use amongst student couples is found to reveal forms of jealousy behaviors. This constructs a norm of seeking and monitoring a partner's profile with the urge of becoming a "Nosey Parker" plus offering a gateway for problematic issues

(Muise et al., 2009).

Another research also showed how Facebook is a variant in causing jealousy issues in relationships, which is a critical subject specifically for tweens (Muise, Christofides & Desmarais, 2009). Furthermore, Subrahmanyam, & Greenfield (2008) focused on how online interaction shapes relationships with friends, significant others, strangers, and family. The study showed that Social Networking Sites are impacting adolescents by taking the friend groups and online social relationships to a very public level. This is creating a dependency on relations with "strangers", which are often characterized as superficial and short lasting. Where only a small percentage of adolescents report a close relationship with someone they met online, where "troubled youth" seem to have most likely formed relationships with people they have never met.

2.4.4 Virtual World Effects on Personal Identity

Young aged Facebook users are known to have more friends than older people, which can be considered to be positive (Brandtzæg et al., 2010; Karahasanovic et al., 2009). However, Boyd (2006) noted these users are not able to identify friends from non-friends; moreover would add anyone they have met even if in general they dislike them.

The Internet provides the opportunity for individuals to engage in greater identity and role construction than is possible in the non-Internet world. The identities an individual is able to express and claim are all, to some extent, constrained by that person's current roles and relationships.

(Stryker & Statham, 1985)

Evidence showed that adolescents experiment with their identity through the

Internet. Over half of the youngsters from the ages of 9 to 18 years old use the Internet,

more precisely emails, instant messaging, or chat line to deliver a different image of who

they are (Valkenburg, Schoten, & Peter, 2008). Not only does that great amount of time

go online communicating with others, but as well as posting pictures, videos and personal

information on Social Networking Sites as Facebook and YouTube.

That finding has led scholars to argue that through this drastic openness to express

themselves in any manner online, it has also allowed these adolescents to have a

preferable way of communicating about their identity with others (Eagle, 2007).

The Internet allows adolescents to grasp their identity more easily and intensively;

thus, the freedom to experiment with self-expression is attractive to them.

(Blinka & Smahel, 2009; Yurchisin, Watchravesringkan, & McCabe, 2005)

Every Social Networking Website is based on the drive of social connection to

attract its users. For this reason, SNS have been most successful among adolescents, as

they create "invisible lines between the students' online identities and offline identities".

Although it seems Social Media can play positive roles in an adolescent's life,

however there are large substantial negative aspects as well. The first consideration of

negative aspects is the mental health of an adolescent, which according to research has

more severe effects as the usage of Internet increases. *Their level of contentment can*

decrease, and their likelihood of getting into trouble or being depressed can increase

(Rideout, 2010). Also, teens who use Facebook tend to be more narcissistic, antisocial, and aggressive (Rosen, 2011).

The study investigated insecurity, self-promotion and peer-perception as they influence online identities, by looking at the students' choice of usernames, language used, and profile pictures on the profiles. It suggested that the online identity is reconstructed according to the values associated with how peers view them, social connection, and the online popularity. This is observed as students often include pictures and information that represent their real and ideal-self as online identities, by using real names on their edited pictures to put the best identity possible online.

It has reached a critical stage to detect whether or not Facebook users are being truthful with the identity they provide in their profile picture (Ellison, Heino & Gibbs, 2006; Hancock, Toma & Ellison, 2007). Almost everyone understands the meaning of impression management (IM) and is involved in a certain manner, however through Facebook people grasp the least amount of information to generate impressions. Impression management was generated by (Goffman, 1993) to describe how people tend to make decisions with information giving in order to display a good impression to others.

2.4.5 Self-Presentation and Personality Effects

Impressions of a person are shaped from self-presentation and social cues, which reduces ambiguity and shapes positive perceptions. The more the social cues are presented, the less a person is ambiguent and more the impressions become positive. The types of cues that are represented by Carlson and colleagues (2004) are verbal, nonverbal,

contextual and metacues. A study states that face-to-face interaction provides more

social cues and are more effective than computer-mediation communication, however

this does not disregard the fact that these cues exist in computer-mediated communication

and are used (Tanis & Postmes, 2003).

For instance, visual use can be presented in the emoticons, which expresses

meaning and emotion (Bolliger, 2009). These social cues in the online world are

becoming more noticeable daily (Tanis & Postmes, 2003; Carlson, George et al., 2004).

Similar to how agreeableness is positively correlated to impression management,

Hill (2004), Ragby and Marshall (2003), Marcus et al. (2006) also found a positive

correlation between conscientiousness and impression management, where

conscientiousness was seen as a predictor to the later. Moreover, Rowatt (1998) related it

to the monitoring of others. This correlation translates that users with a high sense of

conscientiousness are less likely to display deviant or harmful information publicly.

How a person perceives another on Facebook is not morally based only of what the

users discloses about their social cues, self-presentation and attractiveness, moreover, it is

also affected by their friends' comments, attractiveness in wall posts and information

provided by others (Utz, 2010; Walther, et al., 2008).

Self-presentation on Facebook has different effects on adolescents depending on

their personality types and social adequacy as shown above. However, it does have

general effects on the psychosocial development of this age group in terms of identity,

intimacy, and sexuality. While the positive effect of enhancing self-esteem for certain

individuals is important, this research yields evidence of several risks for that aspect.

These risks include cyber bullying and unwanted sexual socializations (Valkenburg, Peter, & Schouten, 2006).

Built upon Goffman's (1959) IM, Jones and Pittman distinguished several criteria behaviors such as self-promotion, ingratiation, intimidation, and others. Throughout Goffman's studies he linked one's impression to self-presentation and the amount of information one is to disclose. In order have a meaningful self-presentation; a person must influence perceptions of one's image (Linzey & Aronson, 1985). During those years, these scholars explained the association between IM and self-presentation through face-to-face interactions, nowadays; the studies are conducted on the relation of impression management and self-presentation on SNSs (Boyd & Heer, 2006; Boyd & Ellison, 2007; Donath & Boyd, 2004; Lampe, Ellison & Steinfield, 2007). When a person creates a Facebook profile they are practicing self-presentation by identifying themselves, relationship, interests, hobbies, and testimonials (Boyd & Heer, 2006; Donath & Boyd, 2004; Dwyer, 2007).

Additionally, Ledbetter (2009) states that self-presentation is critical when Facebook users anticipate meaningful relationships or cherished social outcomes. These outcomes may be misled from some users as they display ideal personalities that do not mirror their actuality. This form of misled personalities is created to enhance their image positively online (Back, et al., 2010; Hancock & Dunjam, 2001).

A new examination of self-presentation has been discovered from online Social Networking Sites, bringing forth a new tool to analysis personality and identity of ones self. Ellison et al. (2006) established that in the world of social networking environments people act differently that in anonymous settings.

Some research looked into the factors that come into play with Facebook use, as a virtual self is created with the website. One effect studied was the rise of negative opinions about new contacts met through Facebook, before getting to know them in person. The separation between the virtual profile and the virtual self, also seems to lower inhibitions and promote uncensored displays of negative behaviors, which individuals would not condone in real life (Eberhardt, 2007).

On the second hand, several researches argued that the use of the Internet allows people to present themselves online, differently than their offline selves *(Byam 1995; McKenna & Bargh, 2000; Turkle, 1995).*

Broad profiles on Facebook can contribute as a platform for narcissists that might increase the motivations, and maximize admiration. One of the most ascribed characteristics that signify a user when introducing oneself is through the profile picture. Hence, an essential procedure taken could be the choice of pictures that emphasize the mental self-view users wish to pass on. It is fundamental to examine the users profile photo in correlation to identity contrasts and inspirations, which underlie that the decision for selecting a photo should not be disregarded (Ellison, Heino & Gibbs, 2006). Identity contrasts assume a critical part in the inspirations driving the utilization of SNS, and in the way users make and manage their personality on them (Ross, Orr, et al., 2009; Buffardi & Campbell, 2008).

Rosenberg defined self-concept as what a person thinks or feels (as cited in Zhao et al., 1986). In turn, self-esteem towards oneself reflects a general assessment of how identifies and feels about him or herself (Rosenberg, 1989). Personalities with high self-esteem tend to have more certainty in their relationship and partner and feel more secure

(Clark & Lemay, 2010). On the other hand, individuals in a relationship with low self-esteem have a higher significance of suspicion and jealousy and are more probable to screen their partner's Facebook activities (Rydell & Bringle, 2007; Sharpsteen, 1995). This aspect is further affected by the inclusion of strangers on the friend list with access to personal information (Acar, 2008). Moreover, receiving negative comments also affects the individual negatively (Valkenburg, Peter, & Schouten, 2006).

DeGroot et al. (2011), focused on young people's feelings towards socially connecting online and self-disclosure was placed, as a predictor of communication on Facebook and the level of intimacy in relationships. The results showed that through more "real" interactions with friends the more positive Facebook interactions occurred, and less online self-disclosure.

Coupled with the study of Allen et al. (2010) mentioned previously, these friendships are more harmful on the long run, in comparison with the long-lasting peer relationships that these young people need early on in life. "Extraverted teens" are described as already having well-established peer groups. This personality type seems to view communication websites as means to reinforce already formed friendships they have made in the outside world, and means of keeping in touch. On the other hand, adolescents with poor social skills tend to rely on social networking as a haven for anonymous interaction with others and their only means of self-disclosure, where forming outside friendships would be impossible. This group relies on online interactions to compensate socially, while they never acquire the required skills being in their comfort zones online (Anderson-Butcher et al, 2010).

2.5 Big Five Personality Type: Extraversion

For the research specific indicators of the Big Five Personality types are used, which most relate to the gratification theory of motivation and online behavior. Extraversion has been identified as a part of the Big Five Personality factors, which come into play when assessing motivations and modes of use of the social websites. Jin-Liang Wang et al. (2012) explored the relationship between the Big Five Personality factors (narcissism, self-esteem, and sensation seeking) with the use of certain SNS features specifically. One of the most significant findings was that the extravert personality type was more likely to use the communicative functions of SNS including status update, comment, and adding more friends.

McKenna & Bargh (2000), looked into the variables that interfere with the patterns of online communication. Among the several factors, personality seems to be a great indicator of how an individual chooses to use Facebook as one example. Anonymity was shown as a great driver behind the usage of Facebook, as shyness and physical image barriers are overcome with the virtual image created through SNS. Shyness or lack of self-esteem is linked to anxiety, resulting in tension and discomfort as few effects to be named. Therefore, Facebook allows such users to avoid inhibitions in the presence of people. For Example, Mandell & Muncer (2006), found a negative correlation between shyness and online communication, while Sheeks & Birchmeier (2007), identified a desire for successful relationship which is fulfilled though social media, particularly for shy people. However, this factor resulted in great reliance on these means of communication, causing such individuals to regress in their social skills becoming dependent on SNS as means of communication for healthy relationships. Similarly,

Ward & Tracey (2004) concluded that shy individuals were more likely to form online

relationships, but at the same time, such individuals still expressed difficulty in

maintaining relationships even online.

"Gated individuals" was a term coined to describe people who face difficulty in

social settings due to a perceived unattractive behavior or shyness (Markus & Nurius,

1986). Such gated individuals seek "anonymous online environments" in order to create

the identities they desire, enabling to overcome their social weaknesses (Zhao et al.,

2008).

Moreover, anonymity gives users with social inhibitions a perceived feeling of

control through social websites to fulfill their intimacy needs (Sheeks & Birchmeier,

2007). The final results of their research showed that shy individuals spend more time on

Facebook, showing their dependency on such means. At the same time, a significant

negative correlation was linked to the number of friends on Facebook and shy users.

Linking the Big Five Personality traits to impression management had conflicting

results from different researchers. While Hill (2004) & Stober (2001) found no relation

between extraversion in particular and self-presentation, Davies, French, & Keogh (1998)

did come up with results to show a positive correlation between extraversion and "self-

descriptive enhancement", characterized by exaggerated posts. Complementary,

extraversion traits have been linked to an excessive behavior toward impression

management (Kristof-Brown, Barrick, & Franke 2002; Bagby & Marshall, 2003).

Similarly, in a study of personal website content management, a strong correlation

was found among extraverts and self-presentation (Vazire & Gosling, 2004). These

results were concurrent with those of Marcus, Machilek, & Schutz (2006), with an

additional dimension showing relating extraversion to the willingness to modify self-presentation to increase social approval.

In a comparison between extraverts and introverts, a replication of real-life social status was observed on Facebook, where extraverts were generally viewed to be more popular and outgoing (Zywica & Danowski, 2008).

Extraversion was also linked to privacy issues, as extroverts were more likely to express less restraint in their profile posts and pictures online, being less conservative that introverts in general (Kramer & Winter, 2008). The level content discipline which individuals express is related to their target audience (Costa & McCrae, 1992; George, 1996), which is the reason we observe such differences in contrast to introverts.

2.5.1 Neurotism on Facebook

On the other hand, neurotic personality types were seen more likely to use status updates to express themselves. Similarly agreeable individuals and those with high self-esteem tend to comment often on profiles and pictures. On the other hand, narcissistic users focus on uploading attractive photos of themselves, and frequently update their status for self-presentation. Moreover, a contrast between genders showed that males play online games and befriend peers more often than females, who more frequently upload self-photos and update their statuses. This demonstration of personality types and Facebook habits supports the view that while Facebook might not be harmful to all adolescents in terms of socialization and development, it does directly effect a certain portion of the age group, making them weaker and more vulnerable on the social scale (Jin-Liang Wang et al., 2012). One personality dimension that is considered as an

indicator of individual content management is the neuroticism, defined by the emotional

stability of the person. While Rowatt (1998) found no link in his research, Marcus et al.

(2006) identified a negative correlation with self-monitoring, as people with high

emotional stability are less likely to be concerned in modifying their behavior for others.

These results suggest that such individuals are more likely to express beliefs and

emotions freely online. Moreover, Guadagno, Okdie, & Eno (2008) identified a

relationship between being an online blogger and neuroticism, being more expressive.

This personality aspect is closely linked to agreeableness. Disagreeable people in

particular were found to be more prone to express rude or inconsiderate comments

publicly, which makes their interpersonal behavior deviant towards others at times.

Similarly, Vazire & Gosling (2004) supported the positive correlation between

agreeableness and impression management.

2.5.2 Narcissism on Facebook

A lot of research tried to investigate how personality differences are reflected on

Social Networking Sites, as the popularity of such websites drew more and more

attention. One research was conducted on 228 students, assessing their motivations that

emphasize physical attractiveness, personality, and social ties. One personality aspect

that was found to be a significant predictor of the motivation of selecting profile pictures

was narcissism. Narcissism is a complex pattern of esteem and self-importance, which

contributes narcissists to always perceive oneself as popular, successful and always

seeking for attractive and high status individuals (Oltmanns, Emery & Taylor, 2006;

Campbell, 1999). It is one of the many major concerns linked to Social Networking

Sites. Some of the many reasons are (Kramer & Winter, 2008) they give the ability for

users to have shallow relationships and emotionally detached communication. These are

all linked through having virtual friends, writing wall posts, and receiving or giving

comments. With the communicative purpose the site intends to give for family, friends

and colleagues; there is the ability for a user to receive friend requests from strangers,

which can have a different affect on behavioral and communication tactics. Moreover,

not only do Social Networking Sites increase the narcissistic persona but also allow any

person to have full control of their self-presentation. Any information they desire to

include in the profile page to perceive the image others need and want to see. This is all

linked to the concept of how self-presentation and narcissists pursue their vital identity

and belief of attractiveness, success, fulfillment, happiness, etc. (Buffardi & Campbell,

2008; Walther, Van Der Heide et al., 2008).

Such personality traits were linked to putting great attention to attractiveness and

personality for both men and women when selecting the pictures. SNS have created a

medium that fuels negative habits of certain personality types (Kapidzic, 2013). Buffardi

& Campbell (2008) confirmed through their research that through the online community

narcissism projected high levels of social activity with an increase of self-promoting

content. Similarly, Rosen (2011) noticed that teens that log on Facebook often are more

likely to show signs of narcissistic tendencies. The daily excess usage of social mediums

has a negative effect on adolescents by making them vulnerable to "anxiety, depression,

and other psychological disorders such as anti-social behaviors, mania, and aggressive

tendencies". Narcissism is a close indicator of online self-presentation behavior as

several studies point out (Buffardi & Campbell, 2008; Ong, et al., 2011; Mehdizadeh,

2010). Part of the charisma in which an online presentation of oneself attracts users, is

the visual cues that an individual is able to manipulate and control online, where in real

life it would not be possible (Ellison, Heino & Gibbs, 2006).

This control over one's image and somewhat the target audience, creates a very

comfortable environment for narcissistic behavior to manifest. The reflection of

narcissism on online behavior roots from the inflated self-perception from side, and the

high degree of concern with physical appearance. For such reason, links have been

identified between attractive profile pictures and narcissism of their owners. This also

applies to the perceived attractiveness of the profile owner, and perceived positive traits

(Buffardi & Campbell, 2008; Ong, et al., 2011; Mehdizadeh, 2010).

Based on the Narcissism Personality Inventory (NPI), a positive correlation was

found between narcissism and both, the number of times Facebook is checked per day

and the time spent per session on the social website. While a negative correlation was

established between self-esteem and the two Facebook variables mentioned above

(Ames, Rose & Anderson, 2006). Moreover, particularly it is connected to the

presentation toward oneself, for example, the recurrence of status updates, or the measure

of publicizing toward oneself (Ong, et al., 2011). SNSs offer narcissistic people with the

ability to have a crowd and a platform for exceedingly controlled self-presentation (Morf

& Rhodewalt, 2001). According to Zhao et al. (2008) Facebook identity of a user was

more likely to be seen through the profile image more than the "About Me Section".

This further indicated that narcissistic users presented their selves more through image

than providing actual meaningful content about ones' self. Furthermore, studies

displayed narcissism on Social Media sites resulting in higher levels of social activity and

more self-promoting content (Buffardi & Campbell, 2008).

2.5.3 Depression

Among the elements in the study relating to mental health, depression is highlighted due to the direct effects it has on the youth, leading to suicide in few cases. Around 25% of profiles in the research displayed symptoms relating to depression. This observation was translated on their public profile, as they were more likely to update their statuses with information reflecting depressive symptoms. Furthermore, they were most likely to refer to depression, when they received a reply from at least one friend on their status update. Similarly they were found to use Facebook more frequently. It is not uncommon for students to publicly display depressive symptoms on Facebook, and discuss them with other users who provide reinforcement (Moreno et al., 2011).

Another supporting research also got similar numbers, reflecting that 25% of undergraduate students display depression symptoms, with 2.5% having clinical depression based on the DSM-IV symptoms classification (Moreno et al., 2012). Such symptoms are problematic beyond the attention seeking behavior, with Facebook came rise to a new phenomena as students share suicidal thoughts and references before actually carrying them out. The media has been covering such stories in depth, highlighting the importance of what young people display on their profiles and the preventive measures that could be taken in such cases (LaPook, 2010; George, 2010).

When tweens spend an enormous amount of time on Facebook they are considered to be allied to the phenomenon called "Facebook depression" (O'Keeffe et al., 2011). A further study by Moreno et al. (2011) distinguished symptoms that are consistent to

depression on Facebook although it can be used to help mental health conditions and

fight humiliation.

Hunt & Eisenberg reported that in the last 6 years depression is one of the most

common issues in students and that is correlated with health issues and social outcomes.

The unfavorable outcomes that appear from depression result in low results of academic

performances, substance abuse, psychiatric conditions and suicide. Among adolescents

depressive symptoms result in insomnia, hopelessness, moodiness, and many more (Qtd.

in Moreno et al., 2011).

2.5.4 Isolation Effects

Among the main researchers on the topic "HomeNet" is home to a number of

research studies conducted at Carnegie Mellon University whose purpose was to examine

the relationship of the use of Internet, their social involvement, and the psychological

consequences of people. The studies were set to determine whether or not the Internet

provided a potential for isolation and depression (Kraut et al., 1998). "HomeNet" also

showed that some Internet users spent more time on the Internet doing un-important

things than spent time with their friends and family offline. Friends and families were

also shown to be active on Social Networking Sites themselves, which in turn helped

increase the isolation effects (Kiesler et al., 2002).

Nie argued that the Internet is at heart an isolating medium; it is neither a new site

of social activities nor a compensation for lost socializing offline (Nie & Hillygus, 2002;

Markoff, 2002; Nie & Erbring, 2002).

Searching for indicators of social isolation, Steven & Morris (2007) concluded that with excessive Internet use, real-life interactions are substituted with online socializing, which lead to the mentioned symptoms in students.

Increased Facebook usage has been assessed by spending a significant amount of time per session on the social website, and by the number of daily logins. This factor has been linked to numerous factors including self-esteem as a negative correlation; where the lower rated self-esteem users spend more time per session with greater number of daily logins (Mehdizadeh, 2010).

Hampton, Sessions, Her, & Rainie (2009) reported that some participants generated an increase in socialization in comparison to before connecting to Facebook. Furthermore, it was recognized by Ellison et al. (2007); Kaare et al. (2007); Lüders (2009) that there was an increase of well-being and self-esteem from shy people through internet-mediated communication.

2.6 Self-Esteem

The definition of self-esteem is elaborated by having four aspects beginning with the membership self-esteem, which is described by the need to belong to certain groups of people the person identifies with. The second is the private self-esteem related to the self-image. The third was the public self-esteem, which is carried as an individual views himself in public, monitoring how strangers perceive him/her. Finally, the importance to identity, points out the judgment on how the individual is perceived by a certain group, depending in intensity with how much the group pertains to the personal identity.

It was identified by Zywica & Danowski (2008) that individuals with low self-

esteem tend to express more about their personal opinions, exaggerate and engage in

actions to look more popular. Facebook has allowed individuals with social anxiety

and/or loneliness to communicate with other more comfortably than when face-to-face

which allows them to pass time and feel less lonely (Sheldon, 2008; Caplan, 2003).

There are researches which show that the additional self-awareness caused by

viewing one's own Facebook profile, enhances self-esteem (Gonzales & Hancock, 2011).

However, every teenager goes through a stage of hormonal effects, characterized by a

great deal of self-consciousness. Instead of having spaces to escape these pressures,

whether at home or in their rooms, Social Media have driven these teenagers to be

constantly under the spotlight. The advent of Facebook for example, has amplified this

stage for adolescents exponentially. Thus, for these young people "we are no longer seen

doing something; we are doing something to be seen", with the constant exposure and

social competition online (Smith, 2013).

In order to study the relation between the amount of time spent on SNS and self-

esteem, 160 adolescents completed assessments of attitude, subjective norm, perceived

behavioral control, and intention. During the following week, the participants' SNS use

was reported, and the study was able to predict intentions to use SNS frequently. This

prediction was translated with the behavior in the upcoming week. This study shows that

numerous factors of internal personality constructs affect the addictive use of Facebook

and other SNS, rendering a great portion of adolescence slaves in what is emerging as a

primary tool for their socializing (Baker, & White, 2010).

Similarly a study on how self-esteem, extraversion, self-efficacy, and self-

presentation are shaped by online social networking, showed a link between extraversion

and self-presentation on social websites. This translated from a study on 58 adolescents active a StudiVZ, a German social networking website very similar to Facebook. The results showed that with extraversion, profile pictures were more creative. This in turn helps in positive feedback and better socializing online (Kramer & Winter, 2008).

One research surveyed 881 adolescents between the ages of 10 – 19, who are active on a Dutch social networking website. While positive feedback seemed to enhance the individual's self-esteem and well being, the negative effect decreased those two aspects. By this, teens who are less social adept and prone to bullying are getting an amplified negative effect from the SNS (Valkenburg, Peter, & Schouten, 2006). For the sake of the research, a general combination of the above definitions is considered to describe self-esteem in its relation to Facebook usage and personal activities on SNS (Zhang, Tang & Leung, 2011).

Different methods of Pearson analyses were conducted to correlate the relations of self-esteem scores and self-promotional Facebook content, which reported significant negative correlation between self-esteem and self-promotion in the profile image of o.374, p<0,01. Furthermore, a positive correlation was indicated between narcissist and self-promotional content throughout the Facebook; profile image, status updates, notes, etc.

Individuals with low self-esteem are more eager to engage through Social Networking Sites while strive for self-presentation. Through these online activities people with low self-esteem are able to express themselves more freely while enabling them to have possibility of hope. However, research on this topic has contradictory results, for example Kramer & Winter (2008) found no correlation between self-

presentation and self-esteem. Self-esteem is an essential element for self-development, especially for the adolescents. Its effects go beyond the daily achievements and personalities. It has been shown that people suffering from certain clinical disorders such as bulimia nervosa and depression, do possess low self-esteem despite a usual display of high self-esteem, and is a great indicator of psychological distress. Similarly, Internet addiction has been found to be also in relation to low levels of self-esteem. This research showed that Internet addiction, characterized by long hours on social networking websites for example, is linked to low self-esteem individuals, who display motions of high self-esteem (Stieger & Burger, 2010).

2.6.1 Cyber Bullying

One of the primary impacts of low self-esteem in social norms is bullying, which occurs throughout schools all across the globe. In the virtual world, bullying is not only considered to develop from peers but as well as from strangers. For example, online social predators victimize many young online users by having access to the personal information put by these teenagers.

Bullying not only occurs in the real world however also in the virtual world. Similarly it can lead to undergoing depression and anxiety if it persists, even leading to tragedies.

Cyber bullying has also been the cause of many suicides in young people.

(Kowalski, 2009)

O'Keeffe (2011) pointed out that a large scale of cyber bullying and sexual harassment is derived through Social Networking Sites. Scholars like Sourander (2010)

and Slonje (2008) confirmed that in Finland and Sweden, adolescents were cyber-bullied

and cyber-victimized leading to psychiatric and psychosomatic problems.

Cyber bullying often relies on online public information in order to dominate and

humiliate the other party. From there and leading up to real dangers, privacy issues have

been a major platform concern through social networking websites like Facebook.

One problem concerning privacy issues is that many adolescents are unaware of the

privacy policies on the Social Media websites they use.

(Cox, 2007)

2.7 Privacy issues of Facebook

Although it is given that a large number of adults are on Social Networking Sites; it

has come to an understanding that younger people are more skilled when it comes to the

usage. Younger people are online for social reasons and know the importance of privacy,

for that reason self-presentation is linked to content sharing, which provides depth insight

on psychological well-being (Brandtzaeg, Luders, & Skjetne, 2010). Moreover,

adolescents were shown to be highly affected by friend-networking sites, on the level of

social well-being, as it was related to the amount of messages and comments they receive

from others (Raacke & Bonds-Raacke, 2008).

Facebook adolescents tend to have friends they have never met, however added

unknown users to their friend list for two reasons: either the user has a good looking

profile photo and/or they have friends in common. It usually takes an adolescent to

accept a friend request within 20 seconds (Almansa, Fonseca, & Castillo, 2013).

Along with Facebook came numerous deviant occurrences, which stem from

information sharing over the social networking. More than often the media warns about

the dangers of sharing information publically especially on Facebook and similar

websites, driven my cases such as stalking, suicide, cyber bullying... Yet teenagers and

young users constantly disregard the public warnings and continue to publish personal

information accessible by anyone. Young users put themselves vulnerable with privacy

issues, disregarding warnings due to numerous factors. One factor is the popularity

aspect that young people often chase in social settings of school. Their virtual public

image extends to their real social life, making the information shared important for the

visibility of the individual (Santor et al., 2013). Moreover, Facebook has been linked to

self-esteem, as young users with high self-esteem have been correlated to a high

frequency of Facebook usage (Christofiders et al., 2009).

In 2010, one study shed light on privacy issues interviewing middle school student.

Some of their findings showed that numerous students believed that it is very difficult to

maintain privacy settings, as there are always accidental breeches of privacy, when

content gets published from friends and other people, such as tagging pictures (De Zwart,

Henderson, & Lindsay, 2010).

A new definition was used, "Privacy paradox" referring to when teens do not know

the true nature of the Internet and leads to potential threats from distributing personal

information on Facebook. Gross & Acquisti (2005) conducted a study on 4,000

Facebook profiles that describes the "Privacy paradox" and how this can lead to threats

on teenagers. Students end up posting personal information about themselves and their

real lives, having a sense of "false security" about their privacy and the audiences that

this information reaches. Moreover, they are often unaware of the ramifications in the

real world, and the effects intimate information would have on their lives after it becomes

out in the open, on their public profiles online.

A research done by Hamade (2013) showed that students rarely have control over

their accounts, where 70% of them have full visibility of their information to the public,

while only 30% adjusted their privacy issues. Moreover, the advancement of Internet

services and wide availability has reflected on the everyday life of teenagers. Parents

often complain that their children spend an excessive amount of time on Social

Networking Sites, keeping them away from friends, family, and academic activities. The

concerns extended to cover security and privacy issues. Research showed that 98.7% of

users show their photos on their profile, 92.2% reveal their birthday, 10.5% show their

mobile number and 7.9% reveal their home address. These results represent the rational

fear of parents, from the information young adults display publicly (Faliagka & Vaikousi,

2011).

Everyday we come to realize the importance of understanding as well as gaining

insight about how Facebook plays a role in people's privacy (Karahasanovic, et al.,

2009). Nonetheless with these concerns arising, individuals tend to continue sharing

content with disregard to their better judgment (Debatin, Lovejoy, Horn, & Huges, 2009).

Amongst this platform the present number of friends and information being spread gives

a vast attention to the lack of privacy as well as social security of the individual

(Fraquhar, 2008). Another problem that arouses is "that people might experience being

too accessible, having too much contact, and receiving too much information (over

sharing) from too many people" (Shcwartz, 1968).

The increased amount of communication and content sharing on Social Media

platforms is a difficult challenge for users' privacy. These restrictions and challenges are

derived from increased number of friends from various social circles; less content is

shared due to self-awareness and conformity for privacy; privacy settings are complex

and rare knowledge of the privacy settings are known (Brandtzaeg, Luders, & Skjetne,

2010). At Michigan State University, 13% of users on Facebook limited their content to

"Friends Only" (Ellison et al., 2007). However, when specifying about "Friends" on

Facebook, it comes to our attention that in the online world, this category is very broad

and ambiguous; as it may include close friends, acquaintances, or even strangers (Debatin

et al., 2009). SNSs' users, especially amongst youth is extremely diverse and is

undermined with what is offered and not judge according to design as well.

Youth are spending more and more time on Social Networking Sites, such as

Facebook in particular, which is the most popular (Wesch, 2007). The site had 13 million

active users from age 18 and below by 2009, and these numbers are only increasing

(Facebook, 2009c). Brandtzaeg & Heim (2009) analyzed that people don't tend to share

all the information about themselves through content sharing in order to always have a

sense of privacy. With the variety of social capital and ties within Social Networking

Sites people perceive to be in a public or semipublic space. In a statistical research by

Peluchette & Karl (2007), 42% of users had alcohol related comments, while 53% had

photos involving alcohol. At the same time, 20% of the users involved in the study had

comments involving sexual activities, and 25% shared seminude or sexually provocative

pictures publicly on Facebook, in addition to 50% in which profanity was included.

Moreover, the research extended to how people interact through the website, where 50%

commented on other's profiles about partying, 40% involved negative or degrading

comments about other people. Derogatory comments targeting employers were posted on

by 25% of the users studied, and 18% of the comments on others' profiles were of sexual

activities. Some of the users even used negative racial comments on others' profiles,

which approximated as 10% of the population. This research is a small sample of the

information-shared daily publicly, and extends from young users to adults, with less

inhibition displayed from younger users. Sometimes, the information shared aiming at

boosting their social image, is fake or exaggerated. Brock estimated an 8% of students

exaggerating or faking alcohol or drug use in Facebook posts (Brock, 2007).

On average, adolescent users displayed more personal contact information on their

Facebook profiles. The most notable result of the research was that users, who did not

display their age publicly, were the ones who posted the most sexual content (Pierce,

2007). Such results regarding sexual displays through Social Media by underage students

have been precedent in previous research (Howard, Rainie, & Jones, 2001; Thayer &

Ray, 2006; Wieser, 2000). Individuals are constantly engaging in self-presentation

behaviors, and these are constantly appearing in how people choose what to post online

(Dominick, 1999; Papacharissi, 2002; Trammell & Keshelashvili, 2005; Walker, 2000).

Further research showed a correlation between the levels of concern a person has

to what others think of them, and what they choose to display on their public profile.

Self-presentation, which is mentioned earlier, is an important predictor on how people

undermine privacy issues. Moreover, online behavior has been a medium for individuals

to express behavior that they would not ideally say in real life situations (Kayany, 1998;

Niemz, Griffiths, & Banyard, 2005; Sproull & Kiesler, 1991). Simultaneously, the self-

presentation factor might act as a way to improve the person's image, depending on his

intentions of attracting social relationships with others (Papacharissi, 2002; Vazire &

Gosling, 2004; Walker, 2000). As demonstrated previously, individuals are constantly

engaging in self-presentation behaviors, and these are constantly appearing in how people

choose what to post online (Dominick, 1999; Papacharissi, 2002; Trammell &

Keshelashvili, 2005; Walker, 2000). Teenagers upload a vast majority of "selfie" photos

on to their profile. A "selfie" photo is considered to be a photo taken by ones self and

mainly being alone in the photo. Through a research study in Colombia, it has shown

that every teenager has an average of 114.6 photos and in Spain every teenager has 168

photos on their Facebook. The over-exposure is not only considered to be through the

images they upload of themselves however by also using their real names; 95% of

teenagers in Spain use their real names but on a lower scale in Colombia with 55%

(Almansa, Fonseca & Castillo, 2013).

This whole phenomena leads to an empty sense of confidence and security, which

would often end up in negative effects on the students, as they share information without

thinking of the repercussions. This translates moreover into a false sense of confidence

as other research show (Shafie, Nayan, & Osman, 2012). It is considered that privacy is

linked to usefulness and ease of use when it comes to a SNS users, however, it is not fully

guaranteed that the privacy settings are intended as users perceive them to be. Therefore,

the content that is shared cannot be fully guaranteed that it is secure and restricted from

all viewers, even when it comes to the design of the networking site (e.g., Davis, 1989;

Venkatesh, Morris, Davis, & Davis, 2003). Users are now provided with a new feature

on Facebook that gives them the choice of who can see what content (Karahasanovic, et

al., 2009). This feature is considered to beneficiary however, at the same time not allowing all "friends" to see the persons true behaviors, attitudes, and life attributes.

Working through a computer reduces inhibitions of personal expression, so the user would end up disclosing more personal information publicly (Walther & Parks, 2002; Wallace et al., 2006; Pleming, 1990). This information might present itself through the personal habits involving alcohol, drugs, or even sexual behavior (Hinduja & Patchin, 2008; Moreno et al., 2009; 2011). Such habits might even extend to displays of depression or other emotions (Moreno et al., 2011). The drawback behind the virtual image is that while several users try to create a better image of their less-sociable real self, they are also accessible by endless users. Cyber bullying has been a product of the Internet, and is designated by Internet aggression, as users intentionally use online communication mediums, such as SNS, in order to demonstrate power over others through aggression over the Internet (Hertz & David-Ferdon, 2008; Langos, 2012). Similar to actual social settings, one-fifth of teenagers using Social Media report other's being offensive and inconsiderate to them. Moreover, 15% admit to being cyber bullied at some point over Facebook. Ninety percent of the users in the study admit to have witnessed cyber bullying. The study estimates over 1 million young students going through that aggression on Facebook alone (Lenhart et al., 2011; Consumers Report Magazine, 2011).

2.8 Effects on Academic Performance

Facebook has also been a slippery slope for teachers, where their credibility has been endangered because of the access that the social website provides into their lives

(Mazer, Murphy, & Simonds, 2007). The Pew Internet and American Life Project

(Jones, 2002) upheld that technology merely the Internet plays a larger role in 73% of

students' lives than the library while only 9% use the library more than the Internet for

seeking information. Furthermore, The Pew Project Report noted that one-fifth of

students began using the Internet between the ages of five and eight. When students had

reached to the teen ages the Internet had struck their social interactions moreover derived

a difference in their study habits (Jones, 2002). From another research it was shown that

62% of the students surveyed reported not studying more than seven hours per week,

while 14% studied 12 or more hours per week. Students tend to spend more time

updating their Facebook statuses rather than downloading homework assignments, which

impacts their academic experience. When asked about the playing games; 49% of the

students surveyed stated that games keep them from studying (Snider, 2003). All these

choices of personal communication and technology; interfere with their academic

performances amounting to less academic work which is perceived to be the same equal

amount of time as attending courses each week of 12 hours (Hanson et al., 2011).

Students, who are highly active on Facebook, had a lower academic performance in

comparison to those with who are not. Similarly, students who used Facebook at Ohio

State University had lower Grade Point Average (GPA) averages (B) in comparison to

those who didn't (A). Furthermore, the weekly studying habits of students on Facebook

were significantly lower (1 to 5 hours per week) than those who didn't (11 to 15 hours

per week). Despite these results, students did not perceive any effect of their Facebook

usage on their studying habits or academic performance, specifying that they do not use

Facebook as often as they would like, when 65% of them logged in several times a day.

Further studies estimated that the use of Facebook had an effect on academic grades by about 20%, complemented by results from other researches. In conclusion, while most students presume that their multi-tasking abilities enable them to balance, between studying and Facebook opened in the background, and accomplish both tasks in less time, actual researches suggest the opposite. The switching of attention between the two leads to longer time required to accomplish the tasks, while creating more errors (qtd. In Blackwell et al, 2014).

Heavy Facebook users, which were assessed by minutes per day, were linked to a general lower level of education, in addition to have a motivation for entertainment to use the website rather than education (Zhang, Tang & Leung, 2011). Additionally, through the Pew Project Report students spent a vast amount on personal communication and keeping in touch with their friends. The students spent 5.43 hours a week on Facebook, which was considered to be a large amount of time. Not only were students on Facebook during class hours but also texting to their friends. Some students confessed to sending over 200 texts in a day, which is equivalent to 14.35 hours per week. With all this personal communication and social activity students are affecting their sleeping habits, resulting to sleeping during class sessions.

"Facebook is not used much for professional purposes or study reasons, a finding that has been borne out in other research on SNSs" (e.g., Brandtzæg & Heim, 2009; Debatin et al., 2009).

A study was conducted on 294 participants, having a significant difference when it came to gender. Females scored an overall higher GPA (M=3.19, SD=3.97) than males (M=2.94, SD=.66). This states that females spent more time on academic engagement

and less amount of time socializing than males (Hanson et al., 2011). A survey on

Facebook and sleep quality was distributed in Peru to 418 undergraduate students at the

Universdad Peruana de Ciencias Aplicadas to determine if there was significance

between Facebook usage and sleep deprivation. The results stated that there was a

significant association linking them together concluding daytime dysfunction of more

than 50% of these students (Wolniczak et al., 2013).

Not realizing the amount of time spent online or the effects that conclude

afterwards; young adults are unaware of how this time consumption is influencing

moodiness, subjective well-being, sleep patterns and academic performance (Young,

1999; Tsai et al., 2009; Sierra, Mart, & Gimenez-Navarro, 2002; Gomes, Tavares & De

Azevedo, 2011). Cheung & Wong (2011) research has found that excessive amount of

Internet usage has an influence on sleep-wake schedule.

Further dimensions on academic performance reflected that teenagers are known to

communicate with different coding when on Facebook, which allows them to ignore

grammar error and spelling mistakes. This form of coding and communication is

different then day-to-day communication as letters and numbers on Facebook are

intended to express a word and even an image (Almansa, Fonseca, & Castillo, 2012).

Despite numerous researches targeted to study how Facebook might serve as an

educational tool, several ended up showing no direct links to education. Mazer &

Simonds (2009) showed that students might establish higher teacher credibility when

they have access to the teacher's Facebook profile, however they were unable to establish

a correlation with education, as the findings suggested that the educational potential of

Facebook was limited by "the condition of use and users' characteristics". Moreover,

students generally relate to Facebook as a social technology rather than an educational

tool (Selwyn, 2009; Greenhow & Robelia, 2009; Selwyn & Grant, 2009; Usluel &

Mazman, 2009).

Social Media websites such as Facebook have created a positive medium for a

portion of its young users to increase the efficiency of their academic research, and

provide a wide range of resources to communicate among peers and obtain knowledge.

On the other hand, the full educational scope of Facebook and other similar websites is

not utilized by all its users, while at the same time distracting factors often disrupt the

learning process and may cause more harm on the academic performance than good.

How Facebook contributes to the learning process has been challenged, as the

experiences vary from one individual to another, thus it is a topic to that is well under

research. Among the several researchers set to explore such grey area, (Briggs, 2003)

was among the first to explore this aspect.

Dr. Larry Rosen's study in regards to Facebook's impact on education has shown

that students who checked Facebook at least once during a study period achieved lower

grades. He further observed that during the 15-minutes students spent studying, they

would go off task every three minutes. Furthermore, the more time elapsed within the

study, the more students would open additional windows in their browsers, causing them

to be distracted off the tasks at head almost every 3 minutes. This was further elaborated

that the more a student switched between tasks; the worse was their performance. IA

could also be a result of five of the six criteria's presented by Sadock & Sadock (2004):

(1) spending an increasing amount of time online, (2) failure to reduce use with

concomitant feelings of restlessness and depression, (3) staying online longer than

originally intended, (4) running the risk of losing a relationship or other opportunities due

to Internet use, (5) lying intended, (6) using the Internet in order to escape negative

feelings. The more amount of media activity they spent the worse their performance

would become, especially when it comes to checking their Facebook once every 15-

minutes.

The applications of Facebook have extended to mobile phones and tablets,

increasing the ease of connectivity anytime, anywhere. The effects extended to

adolescents and adults alike, where a negative correlation was shown between the

number of messages sent from mobile phones, and the GPA results of students. The

results were analyzed that the high accessibility of mobile phones created a constant

distractions for students from concentrating on academic work (Steafnone, Huang &

Lackaff, 2011). The excess of time spent on SNS by students has been also related to

academic performance. The correlation has been a subject of debate, while some support

the view that students nowadays have the ability to multitask, and able to find the balance

between online studying and socializing activities. Others argue that the digital age is

greatly distracting students from academic achievements (Kirchner, 2010).

However, some researches were unable to find a correlation between the time spent

on social networking websites and grades, even with advancement of smart phones and

the constant accessibility. Whittemore School of Business and Economics and the

University of Hampshire both conducted studies on the topic and found no relation

affecting class performance (Martin, 2009). In support, Nigerian university students were

part of a study, which failed to prove any significant relationship between the time on

Facebook and school student grades (Ogedebe, Emmanuel, & Musa, 2012).

Reynol Junco (2012) considered the effects of Facebook usage in detail,

hypothesizing that constant status updates could be a predictor of a lower GPA, similarly

increased chatting time reflects less time directed at studying. Finally, the time spent

checking Facebook repetitively also negatively effects GPA scores. These results were

further elaborated to state that chatting and posting statuses were more harmful on

academic performance than browsing other people and activities on Facebook. Using a

linear regression to test his hypothesis he was unable to prove that Facebook intensity

significantly influences academic grades of students. Thus, Facebook was not verified as

a significant predictor of academic performance.

Some researchers identified positive affects of Facebook on academics, such as

being an efficient mean of exchanging information, targeted for academic research, from

the learning and teaching side (Noorriati, Saadiah & Shireen, 2012).

Lamia & Mohammadi (2013) on the other hand, tested the hypothesis on 100

female students, and found that Facebook usage could affect academic performance

negatively. In a different survey, a negative impact was found between academic

performance and the time consumed on social websites (Paul, 2012). Similarly, another

research supported that view by Paul & Aryn (2010), finding that despite the fact that

students are able to multitask, Facebook usage effects the hours per week spent on

studying hours, which in turn results in lower GPA. In a more elaborate examination,

Sana, Moez & Esmail (2011) studied the influence of Facebook on the academic

performance of undergraduate students. They examined the effects on the general

cognitive capacity and subsequently on academic performance. The findings concluded,

that even spending as little as 5 to 10 hours/week on Facebook, would result in a loss of

concentration and lack of effort in preparing academic assignments. Moreover, the

engagement on social sites disturbs attention and renders performance less efficient.

These effects were particularly apparent with extraverted students. Haq & Chand (2012)

also found unfavorable effects on educational performance of students.

Notably, another study done in Thailand, a country which hosts over 18.2 million

Facebook users with 43% being between the age of 6 and 24, found a positive correlation

between the time spent by students posting education-related comments on Facebook and

high academic grades. At the same time, the findings mentioned that the amounts of

services students receive from such websites cause a great deal of distraction that affects

the studying performance.

In support of the above-mentioned distractions, a research rallied what negative

effects of SNS students perceive, revealing a majority (60%) considering the top negative

effect to be neglecting study or work, while 58% admitted to spending too much time on

SNS (Hamade, 2013).

Analyzing the findings of Facebook consumption among students in Lebanon will

allow us to explore and determine if Facebook does result in lower academic

performance and a decrease in daily social interactions.

Chapter 3: Theoretical Framework

Two theories can be fundamental to comprehending interpersonal communication

between Facebook users, and the effects of these interactions, in addition to a third one

which can create the link with the research in question.

3.1 The Main Theories

In 1943, a paper was written by Abraham Maslow called the "Theory of human

motivation", which portrays the "factor of belonging" as being one of the crucial human

needs *(Maslow, 1943)*. This theory points that the sense of belonging and being accepted

into a certain social group is extremely important for everyone. Social Networking Sites

have allowed each individual to feel important and be able to communicate with people

who are just like them; religious, social, behavior, music etc. This theory extends into the

technological age through the gratification theory.

Another theory that can be considered as an important factor in the affects of Social

Networking Sites on young adults is Bandura's social cognitive theory.

Bandura identified several steps of the modeling process of social cognitive theory

which were:

1) Attention, people need to pay attention, observe and learn the behavior; without

any distractions; 2) retention, or the need to remember the behavior, which come from

image or verbal descriptions in our memory; 3) reproduction or the ability to perform the

action; and 4) motivation, including past, promised, or vicarious reinforcement, which

sways us to imitate what we have learned. These steps allow us to understand the human

behavior, social interaction and psychological well-being.

(Bandura, 1986; 1989; 1997)

Furthermore, the Big Five Personality factors contribute to explain the main drivers

behind online behaviors, linking them to the main motivations behind them.

To further evaluate how these theories are related to the effects of Facebook on

adolescents, both theories are put in scope when assessing the time spent on Facebook

and its effects based on the behaviors and motivations of the user.

3.2 Role in the Research and Analysis

Facebook's News Feeds allow us to know what our friends are doing or even

thinking at that specific moment. After viewing these feeds we are able to insert this

information into our memory allowing us to recall any of those particular actions and

linking them to more meaningful content.

Since Facebook was created, it has expanded tremendously all over the world,

bringing people together under one networking site. These people can be your friends at

a young age you have lost contact with, friends of friends or even strangers. Facebook

can be considered to be one of the greatest examples when it comes to Bandura's theory

as well as how Facebook affects adolescents in Lebanon and the various negative effects

on their development.

When connected to Facebook you are able to view your friend's news feeds, post

messages to one another, and upload photos, comment on each other in various ways and

even video chat. All these types of information being posted allow any individual to be

up-to-date with what is happening around worldwide at anytime.

In this matter you may also feel important while being in contact with people that have similar interests and feel accepted in a certain group or society, while also having the ability to say what is on your mind with no consequences. An example of feeling important and saying what is on your mind is through how you create, develop and expand your Facebook profile.

From this study an understanding and development of Facebook has created both socially active lives for some, and extremely secluded lives for others leading to loneliness and depression. However, there has not merely reached a wide understanding if users are affected and to what extent.

Chapter 4: Methodology

4.1 Research Relationships

The aim behind this study is to identify how Facebook impacts Lebanese adolescents. Thus the research is limited to one age group, (9 to 18 years) of both sexes: females and males. A quantitative research was conducted based on previous findings across the world discussed through out the review of literature, in order to compare the experiences of tweens across the globe to those of the Lebanese users within the age group on one hand, while exploring whether an excessive exposure to Facebook has a correlation with their academic performance in light of the previous research done on the other hand.

4.2 The Survey

For the purpose of the study a quantitative survey was conducted, consisting of measurable closed-ended questions based upon demographics, concepts and user motivation, targeting numerous variables used to identify different factors pertaining to Facebook and its activity. As personal background information, only the Age, Class level, and gender were demanded. Partly for internal validity purposes, and partly to observe any gender differences based on several researches mentioned in the review of literature. The main measure for the activities on Facebook was in hours per day, while that for academic performance was in the overall GPA of each individual for the current academic year. Furthermore, the survey questions included details about the personal activity on Facebook. This includes comparing the amount of time spent online for personal use, amount spent for academic use, and the amount of time spent on Facebook

on a daily basis for comparison based on the theoretical framework. Similarly, based on previous research, the top activities done on Facebook were mentioned to shed light on possible cultural differences between Lebanon and the rest of the world. For further inspection, the age at which a Facebook account is opened was also mentioned in the survey. The number of Facebook friends, the frequency of posting about oneself, and the amount of personal pictures uploaded for public view, were indicators of online activity and personal issues. Finally, the survey explored the role Facebook played in communication among peers through the number of hours spent daily on Facebook chat messenger, in addition to the distraction factor on Facebook through the gaming applications and the hours spent on such activities.

4.3 Population

These questionnaires were distributed among adolescent students at different schools. A convenience sampling was utilized in order to have a representative sample covering the various cultural and demographic backgrounds of students in Lebanon. Therefore the schools were randomly selected by region, and the surveys were distributed after receiving the approval of each school administration respectively. Several schools were targeted for the sample population, however only four schools granted the researcher access. The targeted schools were the following: Sagesse School_Fanar; Sagesse School_Ashrafiyeh; Louise-Wegmenn_Jouret el Ballout; Freres Des Appotre_Jounieh; Notre Dame School_Zouk; Beirut International School_Beirut; Jesus and Mary_Rabieh; Amjad School_Chwaifat; Eastwood College Monteverde; Armenian

Evangelical School_Beirut; Saint Joseph Aintoura School_Aintoura; Adma International School_Adma; Rafik Hariri High school_Beirut.

The four approved schools where the sampling was based were: Broumana Highscool_Broumana; Springfield College_Hazmieh; Valley International School_Jouret El Ballout; German International School_Dawhet Aramoun. The surveys were distributed to the students in each classroom respectively, after informing them of the confidentiality "no names" and ensuring an appropriate time was allocated. Instructions were given in each classroom, and brief information about the research mentioning only that it is about Facebook. Furthermore, an email address was given to follow-up on any enquiries. The classes where the surveys were distributed ranged between Grade 6 and 12. A total of 504 surveys were distributed and collected, but only 446 were usable as several did not follow instructions properly or were incomplete.

After collecting the data, the variables from each question were defined and the analysis of the closed-ended questions was done using the software Statistical Package for Social Sciences (SPSS).

4.4 Variables

There are numerous variables that were correlated in order to reach the clearest representative deductions as per research from around the world, having several contradicting findings through the review of literature, and little standards to set the parameters for measurements. These variables will be developed on a later stage.

4.4.1 Hypotheses

The purpose of this content analysis is to measure, understand and report how the

amount of time spent on Facebook has a correlation with their academic performance as

well as reflecting social adequacy for adolescents.

H1: Spending more time on Facebook affects the academic performance

negatively in Lebanon.

H2: On this specific age group (9 to 18 years), Facebook leads to negative effects

on the Lebanese population similar to the worldwide trends.

4.4.2 Various Independent Variables

Several variables were considered in the analysis, where each contributed as an

independent variable through the correlations that were made.

- Age was limited between 9 and 18.

- Academic Class Level was used for validity purposes

- The academic performance was measured by the Average overall GPA of each

  student for the current academic year

- The number of hours spent on the internet for personal use

- The number of hours spent on the internet for academic use

- The number of hours spent on Facebook

- Students with or without a Facebook account

- The age of which each student started using a Facebook account

- Number of Facebook friends for each user

- The main activities when using Facebook: getting updates from Family and

  friends, meeting new people, getting celebrity news, playing games, chatting

- The frequency of updating the personal profile picture in number of times

- The frequency of updating the profile status in number of times

- The frequency of posting information about oneself

- The frequency of commenting on others' profiles

- The amount of time spent on Facebook chat in hours

- The amount of time spent playing games on Facebook in hours

4.4.3 GPA as a Dependent Variable

In order to analyze the various aspects of Facebook that have a direct effect on academic performance, the Grade Point Average (GPA) of each student for the current academic year 2013 / 2014 was the main dependent variable in most of the correlations made.

4.5 Validity and Reliability

The questionnaire was submitted to five students to determine whether the questions were clear and understandable. Moreover, the questionnaire was reviewed and approved by Dr. Maria Bou Zeid, the advisor of the thesis; Mr. Sam Lahoud, the Chairman of Humanities Department, and the school's head Principal.

Furthermore, an internal validity assessment was done through SPSS, by using a regression model to assess the significance of the effects of Facebook usage on GPA, in contrast to the effects of the general Internet usage as whole on GPA. The results and analysis are to be discussed in the latter section. In addition, an assessment was done on the correlation of age and grades, to isolate the effects of Facebook use on GPA.

Similarly, the time spent online was also assessed in contrast with Facebook activities to

ensure that the surveys questions were answered accurately without any overlapping.

4.6 Data Analysis and Results

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	248	55.6	55.6	55.6
	Female	198	44.4	44.4	100.0
	Total	446	100.0	100.0	

446 participants were taken into account of the 504 students who filled the

questionnaire, with ages ranging between 9 and 18 years old. Despite the presence of the

researcher to answer queries at the time of the survey, 58 students answered incompletely

on their questionnaires and thus were not taken into consideration. Of the 446

participants 248 (55.6%) were male, while females constituted as 198 (44.4%) ranging

from 1 to 2 (M=1.44, SD=.49).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	445	2.00	11.00	5.8494	1.65145
Level	446	-1.00	8.00	2.7063	1.71610
Grading	446	1.00	5.00	3.0785	1.28453
Gender	446	1.00	2.00	1.4439	.49741
PersonalUse	446	1.00	3.00	1.3991	.63416
SchoolUse	446	1.00	3.00	1.1883	.41915
ActiveMember	446	1.00	2.00	1.0538	.22590
FBAccountAge	437	1.00	11.00	4.9931	2.32013
HoursPlayGames	423	1.00	4.00	1.2222	.58235

FacebookChatMessenger	423	1.00	5.00	3.0000	1.59976
FacebookUse	422	1.00	5.00	1.2678	.56991
FriendsNFamilyUpdate	423	1.00	5.00	1.2742	.47743
MeetPeople	423	1.00	2.00	1.8534	.35410
CelebNews	423	1.00	2.00	1.8227	.38238
PlayGames	423	1.00	2.00	1.6974	.45993
Chat.Comm	423	1.00	2.00	1.3475	.47675
ProfilePicUpdate	423	1.00	6.00	3.1158	1.64023
PostAboutSelf	423	1.00	5.00	3.7069	1.32926
CommentOthers	423	1.00	5.00	3.1962	1.50569
StatusUpdate	423	1.00	5.00	2.8180	1.05868
Number.of.Friends	423	1.00	5.00	3.4657	1.39503
Valid N (listwise)	418				

4.6.1 Important Note

It is important to note, that grades were represented in SPSS as the following (A= 1, B=2, C=3, D=4, and F=5). Similarly, the following variables: updating the profile, Status update, posting about oneself, commenting on others, and Facebook chat, (where the most frequent = 1, and the least frequent = 5). While all other variables were represented in ascending order, where 1 would represent the lowest value for the variable. Thus, when comparing variables such as those with (GPA), a positive correlation result through SPSS analysis would in fact represent a negative one and vice versa. Therefore it is crucial to be diligent when interpreting and analyzing the SPSS results, to avoid false analysis.

4.6.2 Internal Validity

For internal validity purposes, a 2-tailed Pearson Correlation test was done on grades and age, where a negative correlation was established between the two variables

(r=.164, n=445, p=.001). These results concur with the median of grades at each class

level in general, which gradually decreases, as academic class level gets harder and

stricter with grades. Furthermore, this consistency with the global norm would not have a

significant effect on the results of the surveys, which apply to the whole age range of 9 to

18 years old.

4.6.3 Isolating Facebook Significance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	86.371	2	43.186	29.345	.000[b]
	Residual	616.614	419	1.472		
	Total	702.986	421			

a. Dependent Variable: Grading
b. Predictors: (Constant), FacebookUse, PersonalUse

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.180	.159		13.700	.000
	PersonalUse	-.117	.113	-.058	-1.034	.302
	FacebookUse	.863	.127	.380	6.809	.000

a. Dependent Variable: Grading

In order to isolate the general Internet use of a student from the specific use of

Facebook, a regression analysis was done between the amount of time spent on Facebook

with the amount spent on the Internet in general, and compared to the grades. The results

showed that the time spent on Facebook was the main significant effect on grades, $F(2,$

$419)= 29.35$, $p<.001$. Where hours spent on the Internet in general did not show

significance, thus ensuring that the results reflect the use of Facebook.

4.6.4 Core Results and Correlations:

In general, grades of the sample participants seem to be significantly affected by

Internet use. The results showed a negative correlation between grades and the number

of hours spent online for school use ($r=.152$, $n=446$, $p=.001$), between grades and the

number of hours spent online for personal use ($r=.171$, $n=446$, $p=.000$), and finally

between the grades and the number of hours spent on Facebook ($r=.347$, $n=422$, $p=.000$).

Another factor that had a significant negative effect on grades, was the number of

hours spent playing games on Facebook daily, ($r=.233$, $n=423$, $p=.000$). This factor

could be attributed to the addictive nature of gaming on one hand, or the distraction from

academic preparations that games contribute to.

4.6.5 Further Analysis

A significant observation on the correlation between age and the number of

friends on Facebook, reflected a positive correlation as the number of friends increase as

the age progressed ($r=.216$, $n=422$, $p=.00$). This is an indicator of the growth of the

social network with age, regardless of the length of time since launching the personal

Facebook profile, as no significant correlation was found between the age at which

Facebook was first used and the number of friends. Moreover, the number of hours spent

on Facebook daily increased, as the age of the participants was higher. This positive

correlation ($r=.158$, $n=421$, $p=.001$) could be due to the increased freedom the student

gets gradually with age, to be more in control of his /her own time. Finally, the

frequency of commenting on others' activities online was negatively correlated with age

($r=-.138$, $n=422$, $p=0.05$). Not having enough literature to make a comparative analysis

with the local culture, it would be a possible topic for further research to explore if this

aspect in culture specific in Lebanon.

4.6.6 Culture Specific Results

The average age for the population in the study was between 13 and 14 years old

($M=5.85$), where (5= 13 years old, and 6= 14 years old), with a Std. Deviation=1.65. The

mean of the General Point Average (GPA), was a "C", ($M=3.07$).

Based on our results, only 5.4% (24 of the 446 students who participated) do not

possess an active Facebook account. The average age at which they begin using

Facebook in Lebanon is 9 years old ($M=4.99$), (where 5= 9 years old). Only 14% of the

students had less than 100 friends on Facebook, while 31.6% had over 300 Facebook

friends and 39.3% between 100 – 300 friends.

Playing Facebook games is not very popular in Lebanon, having 79.8% playing

less than 1 hour per day in contrast to 3.2% playing for more than 4 hours on a daily

basis. Moreover, Facebook Chat Messenger is more popular with the sample equally

distributed on the frequency of its use. While 26.5% never use the chat system, 28.8%

use it on a daily basis, 14.7% several times a week, 10.6% once a week, and 19.4% a few

times a month.

Similarly, engaging with other users through Facebook by commenting on their activities showed similar numbers, where 27.4% never comment on others' activities. At the same time, 20.6% comment on a daily basis, 16.1% several times a week, 13.9% once a week, and 22% a few times a month.

Regarding privacy issues, students in Lebanon seem to have higher inhibitions when disclosing information about oneself. 36.6% of participants never post about themselves, and 28.8% post a few times a month. On the other hand, 12.8% do it on a weekly basis and 12.1% several times a week. Leaving a minority of 9.7% who post about themselves on a daily basis.

Using Facebook as a tool for attention through status updates have been a phenomena around the world, in our research 31% of students update their status infrequently (less than once a month), while 35.2% do it only once a month. 17.7% update statuses once a week, while 16.1% on a daily basis.

Chapter 5: Discussion

5.1 The Effects on GPA

Based on our results, the age factor is negatively correlated with the General Point

Average. However, comparing age to Facebook use showed no significant correlation,

which in turn maintains the internal validity of our research. That aspect could be due to

the academic system in Lebanon, where strictness in grading increases as the academic

class level increases in general.

5.1.1 Internet on GPA

Moreover, based on our sample, the effects on academic grades seem to stem not

only from Facebook use, but rather from Internet use in general. Combining all the

obtained results, almost all Internet related activities seem to have a negative correlation

with the GPA of the students. This included "using the Internet for school purposes",

"using the Internet for personal purposes", "being online on Facebook", "playing games",

"updating Facebook profile picture", "and Facebook status"… In order to control for the

effects of Facebook specifically and not include the Internet use as a whole, an ANOVA

regression analysis was done through SPSS, which showed that Facebook had the

greatest significance on GPA.

5.1.2 The Limitations of Using SNS as an Educational Tool

Therefore, a further analysis could contribute that specifically "using the internet

for academic purposes", while negatively correlated with GPA, might be the results of

already underachieving students and not the internet use which is causing the low GPA

performance per say. Although inconclusive, it would be an interesting area to explore,

whether it is the students with a predisposed low GPA, which are motivated to use the

Internet to increase their performance that is causing such correlation. However, this also

conforms with the review of literature, that negated the internet use in successfully

increasing academic performance, where in several instances the numerous distractions

available online were shown to be the major drawback of using Facebook or the internet

in general for educational purposes. Nevertheless, regardless of the success that might be

introduced as using Facebook or Internet as an educational tool, the main need for

belonging and attention renders the online social community the perfect medium for

theories such as the gratification theory to thrive. Especially for students in their crucial

developmental stages, SNS are a great driver for all mental predispositions that feed

during the period which our age group passes through, as demonstrated in the review of

the literature. From extraversion, narcissism, neurotism, to cyber bullying and

depression, online social media have created an inescapable medium for students to draw

attention and find their way through the social jungle at their age. This medium seems to

be at the heart of the distraction they create at the same time, which is the biggest

challenge when trying to make use of it as an educational tool. This constant distraction

have been even linked to a newly identified mental health problem, "internet addiction".

This addiction is now globally acknowledged as a psychological disorder impeding the

normal functionality of an individual's life.

5.1.3 Correlation Between Facebook and GPA

Furthermore, having almost every Facebook activity in our results negatively

correlated with GPA, in addition to the general amount of time spent on the social

website, Facebook seems to have the biggest effect on academic performance. Whether it was spending long hours at a time online, fueling the various motivations, or being constantly connected with the frequency of activity. With the SNS successfully spreading into mobile phones, students that are prone to the numerous mental predispositions are being drawn into the trend, which is having a direct effect on academic performance.

5.2 Facebook and Social Inadequacy

When looking at the main motivation for using Facebook, the research showed that in Lebanon the primary uses were for catching up on the news of family and friends on one hand, and communicating through its chat function on the other. 28.8% of the students made use of Facebook chat on a daily basis. These results concur with worldwide trends, as they reflect the social isolation and the lack of physical contact that Facebook is creating. This aspect has been directly linked to depression, social inadequacy in real life situations, and isolation. The lack of actual contact is creating a false image of the world through a made-up virtual interaction, for students at an age of essential learning and exploration. These false perceptions, as each is driven through the gratification theory to show his best to the world, are creating a lack of fulfillment in life of young individuals buying into that fake world. As shown through the review of literature, these aspects combined are creating a world of social inadequacy that is constantly being reinforced through the uncontrolled use of Facebook, leading to the numerous problematic mental health issues mentioned earlier.

The results also reflected that the number of Facebook friends is higher as the student is older. At the same time, no significance has been established between the age at which the student started using Facebook and the number of friends. Yet, having the average age of the sample around 14 years old, having the average age at which they began activity on Facebook being 9 years old, and having 39% of the sample with over 300 friends all combined might point out to privacy issues previously explored in numerous research. The social network of an individual at a young age, who might be gullible to mischievous attempts of others have been a matter of concern of parents all around the world. At a young age, when parents are trying to create the best environment for development of their children, Facebook makes it almost impossible to control the contacts of which their children have. As previous research internationally suggested, children often try to keep their parents away from their Facebook accounts, similarly the sample of students in this research reflected that with age, the number of hours of Facebook use per day increases, which shows the more freedom they receive as they get older, and the less control parents are able to possess. The resonance of these aspects has been explored by numerous studies from across the globe, as students undergo severe cyber bullying without the knowledge of parents through Facebook and other SNS, which in turn leads to a great deal of social inadequacy and depression in some cases. Such mental health issues are only fueled by Facebook, despite being the source of increasing the disposition in many students. The gratification theory works especially on the age group focused in this study, as they seek the means for belonging through the SNS, thus leading to a dependency recently translated into an addiction. All these factors lower the

inhibitions of students, and make them prone to sharing public information that maybe

harmful to them or their families.

5.3 Online Inhibitions and Privacy in Lebanon

Such privacy issues, despite being a great deal of focus in several countries maybe

yet to happen in Lebanon. The results of the study showed that only 9.7% of the sample

population post about themselves on a daily basis, which is much lower than the numbers

from other researches in European and American population samples. Moreover, around

36.6% never post personal information publicly, and 31% of the samples update their

Facebook status less than once a month. All these numbers are much lower in

comparison the studies done in other countries. Despite the similarities in Facebook

effects on students in Lebanon and those outside, privacy issues still seem to be under

control in Lebanon which could be due the close parents relationship of the culture. At

least for students in Lebanon, the inhibitions and awareness of the information posted

online does not seem a severe issue to be addressed for the time being.

Chapter 6: Conclusions and Recommendations

6.1 Summary of the Research

Every now and then we should know what is happening around us, how things are changing through our lives and especially what is impacting on us. With the expansion and tremendous evolvement of the Social Media, especially SNS like Facebook, there comes a time where we should conduct further studies to understand, analyze and implement new strategies. Life is too precious to give it away so easily or to even allow technology to make behavior, physically or mentally change negatively. Through the study an in-depth understanding about Social Media, the presence of Facebook and how these tools impact the lives of Lebanese adolescents through social behavior and academic performances. Although results reflected a greater sense of responsibility with Lebanese students when it comes to online inhibitions and privacy awareness, it is important to maintain this level and learn from the shortcomings of other nations, where such privacy breaches have lead to even suicide.

6.2 Main Findings and Conclusion

As Facebook has been demonstrated as a medium affecting young Lebanese students similarly to the rest of the world on the academic performance level, and on the social and mental development level on the other, the aim is not to ban Facebook or protest against the social website. However, it is an attempt to raise awareness of the severe repercussions that it may lead to in case of misuse. As with all things in life, Facebook is an excellent communication medium only when it is used properly with the right balance. Thus, it is important to shed light on the various negative effects that

Facebook is actively contributing into the lives of the Lebanese youth, in order to set the

right strategies to keep Facebook a positive function in their lives.

6.3 Limitations of the Research

With regards to the limitations that were encountered in the study, although the

sample was taken in an aim to have a representative sample, the diversity within the

Lebanese cultures creates a difficult aspect to control. Therefore, while this sample is a

randomized one, believed to be a representative of the Lebanese majority, it should be

noted that not all cultural backgrounds representing the Lebanese community might have

been included in the sample. Furthermore, when reviewing the literature on the topic,

there has been a vast amount of research done from around the world, which contradicted

itself at times. The top research have been included in this study, however there are yet

to be any set standards and benchmarks to compare against, as each research set their

own standards to, for the sake of example, the limits for internet addiction, or when the

frequency would be considered too high. For this reason, the survey was designed in

light of a wide range of previous research done, with the information that would be

considered most relevant to the Lebanese population. This aspect was based on the

personal judgment of the researches, having a background in the field of Social

Networking and the Lebanese cultural aspect on the topic. At the same time, the lack of

research on the regional level as a whole, makes this study only a beginning for numerous

studies to follow, as it opens the door for future validation with different population

samples on one hand, and the various questions to be explored when it comes to the

effects of Facebook on the lives of Lebanese students on the other.

6.4 Recommendations

Since online social networking has become an important aspect of our lives, one must take into consideration that deliverables that come along with the usage of such Social Media portals. There are several recommendations to be given in regards to this study. At first, it is necessary for further research to be conducted within the region as there is a lack of sample studies on this matter. However, it is recommended not to limit the studies on Facebook only, but on the vast majority of Social Media platforms that exist in our societies.

In regards to the study of Facebook's effect on the social and academic performance of students, it is recommend for further studies to be done in relation to a larger sample including an in-depth analysis of different variables that were not tested within this study.

Another recommendation that should be addressed is raising awareness about the effects that come from the excessive use of Social Media platforms; such as Facebook, while taking into consideration the usage of "smartphones" and the applications, which are set to be the means of communication for all societies, bringing forth the saying "connected on the go".

As tweens may not understand the concept behind being connected through their mobile phones 24/7, raising awareness will be a possibility to indulge the users of the different affects that may lead from the excessive amount of time spent on Facebook or any other platform, which can be linked to their behavioral, social, and academic performance. In order to raise awareness, one must contribute his/her time in social responsibilities by doing seminars, or events at schools about the usage of Social

Networking Sites, such as Facebook, including the linkage to their mobile phones.

Finally, family bonding has always been an important part of every household, which is

why parents must play a role as a step of supervision and guidance for the amount of time

their children spend online per day.

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APPENDIX A: LETTER TO HEAD OF SCHOOL'S IN LEBANON

Dear Sir/Madam,

I am an MA candidate majoring in the Media Studies/Advertising at Notre Dame University, Louaize. I would like to invite you to partake in my research study. This survey is for my master's thesis titled "The Harmful Impact of Facebook on the Academic and Social Skills of Students in Lebanon".

The purpose of this study is to (1) identify the number of students from the ages of 9 to 18 who are on Facebook, (2) understand the usage behind Facebook and the amount of time spent, (3) measure whether Facebook has a negative effect on the academic performance of tweens through the types of usage and amount of time spent daily with relevance to the grading percentage of the students participating.

Your participation would be greatly appreciated in this study. In order to undertake this survey at your school, voluntary participation would take place within each classroom. The students will need to complete the questionnaire, which will be no more than 10 minutes long. All responses will remain anonymous. Moreover, if it would be possible to have permission of your students previous academic performance results in order to enhance the results of the study.

I have received approval from Notre Dame University to conduct this survey. I look forward to hearing from you, and would like to thank you in advance for your time.

Sincerely,

Christina Aoun

MA Candidate

APPENDIX B: INFORMED CONSENT STATEMENT

Thank you for agreeing to participate in the Notre Dame University, thesis survey on

"The Harmful Impact of Facebook on the Academic and Social Skills of Students in

Lebanon." If you have any questions about this project, please contact Dr. Maria Bou

Zeid (mbouzeid@ndu.edu.lb) or Christina Aoun (cgaoun01@ndu.edu.lb)

We have designed a short questionnaire to determine opinions and ideas about several

general–interest topics. *The entire questionnaire usually takes only a few minutes to*

complete. This is a completely anonymous survey and will not affect your grades or

performance, so please answer all items.

APPENDIX C: QUESTIONNAIRE PRE-TESTING

The questionnaire was pre-tested on five students, to determine whether the questions were clear and understandable. The participants were informed that all items will remain anonymous. The five participants found the survey was clear and understandable.

APPENDIX D: SURVEY DISTRIBUTED AMONG THE STUDENTS

Thank you for agreeing to participate in the Notre Dame University, thesis survey on "The Harmful Impact of Facebook on the Academic and Social Skills of Students in Lebanon". If you have any questions about this project, please contact Dr. Maria Bou Zeid (mbouzeid@ndu.edu.lb) or Christina Aoun (cgaoun01@ndu.edu.lb)

We have designed a short questionnaire to determine opinions and ideas about several general–interest topics. *The entire questionnaire usually takes only a few minutes to complete.* This is a completely anonymous survey and will not affect your grades or performance, so please answer all items.

Demographic Information

Age _____

Gender

- ⓒ Female
- ⓒ Male

Grade Level

- ⓒ 7th Grade
- ⓒ 8th Grade
- ⓒ 9th Grade
- ⓒ 10th Grade
- ⓒ 11th Grade
- ⓒ 12th Grade
- ⓒ 13th Grade

Overall Previous Grading Score _____
(Please provide the percentage of your previous grading score)

The following questions relate to you and how you use Facebook.

How many hours per day do you spend online for personal use?

- ⓒ 0 – 3
- ⓒ 4 – 7
- ⓒ 8+

How many hours per day do you spend online for school related activities?

- ⑥ 0 – 3
- ⑥ 4 – 7
- ⑥ 8+

Are you an active member of at least one social network?

- ⑥ If yes, answer the below question.
- ⑥ If no, skip the question below and continue.

What social media platforms are you active on? (If needed, you may select multiple answers)

- ⑥ Facebook
- ⑥ Twitter
- ⑥ YouTube
- ⑥ LinkedIn
- ⑥ Foursquare
- ⑥ StumbleUpon
- ⑥ Flickr
- ⑥ Vimeo
- ⑥ Instagram
- ⑥ Others _____

How long have you had your Facebook account? *(Please provide the **Year** you created your account)*

_____

How many "friends" do you have on your Facebook?

- ⑥ Less than 50
- ⑥ 50 -99
- ⑥ 100+
- ⑥ 200+
- ⑥ 300+

Around how many "photos" do you have on your Facebook?

- ⑥ Less than 50
- ⑥ 50 -99
- ⑥ 100+
- ⑥ 200+

◎ 300+

How many hours per day do you spend on your Facebook account?

◎ 0 – 3
◎ 4 – 7
◎ 8+

How often do you log into your account?

◎ Less than 4 times a month
◎ 1 - 5 times a week
◎ Once a day
◎ Over 2 times a day
◎ I always have it open and check it when there is an update
◎ I have an application on my phone that alerts me when I have an update

What is your primary use of Facebook? (Select a maximum of 2)

◎ Get updates on friends and family
◎ Meet new friends
◎ Celebrities and News
◎ Play games
◎ Chatting / Communication
◎ Other: _____

How often do you update your Profile (This does not include updating your status update)?

◎ Once a week
◎ Once a month
◎ Once every couple of months (3-4 months)
◎ After a serious life change
◎ Once a year
◎ Other: _____

How often do you update your status?

◎ Once a day or more
◎ Once a week
◎ Once a month
◎ Other: _____

When on your Facebook account, how often do you post things about yourself?

- ⊚ Once a day or more
- ⊚ 3 – 5 times a week
- ⊚ 1 – 2 times a week
- ⊚ 1 – 4 times a month
- ⊚ You never post anything about yourself on Facebook

In a typical day, how often do you comment on other Facebook users' activities (photos, posts, etc.)?

- ⊚ Once a day or more
- ⊚ 3 – 5 times a week
- ⊚ 1 – 2 times a week
- ⊚ 1 – 4 times a month
- ⊚ You never comment

Per day, how often do you use Facebook chat?

- ⊚ Once a day or more
- ⊚ 3 – 5 times a week
- ⊚ 1 – 2 times a week
- ⊚ 1 – 4 times a month
- ⊚ I never chat on Facebook

Per day, how many hours a day do you spend playing Facebook games?

- ⊚ 0 – 1
- ⊚ 2 – 3
- ⊚ 4 – 5
- ⊚ 6+

Thank you :)

APPENDIX E: TABLE 1

Correlations

		Age	Grading	SchoolUse	PersonalUse
Age	Pearson Correlation	1	.163**	.028	.101*
	Sig. (2-tailed)		.001	.554	.034
	N	445	445	445	445
Grading	Pearson Correlation	.163**	1	.152**	.171**
	Sig. (2-tailed)	.001		.001	.000
	N	445	446	446	446
SchoolUse	Pearson Correlation	.028	.152**	1	.114*
	Sig. (2-tailed)	.554	.001		.016
	N	445	446	446	446
PersonalUse	Pearson Correlation	.101*	.171**	.114*	1
	Sig. (2-tailed)	.034	.000	.016	
	N	445	446	446	446
FBAccountAge	Pearson Correlation	.317**	.128**	.069	.007
	Sig. (2-tailed)	.000	.007	.147	.892
	N	437	437	437	437
Number.of.Friends	Pearson Correlation	.216**	.070	-.023	.177**
	Sig. (2-tailed)	.000	.152	.637	.000
	N	422	423	423	423
FacebookUse	Pearson Correlation	.158**	.347**	.082	.574**
	Sig. (2-tailed)	.001	.000	.093	.000
	N	421	422	422	422
FriendsNFamilyUpdate	Pearson Correlation	-.094	.083	-.014	-.116*
	Sig. (2-tailed)	.053	.087	.770	.017
	N	422	423	423	423
MeetPeople	Pearson Correlation	-.011	-.075	-.002	-.087
	Sig. (2-tailed)	.820	.125	.967	.073
	N	422	423	423	423
CelebNews	Pearson Correlation	-.064	-.014	.035	-.106*
	Sig. (2-tailed)	.188	.766	.478	.029
	N	422	423	423	423
PlayGames	Pearson Correlation	.118*	-.121*	-.043	-.073

	Sig. (2-tailed)	.015	.013	.383	.135
	N	422	423	423	423
Chat.Comm	Pearson Correlation	.024	.040	.034	-.123*
	Sig. (2-tailed)	.626	.413	.492	.011

Correlations

		FBAccountAge	Number.of.Friends	FacebookUse
Age	Pearson Correlation	.317	.216**	.158
	Sig. (2-tailed)	.000	.000	.001
	N	437	422	421
Grading	Pearson Correlation	.128**	.070	.347**
	Sig. (2-tailed)	.007	.152	.000
	N	437	423	422
SchoolUse	Pearson Correlation	.069	-.023**	.082
	Sig. (2-tailed)	.147	.637	.093
	N	437	423	422
PersonalUse	Pearson Correlation	.007*	.177**	.574*
	Sig. (2-tailed)	.892	.000	.000
	N	437	423	422
FBAccountAge	Pearson Correlation	1**	.050**	-.031
	Sig. (2-tailed)		.305	.532
	N	437	419	418
Number.of.Friends	Pearson Correlation	.050**	1	.167
	Sig. (2-tailed)	.305		.001
	N	419	423	422
FacebookUse	Pearson Correlation	-.031**	.167**	1
	Sig. (2-tailed)	.532	.001	
	N	418	422	422
FriendsNFamilyUpdate	Pearson Correlation	-.122	-.246	-.018
	Sig. (2-tailed)	.012	.000	.713
	N	419	423	422
MeetPeople	Pearson Correlation	-.002	-.077	-.181
	Sig. (2-tailed)	.961	.112	.000
	N	419	423	422
CelebNews	Pearson Correlation	.038	-.111	-.173
	Sig. (2-tailed)	.443	.022	.000
	N	419	423	422
PlayGames	Pearson Correlation	-.023*	.010*	-.088

	Sig. (2-tailed)	.635	.843	.071
	N	419	423	422
Chat.Comm	Pearson Correlation	-.129	-.233	-.167
	Sig. (2-tailed)	.008	.000	.001

Correlations

		FriendsNFamilyUpdate	MeetPeople	CelebNews
Age	Pearson Correlation	-.094	-.011**	-.064
	Sig. (2-tailed)	.053	.820	.188
	N	422	422	422
Grading	Pearson Correlation	.083**	-.075	-.014**
	Sig. (2-tailed)	.087	.125	.766
	N	423	423	423
SchoolUse	Pearson Correlation	-.014	-.002**	.035
	Sig. (2-tailed)	.770	.967	.478
	N	423	423	423
PersonalUse	Pearson Correlation	-.116*	-.087**	-.106*
	Sig. (2-tailed)	.017	.073	.029
	N	423	423	423
FBAccountAge	Pearson Correlation	-.122**	-.002**	.038
	Sig. (2-tailed)	.012	.961	.443
	N	419	419	419
Number.of.Friends	Pearson Correlation	-.246**	-.077	-.111
	Sig. (2-tailed)	.000	.112	.022
	N	423	423	423
FacebookUse	Pearson Correlation	-.018**	-.181**	-.173
	Sig. (2-tailed)	.713	.000	.000
	N	422	422	422
FriendsNFamilyUpdate	Pearson Correlation	1	.042	-.032
	Sig. (2-tailed)		.388	.517
	N	423	423	423
MeetPeople	Pearson Correlation	.042	1	.263
	Sig. (2-tailed)	.388		.000
	N	423	423	423
CelebNews	Pearson Correlation	-.032	.263	1
	Sig. (2-tailed)	.517	.000	
	N	423	423	423
PlayGames	Pearson Correlation	-.031*	.120*	.045

	Sig. (2-tailed)	.521	.014	.361
	N	423	423	423
Chat.Comm	Pearson Correlation	.184	.064	-.025
	Sig. (2-tailed)	.000	.190	.606

Correlations

		PlayGames	Chat.Comm	OtherUse
Age	Pearson Correlation	.118	.024**	.109
	Sig. (2-tailed)	.015	.626	.026
	N	422	422	422
Grading	Pearson Correlation	-.121**	.040	.039**
	Sig. (2-tailed)	.013	.413	.422
	N	423	423	423
SchoolUse	Pearson Correlation	-.043	.034**	.031
	Sig. (2-tailed)	.383	.492	.522
	N	423	423	423
PersonalUse	Pearson Correlation	-.073*	-.123**	-.087*
	Sig. (2-tailed)	.135	.011	.073
	N	423	423	423
FBAccountAge	Pearson Correlation	-.023**	-.129**	-.034
	Sig. (2-tailed)	.635	.008	.493
	N	419	419	419
Number.of.Friends	Pearson Correlation	.010**	-.233	-.087
	Sig. (2-tailed)	.843	.000	.074
	N	423	423	423
FacebookUse	Pearson Correlation	-.088**	-.167**	-.068
	Sig. (2-tailed)	.071	.001	.165
	N	422	422	422
FriendsNFamilyUpdate	Pearson Correlation	-.031	.184	.056
	Sig. (2-tailed)	.521	.000	.251
	N	423	423	423
MeetPeople	Pearson Correlation	.120	.064	.074
	Sig. (2-tailed)	.014	.190	.127
	N	423	423	423
CelebNews	Pearson Correlation	.045	-.025	.147
	Sig. (2-tailed)	.361	.606	.002
	N	423	423	423
PlayGames	Pearson Correlation	1*	.167*	-.010

			.001	.831
	N	423	423	423
Chat.Comm	Pearson Correlation	.167	1	.043
	Sig. (2-tailed)	.001		.375

Correlations

		ProfilePicUpdate	StatusUpdate	PostAboutSelf
Age	Pearson Correlation	-.044	-.022**	.022
	Sig. (2-tailed)	.371	.648	.653
	N	422	422	422
Grading	Pearson Correlation	-.193**	-.185	-.171**
	Sig. (2-tailed)	.000	.000	.000
	N	423	423	423
SchoolUse	Pearson Correlation	-.032	-.097**	-.081
	Sig. (2-tailed)	.511	.047	.096
	N	423	423	423
PersonalUse	Pearson Correlation	-.150*	-.109**	-.253*
	Sig. (2-tailed)	.002	.025	.000
	N	423	423	423
FBAccountAge	Pearson Correlation	-.191**	-.161**	-.059
	Sig. (2-tailed)	.000	.001	.232
	N	419	419	419
Number.of.Friends	Pearson Correlation	-.238**	-.174	-.229
	Sig. (2-tailed)	.000	.000	.000
	N	423	423	423
FacebookUse	Pearson Correlation	-.223**	-.178**	-.353
	Sig. (2-tailed)	.000	.000	.000
	N	422	422	422
FriendsNFamilyUpdate	Pearson Correlation	.156	.061	.112
	Sig. (2-tailed)	.001	.207	.021
	N	423	423	423
MeetPeople	Pearson Correlation	.091	.125	.180
	Sig. (2-tailed)	.063	.010	.000
	N	423	423	423
CelebNews	Pearson Correlation	.112	.125	.159
	Sig. (2-tailed)	.021	.010	.001
	N	423	423	423
PlayGames	Pearson Correlation	.153*	.208*	.165

	Sig. (2-tailed)	.002	.000	.001
	N	423	423	423
Chat.Comm	Pearson Correlation	.273	.252	.281
	Sig. (2-tailed)	.000	.000	.000

Correlations

		CommentOthers	FacebookChatMessenger	HoursPlayGames
Age	Pearson Correlation	-.138	-.069**	-.056
	Sig. (2-tailed)	.005	.157	.252
	N	422	422	422
Grading	Pearson Correlation	-.248**	-.204	.233**
	Sig. (2-tailed)	.000	.000	.000
	N	423	423	423
SchoolUse	Pearson Correlation	-.037	.011**	.135
	Sig. (2-tailed)	.450	.829	.006
	N	423	423	423
PersonalUse	Pearson Correlation	-.244*	-.208**	.255*
	Sig. (2-tailed)	.000	.000	.000
	N	423	423	423
FBAccountAge	Pearson Correlation	-.120**	-.152**	.042
	Sig. (2-tailed)	.014	.002	.395
	N	419	419	419
Number.of.Friends	Pearson Correlation	-.285**	-.259	.027
	Sig. (2-tailed)	.000	.000	.581
	N	423	423	423
FacebookUse	Pearson Correlation	-.359**	-.314**	.292
	Sig. (2-tailed)	.000	.000	.000
	N	422	422	422
FriendsNFamilyUpdate	Pearson Correlation	.212	.127	.053
	Sig. (2-tailed)	.000	.009	.276
	N	423	423	423
MeetPeople	Pearson Correlation	.130	.121	-.094
	Sig. (2-tailed)	.008	.013	.052
	N	423	423	423
CelebNews	Pearson Correlation	.135	.031	-.025
	Sig. (2-tailed)	.006	.525	.611
	N	423	423	423

PlayGames	Pearson Correlation	.141*	.132*	-.438
	Sig. (2-tailed)	.004	.007	.000
	N	423	423	423
Chat.Comm	Pearson Correlation	.410	.556	-.048
	Sig. (2-tailed)	.000	.000	.321

Correlations

		Age	Grading	SchoolUse	PersonalUse
Chat.Comm	N	422	423**	423	423*
OtherUse	Pearson Correlation	.109	.039	.031	-.087
	Sig. (2-tailed)	.026	.422	.522	.073
	N	422**	423	423**	423**
ProfilePicUpdate	Pearson Correlation	-.044	-.193	-.032	-.150
	Sig. (2-tailed)	.371	.000	.511	.002
	N	422	423**	423	423*
StatusUpdate	Pearson Correlation	-.022	-.185	-.097	-.109
	Sig. (2-tailed)	.648	.000	.047	.025
	N	422*	423**	423*	423
PostAboutSelf	Pearson Correlation	.022	-.171	-.081	-.253
	Sig. (2-tailed)	.653	.000	.096	.000
	N	422**	423**	423	423
CommentOthers	Pearson Correlation	-.138	-.248	-.037	-.244
	Sig. (2-tailed)	.005	.000	.450	.000
	N	422**	423	423	423**
FacebookChatMessenger	Pearson Correlation	-.069	-.204	.011	-.208
	Sig. (2-tailed)	.157	.000	.829	.000
	N	422**	423**	423	423**
HoursPlayGames	Pearson Correlation	-.056	.233	.135	.255
	Sig. (2-tailed)	.252	.000	.006	.000
	N	422	423	423	423*

		FBAccountAge	Number.of.Friends	FacebookUse
Chat.Comm	N	419	423**	422
OtherUse	Pearson Correlation	-.034	-.087	-.068

	Sig. (2-tailed)	.493	.074	.165
	N	419**	423	422**
ProfilePicUpdate	Pearson Correlation	-.191	-.238	-.223
	Sig. (2-tailed)	.000	.000	.000
	N	419	423**	422
StatusUpdate	Pearson Correlation	-.161	-.174	-.178
	Sig. (2-tailed)	.001	.000	.000
	N	419*	423**	422*
PostAboutSelf	Pearson Correlation	-.059	-.229	-.353
	Sig. (2-tailed)	.232	.000	.000
	N	419**	423**	422
CommentOthers	Pearson Correlation	-.120	-.285	-.359
	Sig. (2-tailed)	.014	.000	.000
	N	419**	423	422
FacebookChatMessenger	Pearson Correlation	-.152	-.259	-.314
	Sig. (2-tailed)	.002	.000	.000
	N	419**	423**	422
HoursPlayGames	Pearson Correlation	.042	.027	.292
	Sig. (2-tailed)	.395	.581	.000
	N	419	423	422

Correlations

		FriendsNFamilyUpdate	MeetPeople	CelebNews
Chat.Comm	N	423	423**	423
	Pearson Correlation	.056	.074	.147
OtherUse	Sig. (2-tailed)	.251	.127	.002
	N	423**	423	423**
	Pearson Correlation	.156	.091	.112
ProfilePicUpdate	Sig. (2-tailed)	.001	.063	.021
	N	423	423**	423
	Pearson Correlation	.061	.125	.125
StatusUpdate	Sig. (2-tailed)	.207	.010	.010
	N	423*	423**	423*
	Pearson Correlation	.112	.180	.159
PostAboutSelf	Sig. (2-tailed)	.021	.000	.001
	N	423**	423**	423
CommentOthers	Pearson Correlation	.212	.130	.135
	Sig. (2-tailed)	.000	.008	.006

FacebookChatMessenger	N	423**	423	423
	Pearson Correlation	.127	.121	.031
	Sig. (2-tailed)	.009	.013	.525
	N	423**	423**	423
HoursPlayGames	Pearson Correlation	.053	-.094	-.025
	Sig. (2-tailed)	.276	.052	.611
	N	423	423	423

Correlations

		PlayGames	Chat.Comm	OtherUse
Chat.Comm	N	423	423**	423
OtherUse	Pearson Correlation	-.010	.043	1
	Sig. (2-tailed)	.831	.375	
	N	423**	423	423**
ProfilePicUpdate	Pearson Correlation	.153	.273	.207
	Sig. (2-tailed)	.002	.000	.000
	N	423	423**	423
StatusUpdate	Pearson Correlation	.208	.252	.140
	Sig. (2-tailed)	.000	.000	.004
	N	423*	423**	423*
PostAboutSelf	Pearson Correlation	.165	.281	.093
	Sig. (2-tailed)	.001	.000	.056
	N	423**	423**	423
CommentOthers	Pearson Correlation	.141	.410	.026
	Sig. (2-tailed)	.004	.000	.590
	N	423**	423	423
FacebookChatMessenger	Pearson Correlation	.132	.556	.009
	Sig. (2-tailed)	.007	.000	.855
	N	423**	423**	423
HoursPlayGames	Pearson Correlation	-.438	-.048	.020
	Sig. (2-tailed)	.000	.321	.683
	N	423	423	423

Correlations

		ProfilePicUpdate	StatusUpdate	PostAboutSelf
Chat.Comm	N	423	423**	423
OtherUse	Pearson Correlation	.207	.140	.093
	Sig. (2-tailed)	.000	.004	.056

ProfilePicUpdate	N	423**	423	423**
	Pearson Correlation	1	.516	.506
	Sig. (2-tailed)		.000	.000
StatusUpdate	N	423	423**	423
	Pearson Correlation	.516	1	.548
	Sig. (2-tailed)	.000		.000
PostAboutSelf	N	423*	423**	423*
	Pearson Correlation	.506	.548	1
	Sig. (2-tailed)	.000	.000	
CommentOthers	N	423**	423**	423
	Pearson Correlation	.414	.434	.517
	Sig. (2-tailed)	.000	.000	.000
FacebookChatMessenger	N	423**	423	423
	Pearson Correlation	.421	.392	.432
	Sig. (2-tailed)	.000	.000	.000
HoursPlayGames	N	423**	423**	423
	Pearson Correlation	-.144	-.242	-.271
	Sig. (2-tailed)	.003	.000	.000
	N	423	423	423

		CommentOthers	FacebookChatMessenger	HoursPlayGames
Chat.Comm	N	423	423**	423
OtherUse	Pearson Correlation	.026	.009	.020
	Sig. (2-tailed)	.590	.855	.683
	N	423**	423	423**
ProfilePicUpdate	Pearson Correlation	.414	.421	-.144
	Sig. (2-tailed)	.000	.000	.003
	N	423	423**	423
StatusUpdate	Pearson Correlation	.434	.392	-.242
	Sig. (2-tailed)	.000	.000	.000
	N	423*	423**	423*
PostAboutSelf	Pearson Correlation	.517	.432	-.271
	Sig. (2-tailed)	.000	.000	.000
	N	423**	423**	423
CommentOthers	Pearson Correlation	1	.673	-.220
	Sig. (2-tailed)		.000	.000

	N	423**	423	423
FacebookChatMessenger	Pearson Correlation	.673	1	-.163
	Sig. (2-tailed)	.000		.001
	N	423**	423**	423
HoursPlayGames	Pearson Correlation	-.220	-.163	1
	Sig. (2-tailed)	.000	.001	
	N	423	423	423

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX F: TABLE 2
T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Grading	Equal variances assumed	.386	.535	2.572	438
	Equal variances not assumed			2.580	415.078
FacebookUse	Equal variances assumed	2.506	.114	-.713	415
	Equal variances not assumed			-.698	355.597

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Grading	Equal variances assumed	.010	.31317	.12175
	Equal variances not assumed	.010	.31317	.12140
FacebookUse	Equal variances assumed	.477	-.04026	.05650
	Equal variances not assumed	.486	-.04026	.05769

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Grading	Equal variances assumed	.07389	.55245
	Equal variances not assumed	.07454	.55181
FacebookUse	Equal variances assumed	-.15133	.07081
	Equal variances not assumed	-.15371	.07319

APPENDIX G: TABLE 3
Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Grading	3.1090	1.29221	422
PersonalUse	1.4147	.63998	422
FacebookUse	1.2678	.56991	422

Correlations

		Grading	PersonalUse	FacebookUse
Pearson Correlation	Grading	1.000	.161	.347
	PersonalUse	.161	1.000	.574
	FacebookUse	.347	.574	1.000
Sig. (1-tailed)	Grading	.	.000	.000
	PersonalUse	.000	.	.000
	FacebookUse	.000	.000	.
N	Grading	422	422	422
	PersonalUse	422	422	422
	FacebookUse	422	422	422

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	FacebookUse, PersonalUse[b]	.	Enter

a. Dependent Variable: Grading

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.351[a]	.123	.119	1.21311

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a. Predictors: (Constant), FacebookUse, PersonalUse

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	86.371	2	43.186	29.345	.000[b]
	Residual	616.614	419	1.472		
	Total	702.986	421			

a. Dependent Variable: Grading

b. Predictors: (Constant), FacebookUse, PersonalUse

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.180	.159		13.700	.000
	PersonalUse	-.117	.113	-.058	-1.034	.302
	FacebookUse	.863	.127	.380	6.809	.000

a. Dependent Variable: Grading