

**A STUDY ON THE USES AND GRATIFICATION OF
FACEBOOK AMONG THE YOUTH IN KENYA**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
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DECLARATION

This Master's project is my original work and has not been presented to any other university for any degree award.

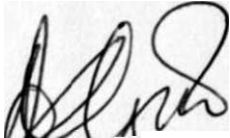
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DEDICATION

This work is dedicated to:

My family, beginning with my husband. Paul Kimani Karanja

And my daughter Genevieve

And my son Jeremy who was born during my studies.

ACKNOWLEDGEMENT

The success of this research work was as a result of efforts of many people. My greatest debt of gratitude goes to my supervisor, Mr. Edwin Nyutho for his wholehearted dedication in providing intellectual input and practical guidance throughout all stages of this study.

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Finally I appreciate the Almighty God for His unfailing love to me throughout the entire course of my study.

ABSTRACT

A survey with 81 students was conducted in Nairobi, Kenya to examine the uses and gratifications of Facebook among the youth in Kenya. Data was collected from the respondents using questionnaires and it was analyzed using SPSS Version 12.0.

The study investigated the uses of Facebook among the youth, the gratifications the youth sought in using Facebook and how demographic characteristics of the respondents influenced the uses and gratifications of Facebook among the youth. In addition, it examined the frequency of use of Facebook, relation development in Facebook. impact of Facebook to other forms of communication and the problems the youth face in using Facebook

From the results, it was found that entertainment and communication accounted for greater use of Facebook by the respondents. It was also clear that the research participants supported the motive dimensions of communication, entertainment and information seeking. It was also evident that Facebook uses and motivations were influenced by the age of the respondents, the gender, level of education as well as the religion. The differences noted in respect to these demographics could be attributed to the personal interests and needs of each category.

The research findings also showed that while there didn't appear to be a clear displacement effect on face-to-face, email and calling communication by Facebook, it seemed that most of the displacement and competition was happening in the Face-to-face conversation and calling usage.

The study findings revealed that Facebook users do face some problems when using Facebook. The major problems noted were: lack of access to internet connections, slow internet connections and lack of adequate internet use skills. Others cited were time outs, hacking of people's Facebook sites and use of vulgar languages by friends.

ABBREVIATIONS AND ACRONYMS

CMC:	Computer-Mediated Communication
E-mail:	Electronic mail
ICT:	Information and Communication Technology
IT:	Information Technology
M:	Mean
MIM:	Mobile Instant Messaging
PCs:	Personal Computers
SNSs:	Social Networking Sites
SPSS:	Statistical Package for Social Sciences
U & G:	Uses and Gratification
UNDP:	United Nations Development Programme

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1.0 CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Social interaction technologies have expanded the ways in which people communicate. Since their introduction, social networking sites (SNSs) such as MySpace and Facebook have attracted millions of users, many of whom have integrated these sites into their daily practices. The technology offers people the opportunity to burst out their parochial communities and make connections around the world. They allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site.

According to a study by Rob Nyland (2007), internet social networking is one of the newest forms of computer-mediated communication (CMC) and the popularity of these sites, particularly among the youth is undeniable.

In an in-depth case study of organization utilizing social media by Paul Gillin (2008), 57% of the respondents said that social media tools have become more valuable to their activities as more customers and influencers use them. Blogs, online video and social networks were ranked as the most popular media tools. It was also evident from the study that social media were perceived to be more effective when targeted at younger age groups

The social network sites are becoming more popular across broad segments of internet users. According to The Nielsen Company, global consumers spent more than five and half hours on social networking sites like Facebook and Twitter in December 2009, an 82% increase from the same time in 2008 when users were spending just over three hours on social networking sites. In addition, the overall traffic to social networking sites has

grown over the last three years. Globally, social networks and blogs are the most popular online category when ranked by average time spent in December 2009, followed by online games and instant messaging. With 206.9 million unique visitors, Facebook was the No. 1 global social networking destination in December 2009 and 67% of global social media users visited the site during the month. Time on site for Facebook has also been on the rise, with global users spending nearly six hours per month on the site. (Nielsenwire.com. January 2010)

1.1.1 Internet Social Networking

Social network sites (SNS) have become one of the Internet most visible and intriguing phenomenon (Hall A.E., 2007). The sites allow individuals to create a profile which typically includes a picture and information about the profile owner, and develop a virtual network by linking to profiles created by others. Most SNS also provide means through which users can communicate with each other by, for example, posting comments on message boards associated with their profile or sending instant messages (Pew Research center, 2007)

According to Danah M. Boyd and Nicole B. Ellison (2007), social network sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system.

Social networking sites are significant for two main reasons. First, they are the epitome of Web 2.0, in which the network of users is the platform and the community drives the content. The platform grows through user contributions, enabled by applications provided for community use. Second, social networking sites combine elements of communication channels-such as email, message boards, instant messaging, and chat-with media vehicles-such as audio, video, and print. In these communities, like-minded individuals can share information and interests and provide feedback and reviews (Craig Schugar. 2008).

Most sites support the maintenance of pre-existing social networks, but others help strangers connect based on shared interests, political views, or activities. Some sites cater to diverse audiences, while others attract people based on common language or shared racial, sexual, religious, or nationality-based identities. Sites also vary in the extent to which they incorporate new information and communication tools, such as mobile connectivity, blogging, and photo/video-sharing.

Like other communications tools, social networking sites have certain rules, conventions and practices which users have to navigate to make themselves understood and avoid difficulties. These range from the etiquette of commenting on other people's profiles to understanding who one does and doesn't add as a 'friend'. Social networking sites also have some potential pitfalls to negotiate, such as the unintended consequences of publicly posting sensitive personal information, confusion over privacy settings, and contact with people one doesn't know (Ofcom, 2008).

A lot of SNS exist and among the popular ones is Facebook. Facebook (www.facebook.com). in particular has very broad participation amongst the youth hence the reason why the researcher chose to study its uses and gratifications among the youth in Kenya.

1.1.2 Internet and social networking in the lives of Kenyans

Digital Kenya, a study to understand the on-line life of Kenyans carried out in March 2010 found out that Kenyan users had become highly devoted to the internet. The web had become very important to Kenyan users, outstripping its importance in other countries. In a scale of 1 to 10, Kenya was at 8. Office was facilitating internet access and mobile phones had become the main back-up source of access.

Needs served by the Internet included work, information and communication. Work is the main sphere of motivation while information beats communication. Some of the top activities done by Kenyans online included knowledge seeking and socialization as

compared to global use which is more transactional, marketing and media related activities.

Social networking sites were rated among the top ten internet sites that Kenyans especially the youths visited. Keeping in contact, cost effectiveness and the level of interaction were the key drivers behind the social networking. It was also a way in which Kenyans kept in contact internationally. Social networking was not widely used for business or for jobs. The survey also found out that 96% of social networkers in Kenya are on Facebook and that 25% visited the site 5 plus times in a day.

1.2 Statement of the problem

The increased use of the internet as a new tool in communication has changed the way people interact. This fact is even more evident in the recent development and use of social networking sites such as Facebook. Social networking is a phenomenon that has taken over the lives of many youths. According to Harvey J. and Jose H.S. (2005), there has been a moral panic regarding privacy and use issues concerning Facebook. It's therefore important to determine the primary needs fulfilled through the use of Facebook. how much time users spend on the site and what gratifications they get.

Utilizing the uses and gratification theory, the aim of this study was to explore the uses and gratifications of Facebook among the youth in Kenya, what motivated the youth to use Facebook and how Facebook gratified these motivations. Facebook has become a phenomenon for the social networking sites, and what makes that so amazing is that Facebook did not even exist until 2004. Three college students created it to allow other students to network and meet each other, (www.Facebook.com) and it has caught on with young people around the globe.

The study aimed to find out what gratifications does Facebook have on today's technologically advanced youth. In addition the study explored whether or not there was

a displacement effect of other older media of communication such as face to face communication with the introduction of Facebook.

1.3 Justification and significance of the study

There are many research works and news articles that have been published about the uses and gratification of Facebook among the youth as a social networking site in developed countries but there is a void in research that directly address Facebook use and gratification and its social impact in developing countries and in particular Kenya. This study was therefore useful in filling this gap in several aspects. One, it was possible to identify why Facebook had become so popular. The study also contributed towards the understanding of new media in the lives of the youth. It also contributed towards the body of knowledge on social networking sites use in developing countries.

The results of the study would also be useful in advancing theoretical developments of the uses and gratification theory and also form as a basis for future researches on social networking sites and impact of new media on the youth. The data collected will be useful in many areas such as in marketing and web design. The results of the study will also be very useful to parents and lecturers who will be in a position to know why social networking sites have become so popular with the youth.

1.4 Objectives of the study

1. To find out the uses of Facebook as a social networking site among the youth.
2. To identify the gratifications/motives in using Facebook
3. To identify demographic characteristics of respondents and their influence on Facebook uses and motivations
4. To find out the frequency of use of Facebook.
5. To examine relation development in using Facebook.
6. To find out the impact of Facebook on other forms of communication such as face to face communication.

7. To identify the problems faced by the youth when using Facebook.

1.5 Hypothesis of the study

The hypothesis tested in this study was: Facebook uses will depend on the:-

- a) age,
- b) the gender,
- c) and the level of education of the individual.

1.6 Scope and limitations of the study

The study was restricted to uses and gratifications of Facebook among the youths in Nairobi. Nairobi is the capital city of Kenya. Data for this study was gathered through use of questionnaires on randomly selected youths in upper primary, high school, college and university students. The groups were further subdivided into male and female to allow more depth of understanding regarding the focus group.

The limitations for this study included inadequate time available for the researcher to conduct the study on a larger population such as the whole of Kenya, and the funding to cater for the researcher's expenses.

1.7 Theoretical Framework: Uses and gratification theory

The project focused on the motivations of the youth in the use of Facebook which is one of the many social networking sites. Such a focus is the basis of the uses and gratification approach.

The uses and gratification approach was first denoted by Elihu Katz in 1959. Most communication research up to this point was questioning "what do media do to people?" However, Katz suggested asking the question, "What do people do with the media?" (Severin & Tankard. 2001). The theory therefore originated as a reaction to traditional mass communication research which emphasized the sender and the message. The theory

stressed the active audience and user instead. It seeks to explain the uses of media and the satisfactions derived from them in terms of the motives and self-perceived needs of audience members. This is also a version of 'active audience' theory and has been applied in the study of media effects on the grounds that any effect has to be consistent with the needs of the audience.

According to Severin and Tankard (2001), the theory attempts to explain the uses and functions of the media for individuals, groups, and society in general. There are three objectives in developing uses and gratifications theory: 1) To explain how individuals use mass communication to gratify their needs. 2) To discover underlying motives for individuals' media use. 3) To identify the positive and the negative consequences of individual media use. The theory states that people are not helpless victims of mass media, but use the media to get specific gratifications.

According to Lowery and Defleur (1995), one of the largest projects based on this approach was the study of *Television in the lives of our children*. It showed that youngsters sought out to fulfill a variety of needs. It did not show that the new medium provided harmful experience; it did show the uses and gratifications TV viewing provided for the children at the time.

A lot of studies have been undertaken on uses and gratification of Facebook among the youth and college students. One such study is *Uses and gratification of facebook.com* by Sarah K. Foregger (2008). The study found that desire to communicate with others influences the amount of time spent on Facebook. Eight factors of Facebook use and gratification were analyzed. These were: pass time, connection, sexual attraction, utilities and upkeep, establish/maintain old ties, accumulation, social comparison and channel use.

Another study by Brett A. Bumgarner (2007) on exploring the uses and gratifications of Facebook among emerging adults indicated that the most prevalent use of Facebook was as a social activity. Students reported using Facebook with friends to view and discuss

other people's profiles. Essentially, Facebook appeared primarily as a tool for the facilitation of gossip.

Raacke J. and Bonds-Raacke (2008) study on *Uses and Gratification to exploring friend-networking sites* indicated that vast majority of college students were using these sites for a reason such as making new friends and locating old friends. Bryant, E. (2009) also carried out a study on *Uses and Gratifications of Facebook: an Exploration of Facebook Use by College Students* which aimed to determine if uses and gratifications theory could be successfully employed to describe use of the popular Internet site Facebook. To do so, the traditional uses and gratification categories of social utility, diversion and entertainment, planning and accomplishing tasks, communication, identity outlet, and surveillance were augmented to fit the constraints of Facebook and tested for correlation with overall intensity of Facebook use. Results indicated that uses and gratification provides a valuable tool for understanding Facebook use.

A lot of these studies have been carried out in the developed countries and none had been done in Kenya and it is for this reason that the researcher decided to carry out a study on the Uses and gratification of Facebook among the youths in Kenya.

2.0 CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to review literature that is directly related to the current study. First a survey of the literature related to Internet social networking sites and in particular Facebook will be provided. It will be followed with literature on the uses and gratifications of mass media especially among the youth.

2.2.1 Historical development of Social Networking sites

The rapid growth of social networking that has been observed over the last two to three years is indicative of its entry into mainstream culture and its integration into the daily lives of many people. Social networking sites offer people new and varied ways to communicate via the internet, whether through their PC or their mobile phones.

According to Linda Raphael (2007), dating sites are sometimes considered the first social networks. The sites started cropping up almost as soon as people started going online.

The first recognizable social networking site launched in 1997 was Six Degree.com (Danah and Ellison, 2007). It allowed users to create profiles, list their friends and beginning in 1998, surf the friends list. Each of these features existed in some form before Six Degrees, of course. Profiles existed on most dating sites and many community sites. SixDegree.com folded completely just after the turn of the millennium.

Other sites of the era opted solely for niche, demographic-driven markets. One was AsianAvenue.com, founded in 1997. A product of Community Connect Inc., which itself was founded just one year prior in the New York apartment of former investment banker and future Community Connect CEO Ben Sun. AsianAvenue.com was followed in 1999 by BlackPlanet.com, and in 2000 by the Hispanic-oriented MiGente.com. All three have survived to this very day, with BlackPlanet.com in particular enjoying tremendous success throughout its run. Indeed, according to current parent company Radio One,

which acquired Community Connect and its sites in April of 2008. BlackPlanet.com presently attracts in excess of three million unique visitors every month (Danah and Ellison, 2007).

In 2002, social networking hit really its stride with the launch of Friendster (Christopher Nickson, 2009). Friendster used a degree of separation concept similar to that of the now-defunct SixDegrees.com but refined into a routine dubbed the 'Circle of Friends'. It promoted the idea that a rich online community can exist only between people who truly have common bonds. Introduced just a year later in 2003, LinkedIn took a decidedly more serious, sober approach to the social networking phenomenon. Rather than being a mere playground for former classmates and teenagers, LinkedIn was, and still is, a networking resource for businesspeople who want to connect with other professionals.

MySpace was also launched in 2003. Though it no longer resides upon the social networking throne in many English-speaking countries (that honor now belongs to Facebook in places like Canada and the UK), MySpace remains the perennial favorite in the USA (Christopher Nickson, 2009). It does so by tempting the key young adult demographic with music, music videos, and a funky feature-filled environment. It looked and felt hipper than major competitor Friendster right from the start, and it conducted a campaign of sorts in the early days to show alienated Friendster users just what they were missing.

Founded, like many social networking sites, by university students who initially peddled their product to other university students, Facebook was launched in 2004 as a Harvard-only exercise and remained a campus-oriented site for two full years before finally opening to the general public in 2006 (www.wikipedia.org). The secret of Facebook's success (it now currently boasts in excess of 300 million users) is a subject of some debate. Some point to its ease of use, others to its multitude of easily-accessed features, and still others to a far simpler factor - its memorable, descriptive name.

According to Boyd, most Social Networking Sites (SNSs) focus on growing broadly and exponentially while others explicitly seek narrower audiences. Some like a SmallWorld and BeautifulPeople intentionally restrict access to appear selective and elite. Others are activity-centered sites like Couchsurfing, identity-driven sites like BlackPlanet, and affiliation-focused sites like MyChurch. All are limited by their target demographic and thus tend to be smaller.

Brief time line of social networking sites

- 1995 = Classmates.com founded
- 1997 = Six Degrees of Separation founded
- 1999 = Circle of Friends founded
- 2002 = Friendster.com founded
- 2003 = MySpace.com founded
- 2004 = Orkut.com founded
- 2004 = Facebook.com founded
- 2005 = Yahoo!360 founded

Source: Wikipedia.com

Marketing research indicates that SNSs are growing in popularity worldwide (comScore, 2010). This growth has prompted many corporations to invest time and money in creating, purchasing, promoting, and advertising SNSs. At the same time, other companies are blocking their employees from accessing the sites. The Canadian government prohibited employees from Facebook (thestar.com, 2007), while the U.S. Congress proposed legislation to ban youth from accessing SNSs in schools and libraries in 2006 (wikipedia, 2006).

Number of Mobile Subscribers Accessing Facebook, MySpace and Twitter via Mobile Browser 3-month average ending Jan. 2010 vs. Jan. 2009 Total U.S. Age 13+			
	Total Audience (000)		
	Jan-09	Jan-10	% Change
Facebook.com	11,874	25,137	112
MySpace.com	12,338	11,439	-7
Twitter.com	1,051	4,700	[347

Source: comScore.com

The rise of SNSs indicates a shift in the organization of online communities. They are the reasons why new media is becoming so involved in our everyday lives (Ggallucci, 2007).

2.2.2 Internet Social networking and the youths

Online social networking is now so deeply embedded in the lifestyles of tweens and teens that it rivals television for their attention. According to a study by Grunwald Associates (2007), Nine to seventeen-year-olds report spending almost as much time using social networking services and Web sites as they spend watching television. Among teens, that amounts to about 9 hours a week on social networking activities, compared to about 10 hours a week watching TV.

According to a national survey conducted by the Pew internet and American life project, more than half (55%) of all online American youth ages 12-17 use online social networking sites. Other key findings were that 55% of online teens have created a personal profile online, and 55% have used social networking sites like Facebook or MySpace. 48% of teens visit social networking websites daily or more often; 26% visit once a day, 22% visit several times a day. Older girls ages 15-17 are more likely to have used social networking sites and created online profiles; 70% of older girls have used an online social network compared with 54% of older boys, and 70% of older girls have created an online profile as compared to only 57% of older boys. The Teens said that social networking sites help them manage their friendships. 91% of all social networking teens say they use the sites to stay in touch with friends they see frequently, while 82% use the sites to stay in touch with friends they rarely see in person; 72% of all social networking teens use the sites to make plans with friends; 49% use the sites to make new friends. Older boys who use social networking sites (ages 15-17) are more likely than girls of the same age to say that they use social networking sites to make new friends (Pew Research Center, 2007).

2.2.3 The Future of Social Networks

According to Charlene Li (2009), social networks will be like air. They will be anywhere and everywhere we need and want them to be. Without that social context in our connected lives, we won't really feel like we are truly living and alive, just as without sufficient air, we won't really be able to breathe deeply.

Li feels that while current social networks such as Facebook provide a fun way for us to keep in touch with others, they express our relationships and how we view and use them in a minimal, two-dimensional way. In the future our social networks will become more complete and multilayered. As a result, we will know more about one another, and be able to look to the people we know for information or advice, and they to us.

Future social networking sites will become more important because platforms will expand further. Applications will include mobility, presence, and location awareness, with the goal ones physical life more convenient through ones virtual network. This means that one will have a traveling social network in their back pocket. One will not only be able to know that their friends are online, but to know which of them are nearby. (Craig Schmugar, 2008).

According to a survey by Pew Research Center (2010) on the future of social relations, some respondents observed that as use of the internet for social networks evolves there is a companion evolution in language and meaning as tech users redefine social constructs such as "privacy" and "friendship." Other respondents suggested there will be new "categories of relationships," a new "art of politics," the development of some new psychological and medical syndromes that will be "variations of depression caused by the lack of meaningful quality relationships," and a "new world society."

According to Matthew Buckland (2009), Privacy is already an issue of concern now and it will continue to be for the social networks in future. There will be a lot of information about oneself that one won't be able to control. There will be inevitable abuse and misuse of the information.

Hussein S. (2010), points out that different social networking websites delivers any piece of information within seconds before it turns into major news item on news sites, news agencies or in print. But this technology can also spread lies and rumors and hence boundaries between news, information and rumors will gradually disappear. People will find it difficult to differentiate between them and will probably become confused, especially in light of the magnitude and density of news carriers.

Andrew M. Nathan (2010) notes that the trend towards mobile will continue with near certainty, since the number of cell phones out there is gigantic. The Internet will not be perceived in 5 years from now as something you get on your computer, instead it will be a Blackberry, iPhone or other smartphone. Secondly, he observes that virtual-reality will become a greater part of social networking, as services such as, OoVoo and Skype become more popular. More people are utilizing the relatively inexpensive video conferencing tools out there to connect with their friends, family, and associates. Video conferencing will lead people using social networking on a three-dimensional level.

Kent Lewis (2009) also points out that social networks will continue to gain traction and popularity as effective marketing venues. As it is today, social networks are seen as personal collaboration and communication platforms and not as informational or research tools and therefore the challenge will be for the largest social networks to create an environment where advertising is relevant and appreciated.

2.3 An overview of Facebook

Facebook is one of the foremost social networking websites. Users share a variety of information about themselves on their Facebook profiles, including photos and contact information. A January 2009 *Compete.com study* ranked Facebook as the most used social network by worldwide monthly active users, followed by *MySpace*.

Facebook was founded in 2004 by Mark Zuckerberg, then a Harvard undergraduate with his college roommates and fellow computer science students Eduardo Saverin, Dustin

Moskovitz and Chris Hughes (Harvey J and Jose H. 2005). Then the website was called "thefacebook.com." The site grew rapidly and had 4,300 users after only two weeks. In a month, Facebook had become such a hit that it started expanding to other universities. In a year, Facebook was available at universities in Europe and Only 20 months after going public, Facebook had already expanded to every university in the United States and had an estimated value of US\$100 million (Brett A. Bumgarner. 2007). The site is unique among social networking sites in that it was focused around universities. "Facebook" is actually a collection of sites, each focused on one of 2,000 individual colleges.

The website's membership was initially limited to Harvard students, but was expanded to other colleges in the Boston area, the Ivy League, and Stanford University. It later expanded further to include any university student, then high school students, and, finally, to anyone aged 13 and over. The website currently has more than 400 million active users worldwide (Facebook.com, 2010).

Basic features and areas of the website allow for easy interactions. Profile information is divided into different categories: Basic, Contact Info, Personal, Professional, and a Picture. All of these categories allow a user to post personally identifiable information to the service. Users can enter information about their home towns, their current residences and other contact information, personal interests, job information, and a descriptive photograph. Publisher is the main feature to post information and messages which appear on the user's own Wall, on their friend's Walls, as well as the News Feed on the Home page (Harvey J and Jose H, 2005).

While group and network features allow a user to identify himself or herself with a larger association, the profile picture is uniquely personal. Each profile posted on Facebook has space for a picture to appear next to the information provided by the user. Profile pictures are seen as thumbnails in search results next to basic information like name and network affiliations. Profile pictures also appear next to comments posted by a user on another user's account, above a user's name on another user's profile in the friends section and on another user's wall next to a wall post. A wall is a section of a user's profile, group page or network page, set apart for friends or group and network members to post messages.

Walls display the posting user's profile picture, name and message. Walls also provide links with each post to allow User C outside of the conversation between User A. the owner of the profile, and User B. the user posting a message, to see all wall-to-wall posts between User A and User B as well as a link for user C to send a message to User A. Wall posts refer to text posted on the wall area of a profile, group, or network page (Carter S. M., 2008).

Key Dates

- *2004: Facebook is launched as a social networking site for college students only.*
- *2005: High school students are allowed to join as friends of existing members.*
- *2006: Membership is opened to everyone; five-year ad deal signed with Microsoft.*

Source: Facebook.com

2.4 Historical Background of uses and gratifications theory

The idea that media use depends on the perceived satisfactions, needs, wishes or motives of the prospective audience member is almost as old as media research itself (McQuail, 2005).

The relationship between mass communication media and their audiences has been subject of scholarly research over the years. Early communication theories considered audience as vulnerable, unintelligent, and as mere passive recipients of media content. This resulted from early pre - occupation with media effects on society. *Mass society* theorists argued that modern societies, which resulted from the industrial revolution, were heterogeneous and lacked common traditions and values that bound their members. They were characterized by social differentiation and use of formal social controls (contracts, civil law, criminal justice system etc.). These eroded effectiveness of traditional social controls. Social differentiation, impersonality and mistrust hindered open and easy communication as basis for social solidarity between people.

Traditional societies were homogenous and held together by same identity, culture, and traditions. Migrations, urbanization, and modernization, brought about by industrialization, created modern societies, which became reliant on mass media for their information needs (Lowery & De Fleur, 1995). These societies were seen as aggregate of atomized individuals, who with regard to media were perceived as receiving the content as a vast sea of passive individuals in a mass society (http://wikipedia.org/wiki/Mass_communication).

This view gave rise to *Hypodermic Needle* and *Magic Bullet theories* of communication. These theories stressed the strong effects media had on their audiences, who were seen as contributing nothing to the communication process but were subject to media manipulation. Media effects according to the theories were immediate, direct, and uniform.

The 1937 study of *Audience of Day Time Serials programmes* was the first functionalist approach to communication research in that it sought to establish what audience used media for, what function media played for individual listener. The study, directed by Paul Lazarsfeld, established audiences had *Uses and Gratifications* they sought to meet through the media. It showed audience not only had needs they sought to fulfill in their media use but also were selective on what content met those needs and gave them gratification (Lowery & De Fleur, 1995). It was the first to establish indication of audience influence over media content.

The uses and gratifications approach became dominant in the late 1950s till 1970s when television had "grown up". Some core assumptions of the uses and gratifications model were proposed during this period. Elihu Katz is recognized as one of the scholars who contributed immensely to establishing the structure of the uses and gratifications approach. Katz, Gurevitch, and Haas (1973) viewed the mass media as a means by which individuals connect or disconnect themselves with others. They listed 35 needs taken from the literature on the 'social and psychological functions of the mass media' and put

them into five categories i.e. cognitive needs, affective needs, personal integrative needs, social integrative needs and tension release needs (Severin and Tankard.2001).

Later, researchers Blumler and Katz (1974) expanded this theory and pointed out that media audience sought different media for the following uses and gratifications; *Diversion, Personal Relationships, Personal Identity, Surveillance.*

2.4.1 Core assumptions of the uses and gratifications theory

Uses and gratifications theory takes a more humanistic approach to looking at media use. The floodgate to a flurry of deliberate empirical enquiries on the uses and gratifications paradigm was opened by the pioneering works of Elihu Katz, Jay Blumler and Michael Gurevitch ((Katz. 1979). Blumler and Katz's came up with the theory that suggested that media users play an active role in choosing and using the media. Uses and gratification theory users take an active part in the communication process and are goal oriented in their media use. The theorists say that a media user seeks out a media source that best fulfills the needs of the user. Uses and gratifications assume that the user has alternate choices to satisfy their need (Blumler J.G. & Katz, E., 1974).

Blumler and Katz believe that there is not merely one way that the populace uses media. Instead, they believe there are as many reasons for using the media, as there are media users. According to the theory, media consumers have a free will to decide how they will use the media and how it will affect them. Blumler and Katz values are clearly seen by the fact that they believe that media consumers can choose the influence media has on them as well as the idea that users choose media alternatives merely as a means to an end (Blumler J.G. & Katz, E., 1974). Uses and gratification is the optimist's view of the media. The theory takes out the possibility that the media can have an unconscious influence over our lives and how we view the world.

The core question for the theory is: why do people use media and what do they use them for (McQuail, 2005). According to an analysis by Rossi, E. (2002), based on Katz,

Blunder, and Gurevitch *Mass Communication Research* book, the uses and Gratifications theory has five basic assumptions.

The first assumption is that "the audience is conceived as active." This idea focuses around the assumption that the viewers are goal oriented and attempt to achieve their goals through the media source. This directly reflects and responds to the needs of the audience member in obtaining the media source.

The second basic assumption is that "in the mass communication process much initiative in linking need gratification and media choice lies with the audience member." This is encompassing the idea that people use the media to their advantage more often than the media uses them.

The third basic assumption is that "the media competes with other sources of need satisfaction." This focuses on the idea that each individual has several needs. The fourth basic assumption points out that "many of the goals media use can be derived from data supplied by the individual audience members themselves." This idea claims that people are very aware of their motives and choices and are able to explain them verbally if necessary.

The final basic assumption is that "value judgments about cultural significance of mass communication should be suspended while audience operations are explored on their own terms." The theorists believe that the audience can only determine the value of the media content. It is the individual audience members who make the decision to view the media; therefore, they place the value on it by their individual decision to view it.

These basic assumptions provide a framework for understanding the exact correlation between the media and the viewers. In addition, it provides a distinction as to how the audience is more or less active and the consequences of their involvement in the media as a whole.

2.4.2 Uses and gratification of mass media

Mass media provide some of the most captivating information and entertainment sources. Uses and gratifications, also known as *usage and gratifications or needs and gratifications*, is not a single approach but a body of approaches to media analysis that developed out of many varied empirical studies, beginning in the mid 20th century.

The basic theme of uses and gratifications is the idea that people use the media to get specific gratifications. The basic tenet of uses and gratifications is that people are not helpless victims of all powerful media, but use media to fulfill their various needs. These needs serve as motivations (gratifications sought) for using media. Gratifications obtained should correspond with gratifications sought for the media to be able to meet the needs of the users. Underlying this perspective is the notion that people are motivated by a desire to fulfill certain needs. So rather than asking how media use influences users, a uses-and-gratifications perspective asks how users' basic needs influence users' media choices. It is important to note that the media choices that people make are motivated by the desire to satisfy a wide variety of functions: entertainment, diversion, social connection, personal identity, information and the like (Cho et al, 2003).

Jay G. Blumler and Elihu Katz devised their uses and gratifications model to highlight four areas of gratification in media texts for audiences. These include: *Personal identity* - for example, characters in soap operas experiencing something the audience once did. The personal identity need explains how being a subject of the media allows us to reaffirm the identity and positioning of ourselves within society. This can most be seen in soaps, which try to act as a microcosm of society as a whole. The characters in soaps are usually designed to have wildly different characteristics, so that everyone can find someone to represent themselves, someone to aspire to, and someone to despise.

Personal relationships - a media text provides information for 'water-cooler talk' at work with colleagues, what's happening in the latest reality TV show? Many people use the television as a form of companionship. The television is often quite an intimate experience, and by watching the same people on a regular basis we can often feel very

close to them, as if we even know them. We also talk to the TV a lot. Not many football fans can sit through a televised match without shouting at the players or the referee, and many people tell characters what to (or not to do) next.

Another aspect to the personal relationships model is how we can sometimes use the media as a springboard to form and build upon relationships with real people. Having a favorite TV programme in common can often be the start of a conversation, and can even make talking to strangers that much easier. There are also some studies that suggest that some families use sitting around watching the television as a stimulus for conversation, talking to each other about the programme or related anecdotes while it is on.

Surveillance - The surveillance need is based around the idea that people feel better having the feeling that they know what is going on in the world around them. One of the genres this is often applied to is news. By watching or reading about news we learn about what is happening in the world, and as the news is usually bad news, this knowledge leaves us feeling more secure about the safety of our own lives. This idea might seem a bit strange, that the more we know about tragedies the safer we feel, but sociologists argue that ignorance is seen as a source of danger, and so the more knowledge we have the safer we feel. When looking at the news it's easy to spot news items that give us this reaction. For example if it wasn't for watching the news we might be unknowingly become vulnerable to the latest computer virus or end up in a hospital with an awful track record.

Diversion - a media text which provides escapism for the audience, for example a holiday programme. The diversion need describes what's commonly termed as escapism - watching the television so we can forget about our own lives and problems for a while and think about something else. This can work with positive programmes, such as holiday shows or the constant happy endings in the Mexican soap so popular in Kenya, which help to cheer us up and forget our own problems.

On the other hand, Denis McQuail (McQuail, 2005) offers the following typology of common reasons for media use:

Information- we want to find out about society and the world- we want to satisfy our curiosity. This would fit the news and documentaries which both give us a sense that we are learning about the world.

Personal Identity- we may watch the television in order to look for models for our behavior. So, for example, we may identify with characters that we see in a soap. The characters help us to decide what we feel about ourselves and if we agree with their actions and they succeed we feel better about ourselves

Integration and Social Interaction- we use the media in order to find out more about the circumstances of other people. Watching a show helps us to empathize and sympathize with the lives of others so that we may even end up thinking of the characters in programme as friends even though we might feel a bit sad admitting it. At the same time television may help us to get on with our real friends as we are able to talk about the media with them.

Entertainment- sometimes we simply use the media for enjoyment, relaxation or just to fill time.

In their research in 1973, Katz, Gurevitch, and Haas (Peter B. Orlik, 2009) offered a typology of needs of media users that can be expressed as:

- *Cognitive Needs*—for information, knowledge, and understanding of our environment.
- *Affective Needs*—for aesthetic, pleasurable, and emotional experiences.
- *Personal Integrative Needs*—for credibility, confidence, stability, and personal status.
- *Social Integrative Needs*—for contact with family, friends, and the world.
- *Escapist Needs*—for escape, diversion, and tension release

Altogether, the Uses and Gratifications theory outlines the many reasons we have for using the mass media, and the kind of functions that the media can play within our lives.

2.4.3 Uses and gratifications of new technologies among the youth

New Information Technology (IT) is almost everywhere and has dramatically altered the way we live. As a result, the role of IT in our daily living is growing rapidly to the degree that many of us, especially youngsters, have become dependent on, if not addicted to, our mobile phones and personal computers (PCs), which now constitute the principal tools for our interaction, research, and learning. According to a study by Pew Internet and American Life (2002), college students are early adopters and heavy users of the Internet, and by the time they were about 16 years old, nearly all present-day college students had started using computers. A lot of researches have been done on uses and gratification of new media among the youth.

Sanjit Kumar Roy (2009) carried out a survey on *Internet! uses and gratifications: A survey in the Indian context*. In this survey, the theory was applied to derive the Internet gratification structure of Internet users in the Indian context. The study proceeded in four stages. First, six gratifications for Internet use namely; self development, wide exposure, user friendly, relaxation, career opportunities, and global exchange were identified using the exploratory factor analysis. Then the factors were subjected to confirmatory factor analysis. Next with the use of Mests the study identified the gratifications on which males and females differ significantly. Finally, with the use of discriminate analysis it has been shown that the light and heavy users of Internet differ on some of the gratification factors obtained in the study.

A study on *technology use among college students* by Erin Gemmil and Michael Peterson (2006) sought to explore the extent to which technology disrupts and occupies the time of a college student and to determine the degree to which these disruptions contribute to perceived stress. A 71-item survey to assess perceived stress, technology use and disruptions, and social support was administered to 299 undergraduate students. The results indicated that 25% of participants had problems with disruptions from technology, and more disruptions from technology were related to higher levels of perceived stress.

Technology in general and Internet use specifically by college students has been associated with more frequent communication with friends and family members (Clark, Frith, & Demi, 2004). The Internet facilitates communication and helps students maintain close ties between family and friends, especially those too far away to visit in person on a regular basis.

According to Jeffrey Jensen Arnett (1995) study on *Adolescents' uses of media for self-socialization*, adolescent media use was presented as including entertainment, identity formation, high sensation, coping, and youth culture identification. The central point was that media differ from socializing agents such as family, school, community, and the legal system in that adolescents have greater control over their media choices than they do over their socialization from these other sources. The result is a substantial degree of self-socialization, in the sense that adolescents may choose from a diverse range of media materials the ones that best suit their individual preferences and personalities. Another result is that there is often a lack of integration in the socialization of adolescents, in the sense that they may receive different socialization messages from media (and peers) than they do from the adult socializers in their immediate environment.

Wallace Chigona et al (2009) in their paper investigating the *perceptions and use of mobile instant messaging (MIM) amongst the youth in South Africa* found out that the youth use the system mainly for social networking and that, to most users, the system is more than just a communication tool-it is part of their lives.

Thomas Okinda (2007) in his study on the *uses and gratification of Internet among college students in Kenya* found out that that the respondents used the Internet more for communication, information seeking, and developing and maintaining online and social interactions than for entertainment, coping with peer pressure, escape from problems, improving personal status and aesthetic experiences. It was also evident that students are motivated by different reasons to use the Internet. The key motivating dimensions for Internet user were related to information seeking, communication, entertainment and habit, and interactive control

From the aforementioned studies, it can be concluded that the youth seek and use the new media for different gratifications.

2.4.4 Relevance of the uses and gratifications theory to the study of the Facebook

During the 1940s research attempted primarily to describe behaviors and categorize responses. Early researchers rarely looked at correlations between observed gratifications and the psychological origins of the satisfied need (Ruggiero, 2000). During the late 1970s, theoretical development helped researchers recognize that affected or cognitive states influenced media usage (Ruggiero, 2000). Stress and boredom resulted in contrasting choices of media, and research by Katz and Lazarsfeld (1956) suggested that selectivity in media choice may actually "empower" media users. Uses and gratification research has made substantial contributions to our understanding of the mass communication process. Important elements and correlations of the psychological context in which exposure to mass media occurs have been brought to light by a great many uses and gratification studies. According to Ruggiero (2000), the emergence of computer-mediated communication has revived the significance of uses and gratifications. It always provided a cutting edge theoretical approach in the initial stages of each new mass communication media: newspapers, radio, and television, and now internet.

The uses and gratifications approach, in which uses and gratifications refer to the motivations of specific uses and the satisfaction gained from these uses, has been widely applied to assess the users' motivations for nearly all forms of media usage. With the aim of identifying what needs individuals can gain from using a new medium, this theory has been successfully used to studies related to newspaper, radio, magazine, television and the Internet (Na Shi et al, 2010)

According to Rob Nyland (2007), since its' inception as a method, the uses and gratifications approach has been applied to a variety of communications media - which encompass both mass and interpersonal media. The main thrusts of these studies have

been to point out the individual gratifications that are obtained through the use of the particular medium. The theory seeks to explain the uses of media and the satisfactions derived from them in terms of the motives and self-perceived needs of the user.

A broad overview of the studies reveals a predominant concentration in the areas of media use or functions as well as programme choice. Some other studies have investigated relationships such as those existing between programme type or medium and uses, between specific needs and extent of gratification, as well as between demographic and psychographic variables on one hand, and viewing or reading habits, on the other hand (Nnamdi B. ,1995).

2.4.5 Facebook motivations, uses and gratifications

The increased use of the Internet as a new tool in communication has changed the way people interact. This fact is even more evident in the recent development and use of friend-networking sites, Facebook included. The present study was conducted to evaluate: (a) why the youth used these friend-networking sites, especially Facebook (b) what uses and gratifications were met by using Facebook (c) the impact Facebook use has on face to face communication and (d) the time the youth spent on Facebook.

This study through the Uses and Gratifications perspective was built on the assumption that Facebook.com users select Facebook as a media that meets specific needs.

Kenfrey Kiberenge in an article in the standard newspaper dated 20th December 2009, points out that Facebook is more than a social networking site. He acknowledges that social networking sites have become a phenomenon in the work, completely altering people's way of life and Facebook has not been left behind. In Kenya, it has become a new way of life. Facebook in essence has become the latest platform for most Kenyan who have joined the world's largest social networking site that boasts of 300 million active monthly users. He adds that today, you do not need to have a computer to interact on the site. With just a java enabled phone and subscribed to local mobile phone service providers, you can access the site without looking over your shoulders for your boss and

for this reason, 'Facebooking' has become a trend among students in institutions of higher learning.

According to findings of a study by Clark N. et al (2007) on *college students' uses of Facebook*, Facebook allow users an opportunity to receive daily updates with friends who are near and far. Posted updates that appear on Facebook's site allow users to share information with all of their virtual friends without having to contact each of them individually. These updates act as the thread that allows them to maintain distance relationships. In the study, respondents stated that they primarily use Facebook to stay in touch with friends and family and also to pass time.

Namsu Park et al (2009), acknowledges that individuals participate in Facebook to satisfy socialization needs and entertainment gratification which refers to engagement in Facebook groups for leisure and amusement needs. As for information needs, Facebook users intend to learn about events and details regarding specific products and services.

Using a grounded theory approach and a uses and gratifications framework. Dong Qingwen (2008) investigated why young adults use social network sites (MySpace and Facebook) through focus groups. Young adults were found to depend heavily on the online media for entertainment and information.

As noted by Carter, S. M. (2008). Facebook is gratifying to users because of its ease and instantaneity. The site is beneficial because it is a combination of technologies and it reflects updates in real time. Facebook is updated instantaneously as individuals make changes to their accounts. Whenever people take pictures they put them on Facebook right away and members can see them right away. Members also receive e-mails as other individuals seek to get connect or contact them.

Pavica Sheldon conducted a survey with 172 students was at a large southern research university to see what students' motives are for using Facebook, how individual differences relate to motives for Facebook use, and to what extent motives and individual

differences can predict attitudinal and behavioral outcomes of Facebook use. In light of the uses and gratification theory, the study found that people go to Facebook to fulfill needs traditionally fulfilled by other media but for their interpersonal communication needs first (relationship maintenance). Women were more likely to go to Facebook to maintain existing relationships, pass time and be entertained. On the other hand, men were more likely to go to Facebook to develop new relationships or meet new people.

In looking at the above studies on uses and gratifications of Facebook, a few common factors seem to emerge: the use for interpersonal communication through email, instant messaging, and chat programs, to maintain relationships, for information acquisition, to pass time, and for entertainment. Overall these uses seem to match with those general gratifications of media use derived by McQuail et al. (1972), particularly those of diversion, relationships, and surveillance.

2.5 Strengths and problems of the uses and gratifications theory

Uses and gratification theory like any other theory, has its own strengths and weaknesses. One of its strengths is that it emphasizes on the audience as active in the reception of media. Defleur and Lowery (1995) points out that as the magic bullet theory came into question, it began to be replaced with explanations that described the nature and behavior of audiences in quite different terms. Uses and gratification theory addressed the important theoretical question as to why audiences deliberately seek out some kinds of media content and completely ignore others.

The idea that we simply use the media to satisfy a given need does not seem to fully recognize the power of the media in today's society. Severin and Tankard (2001) acknowledges that the uses and gratifications approach has drawn some criticism, particularly for being non theoretical, for being vague in defining key concepts (for example needs), and for being basically nothing more than a data-collection strategy. They add that the theory focuses too narrowly on the individual and neglects the social

structure and place of the media in that structure. The uses and gratifications perspective is criticized by media hegemony advocates who say that it goes too far in claiming that people are free to choose the media fare and the interpretations they want.

During the last several decades, uses and gratification researchers have continued to conceptually refine their perspective, Nevertheless critics have assailed perceived deficiencies such as the confusing of operational definitions and the analytical model, a lack of internal consistency, and a lack of theoretical justification for the model offered (Ruggiero, 2000). Researchers have conceded that Uses and Gratification theory is an intelligent splice of psychological motivations and sociological functions but nonetheless noted that materialism, reductionism, and determinism, as well as foundational empiricism, are all firmly in place. Thus, much contemporary criticism of uses and gratification challenges assumptions that include (a) media selection initiated by the individual; (b) expectations for media use that are produced from individual predispositions, social interaction, and environmental factors; and (c) active audiences with goal-directed media behavior (Wimmer & Dominick, 1994).

Ruggiero (2000) notes that outside of the United States, particularly in non-Western countries, even a diffused notion of an active audience has limited acceptability and uses and gratification scholars differ in their methodological approach. An example is the Japan's communication researchers who view media's individual-level impact as a limited effects perspective, in that media serve only to reinforce preexisting attitudes and behaviors.

However as Orlik Peter B. (2009) points out that the strength of this theory is its ability to allow researchers to study mediated communication situations via single or multiple sets of psychological needs, psychological motives, communication channels, communication content, and psychological gratifications within a particular or cross-cultural context.

What the theory does is to provide a framework for understanding when and how different media consumers involvement in the media.

3.0 CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter highlights the strategies that were used in collecting and analyzing data. It will discuss briefly, the research design used, the location of the study, sampling procedures and instruments that were used for both data collection and analysis.

3.2 Research design

In order to investigate the uses and gratifications of Facebook among the youth in Kenya, qualitative research design was preferred. It employed the survey method where a questionnaire was drafted and administered to all potential respondents. According to Abel G. Mugenda (2008), surveys are designed to collect information that describe, explore and help the investigator understand social life.

Babbie (1992) says that survey research is the best method of the social scientist interested in collecting original data for describing a population too large to observe directly. To him, surveys are also excellent vehicles for measuring attitudes and orientations in a large population. Surveys have been used for descriptive, explanatory and exploratory purposes.

Wimmer R. and Dominick J. (2006) give the advantage of survey research. First, it can be used to investigate problems in realistic settings. Secondly, it is cheaper considering the amount of information gathered. Thirdly, large amounts of data can be collected with relative ease from a variety of people.

3.3 Location of the study

The study was restricted to uses and gratification of Facebook among the youths in Kenya and it was conducted in the city of Nairobi. The study area was convenient for the researchers especially given the limited time available for research.

3.4 Population of the study

Mugenda Abel (2008) defines population as "the entire group of individuals, objects or things that share common attributes or characteristics and may or may not be found within the same geographical location. The study population is therefore the collective of study units for which the values of the variants of interest could possibly be determined. The population of interest for this study comprised of randomly selected youth in upper primary to those in colleges/universities in Nairobi Kenya.

3.5 Sample population and sampling method

A sample is a subset of a population. Wimmer R. and Dominick J. (2006) define a sample as subset of the population that is representative of the entire population. Since it is usually impractical to test every member of a population, it is therefore necessary to select a representative sample from the accessible population that can easily be studied and inference made to the larger population.

In this study, it was not easy to study all the youths in Nairobi and therefore a sample size of 100 youths was selected. Stratified sampling was adopted to divide the sample into five strata, that is, youths in upper primary that is ages 11 to 15, those in high school ages 16-20 , those doing their undergraduate degree ages 21-25 and graduate students ages 26-30 and 31 & above. The groups were further subdivided into male and female youths.

According to Hoinville G. Jowell et al (1978), Stratification is the process of dividing the population to be sampled into distinct groups or strata and selecting a separate sample for each stratum. According to Babbie (1992) Stratified sampling ensures proper

representation of the stratification variables to enhance representation of other variables related to them

Within each stratum, purposive sampling was used to select the respondents. Wimmer R. and Dominick J. (2006) defines purposive sampling as that which includes subjects or elements selected for specific characteristics or qualities and eliminates those who fail to meet those criteria. In the case of this study, the criterion was the subjects that use Facebook.

3.6 Data collection tools

This research relied heavily on the questionnaire as an instrument of measurement. The questionnaire was considered appropriate because it can be used quickly and requires minimum expenditure of effort and money. For this study, the questionnaires were designed to the uses and gratification of Facebook among the youths in Nairobi. The researcher used self-administered questionnaires to collect data whereby the potential respondents were given the questionnaire to complete and return to the researchers.

One advantage of self-administered questionnaires according to Moser and Kalton (1971) is that it saves time and expenses. It also avoids biases that occur in interviews, ensures standardized presentation of questions gives respondents more privacy and may increase the validity of responses that require the respondent to check information or think about his or her answer.

The researcher did intensive follow-ups and increased response rates to above 50%.

3.7 Operational dimensions of uses and gratifications of Facebook

The operational dimensions included: Demographic antecedents, uses of Facebook, motives of Facebook, level of satisfaction, relation development, impact of Facebook to

other forms of communication and finally problems that the youth faced in using Facebook.

Respondents were asked to indicate whether they were male or female and also they gave their age, level of education, and religion. Facebook use was measured as the duration of Facebook use as well as the frequency of logging into ones account and of updating the Facebook profile.

The measure of relationship development was the number of friends the respondents had on Facebook and the number of friends they had never met in person. The respondents were also asked to indicate how satisfied they were with the services that were provided by Facebook.

A pool of gratification items were assembled from prior internet and Facebook gratifications studies (Nyland 2007, Sheldon 2008, Boogart 2004 and Okinda 2007). However, items were redefined so that they could fit the objectives of this study. A 5-point likert scale was used in rating the items ranging from 5 (strongly agree) to 1 (strongly disagree).

3.8 Data analysis

The analysis of data was based on the responses from completed questionnaires. Data was analyzed using SPSS Version 12.0 to compare the responses. Descriptive statistics involving the use of percentages, tables, and mean scores were used to present the results.

To address the hypothesis, chi-square tests was done at the values evaluated at a significance level of 0.05.

4.0 CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

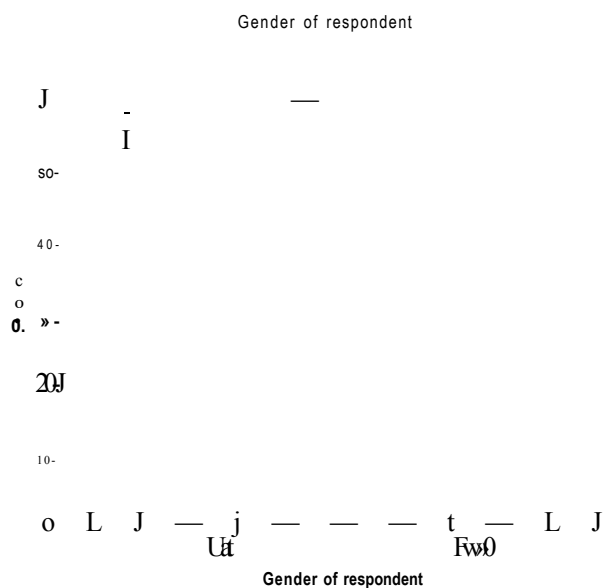
4.1 Introduction

The following chapter presents the results from the survey that sought to identify the uses and gratifications of Facebook among the Kenyan youths. A self administered questionnaire was distributed. This method was deemed as the most appropriate because it allowed the survey to be administered to a large group of people in a short time. Out of the 100 Nairobi youths targeted for the study, 81 (81%) individuals responded to the survey.

4.2 Demographics of respondents

The survey measured basic demographics of the respondents. The respondents' demographics were in terms of; age, gender, levels of study, and religion. These demographic variables were used in analysis of the uses and gratifications/motivations of the Facebook among the respondents. Of the respondents 54.3% (N=44) were male while 45.7% (N=37) were female. Figure 1 summarizes the results.

Figure 1 : Gender of respondent



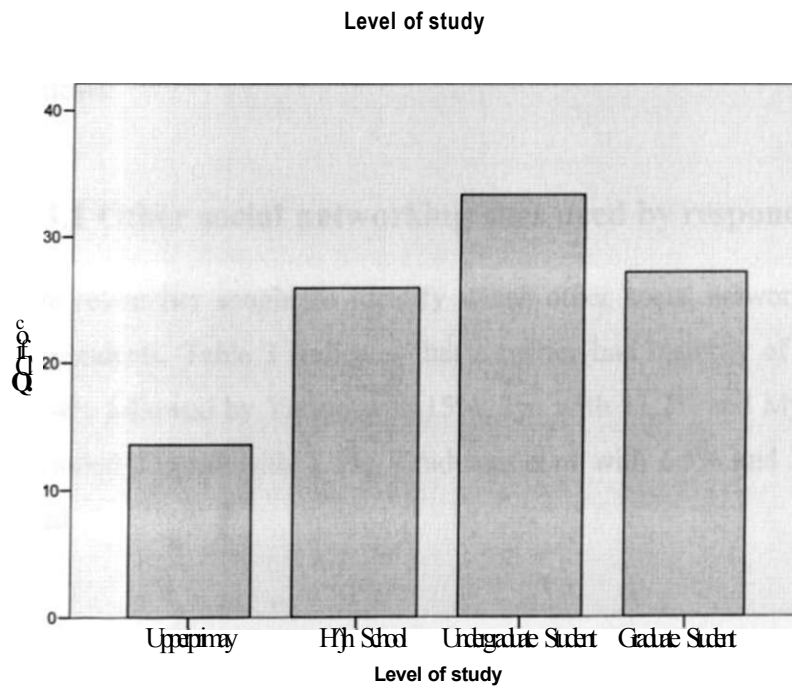
The respondents' age were divided into the following age groups: 11-15, 16-20, 21-25, 26-30, 31 and above. Table 1 gives a summary of the distribution.

Table 1: Age of respondent

		Age (years) of respondent			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11-15	11	13.6	13.6	13.6
	16-20	22	27.2	27.2	40.7
	21-25	21	25.9	25.9	66.7
	26-30	21	25.9	25.9	92.6
	31 and above	6	7.4	7.4	100.0
	Total	81	100.0	100.0	

The distribution of respondents by level of education was as follows: 13.6% (N=11) were upper primary school students, 25.9% (N=21) were high school students, 33.3% (N=27) were undergraduate students and 27.2% (N=22) were graduate students. Figure 2 give the summary.

Figure 2: level of study



The respondents were instructed to indicate their religion by ticking it from five choices provided, that is, Christian, Muslim, Hindu, Indigenous religion and to specify any other.

Table 2 reveals that only two religions were ticked. Christians accounted for 90.1% (N=73) Islam accounted for 9.9% (N=8) of the sample.

Table 2: Religion of respondent

Religion of respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christian	73	90.1	90.1	90.1
	Muslim	8	9.9	9.9	100.0
	Total	81	100.0	100.0	

4.3 Uses and Frequency of use of Facebook

The researcher looked at use and frequency of Facebook at three different levels. First, the respondents were asked to indicate other social networks they use. Secondly, a question on the time respondents spend on Facebook was asked and finally they asked to indicate the places and resources they use to access Facebook. The results were as follows:

4.3.1 Other social networking sites used by respondents

The researcher sought to identify which other social networking sites are used by the respondents. Table 3 indicates that a twitter had majority of users with a frequency of 23.4% followed by Yahoo with 15%, 2go with 11.2% and Myspace with 10.3%. Others included Tagged with 7.5%, Graduates.com with 6.5% and His also with 6.5% of the total.

Table 3: Other social networking sites

\$Q7 Frequencies

		Responses	
		N	Percent
Other social network sites	Twitter	25	23.4%
	Myspace	11	10.3%
	2go	12	11.2%
	Tagged	8	7.5%
	hi five	4	3.7%
	Snaptu	1	.9%
	Bibbo	1	.9%
	Google	1	.9%
	Yahoo	16	15.0%
	Gmail	3	2.8%
	Chater box	2	1.9%
	His	7	6.5%
	Graduates.com	7	6.5%
	Mashada.com	1	.9%
	Nimbuzz.com	2	1.9%
	Skype	1	.9%
	Lamebook	1	.9%
Friendfinder	1	.9%	
Lovefindme	1	.9%	
Twilightwap.com	2	1.9%	
Total	107	100.0%	

a Group

4.3.2 Frequency of use

Analyses of the responses on the question on frequency of use of Facebook by the respondents are presented in tables 4, 5, 6 and 7.

Table 4: Average log in times

On average, how many times do you log onto facebook?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	30	37.0	39.0	39.0
	2	18	22.2	23.4	62.3
	3	7	8.6	9.1	71.4
	4	6	7.4	7.8	79.2
	5	6	7.4	7.8	87.0
	6	1	1.2	1.3	88.3
	10	7	8.6	9.1	97.4
	15	1	1.2	1.3	98.7
	20	1	1.2	1.3	100.0
	Total	77	95.1	100.0	
Missing	System	4	4.9		
Total		81	100.0		

39% of the respondents reported logging onto facebook once daily while 23.4% reported logging onto facebook two times daily. The highest number of logging into facebook in a day was 20 times and accounted for 1.2% of the respondents.

Table 5: Updating of Facebook profile

On average, how many times do you update your facebook profile?

Times	Frequency	Percent (%)
Less frequently	33	41.3
Once a month	3	3.8
More than once a month	10	12.5
Once a week	12	15
More than once a week	9	11.3
Once a day	4	5
More than once a day	9	11.3

Figure 5 above reveals that out of 81 respondents, 33(40.7%)of them updated their profiles less frequently while 3 (3.8 %) of them update their profiles once a month. 10 (12.5%) respondents update more than once a month, and 12 (14.8%) respondents indicated updating their profiles once a week. 9(11.1 %) respondents update more than once a week. Those that updated daily accounted for 4(4.9%) while those that updated for more than once a day accounted for 9(11.1%).

Table 6: Time spent on Facebook on a week day

On average week day(monday- Friday), how much time do you spend on facebook?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10 minutes	16	19.8	19.8	19.8
	10 - 19 minutes	19	23.5	23.5	43.2
	20 - 29 minutes	14	17.3	17.3	60.5
	30 - 39 minutes	17	21.0	21.0	81.5
	More than 40 minutes	15	18.5	18.5	100.0
	Total	81	100.0	100.0	

Table 7: Time spent on Facebook on a weekend

On average weekend day(Saturday & Sunday), how much time do you spend on facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10 minutes	23	28.4	28.4	28.4
	10 - 19 minutes	11	13.6	13.6	42.0
	20 - 29 minutes	18	22.2	22.2	64.2
	30 - 39 minutes	13	16.0	16.0	80.2
	More than 40 minutes	16	19.8	19.8	100.0
	Total	81	100.0	100.0	

The researcher also wanted to know how much time the respondents spent on facebook after logging in and whether the time differed between weekdays and weekends. From table 6 above, 16(19.8%) of the respondents spent less than 10 minutes on a week day, 19(23.5) spent 10 to 19 minutes while 14(17.3) spent 20 to 29 minutes on facebook. 17(21%) reported using it for 30 to 39 minutes and 15(18.5%) used it for more than 40 minutes.

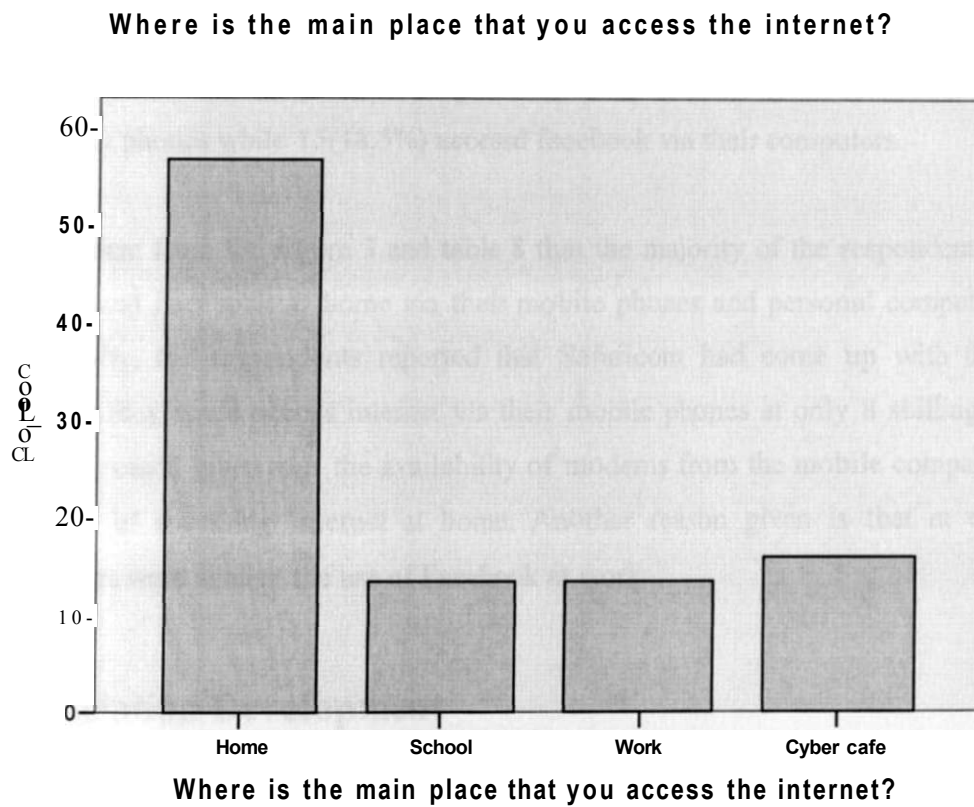
On a weekend, 23 (28.4%) reported using facebook for less than 10 minutes, 11(13.6%) for 10 to 19 minutes, 18 (22.2%) for 20 to 29 minutes, 13(16%) for 30 to 39 minutes while 16 (19.8%) reported using facebook for more than 40 minutes.

It is evident from table 6 and 7 above that most of the respondents spend an average of 10 to 19 minutes on Facebook on week days and less than 10 minutes on a weekend.

4.3.3 Resources used to access Facebook

The respondents reported accessing the Internet at home, in school, at work and in cybercafes using their mobile phones and computers .Figure 3 and table 8 shows the results.

Figure 3: Main place of Internet access



From the above figure 3, 46(56.8%) of the respondents reported accessing facebook at home, 11(13.6%) in school, 11(13.6%) at work and 13(16%) in cybercafes

Table 8: Resource used to access Facebook

Which of the following do you use to access facebook?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Phone	19	23.5	23.5	23.5
	Computer	15	18.5	18.5	42.0
	Both	47	58.0	58.0	100.0
	Total	81	100.0	100.0	

Table 8 shows that majority of the respondents which accounted for 47(58%) of the total used both their mobile phones and personal computers to access facebook. 19(23.5%) used their phones while 15(18.5%) accessed facebook via their computers.

It is evident from the figure 3 and table 8 that the majority of the respondents accessed internet and Facebook at home via their mobile phones and personal computers. When asked why, the respondents reported that Safaricom had come up with the service whereby they could access internet via their mobile phones at only 8 shillings per day. Another reason given was the availability of modems from the mobile companies hence the ease of accessing internet at home. Another reason given is that at work most employers were against the use of Facebook at work

4.4 Relation Development

The measure of relationship development was the number of friends the respondents had on Facebook and the percentage of friends they had never met in person. The results are given in tables 9 and 10.

Table 9: Friends in Facebook

On average, how many friends do you have on facebook?

	Frequency	Percentage (%)
1-20	16	19.8
21-40	2	2.5
41-60	2	2.5
61-80	6	7.4
81-100	13	16
Over a 100	42	51.8
Total	81	100

From the table above, majority of the respondents 42(51.8%) had over 100 friends in Facebook. 13(16%) had between 81 and 100. 6(7.4%) had between 61 and 80. Between 21 and 40 and 41 and 60 accounted for 2(2.5%) each while between 1 and 20 accounted for 16(19.8%) of the total.

Table 10: Friends never met in person

Of the friends that you have, how many have you never met in person?

	Frequency	Percent (%)
None	16	19.8
1-20	33	40.7
21-40	7	8.6
41-60	4	4.9
More than 60	21	21
Total	81	100.0

Table 9 shows the friends that respondents had in Facebook but had never met in person. Majority of the respondents (40.7%) had between 1-20 friends that they had never met in person.

4.5 Uses of the Facebook

A total of 24 use statements categorized into five use dimensions were presented to the respondents. The respondents were required to agree or disagree with each of the statements based on a 5-point likert scale, that is, (1= Strongly disagree, 2= Disagree, 3=Neutral, 4=Agree and 5= Strongly agree).

A mean score of 0.00-1.49 means respondents strongly disagree. 1.50-2.49 means respondents disagree. 2.50- 3.49 means respondents are neutral/undecided, 3.50-4.49 means respondents agree and 4.50-5.00 means that respondents strongly agree with the use/motive statement/dimension.

Table 11 below shows the results. Under the companionship and Relationship maintenance dimension, respondents results for the eight use statements were as follows; Respondents strongly agreed with the statements; 'to stay connected to friends' (M=4.52), 'to keep track of what friends are doing'(M=4.95), and 'to meet new people' (M=4.80). They agreed with the statement 'to find companionship' (M=4.37), and were undecided or neutral to the statement 'to find more interesting people' (M=3.21). They disagreed with two statements; 'to feel less lonely' (M=2.41), 'to find someone to talk to' (M=2.39), and strongly disagreed with the statement 'to develop a romantic relationship' (M=1.78).

Table 11: Descriptive statistics of Facebook uses

No.	Facebook uses	Mean
A	Companionship/ Relationship maintenance	3.54
1	To stay connected to friends	4.52
2	To keep track of what friends are doing	4.95
3	To meet new people	4.80
4	Find more interesting people than in real life	3.21
5	To feel less lonely	2.41
6	To find someone to talk to so I won't be alone	2.39
7	Find companionship	4.37
8	Develop a romantic relationship	1.78
B	Entertainment	3.72
9	To share photos/video and to see other people's pictures and video	4.94
10	To entertain myself	4.02
11	To share gossips	2.18
12	To see which of the people I know who joined the Facebook	3.75
C	Communication	3.61
13	To communicate with my friends	4.53
14	To communicate with people in different time zones	3.65
15	To get through to someone who is hard to reach	3.52

16	To communicate with parents/Relatives	2.61
17	To talk with other people on what is going on	3.77
D	Coolness/coping with peer pressure	3.49
18	To have fun	4.11
19	To share information with my peers so as to be at par with them	3.57
20	To be cool	2.81
E	Information seeking	3.16
21	To find information on products and services I want to buy	2.73
22	To get up-to-date news and information	3.27
23	To provide information	3.11
24	To find information about events	3.54

Under the entertainment dimension, respondents strongly agreed with the statement 'to share photos/video and to see other people's pictures and video' (M=4.94) and agree with two use statements namely; 'to entertain myself (M=4.02), and 'to see which of the people I know who joined the Facebook' (M=3.75). Respondents were undecided/neutral on only one statement, namely; 'to share gossips' (M=2.18).

The summary of responses to the dimension communication shows that respondents strongly agrees with the use statement 'to communicate with my friends' (M=4.53) and agreed with three statements namely; 'to communicate with people in different zones' (M=3.65), 'to get through to someone who is hard to reach' (M=3.52), and 'to talk with other people on what is going on' (M=3.77). They were neutral with the statement 'to communicate with parents and relatives'.

On the dimension of coolness/coping with peer pressure respondents agreed with two statements, that is, 'to have fun' (M=4.11), 'to share information with my peers so as to be at par with them' (3.57) and were neutral/undecided on the statement 'to be cool' (M=2.81).

From Table 10 it can be observed that on information seeking dimension, respondents were undecided on three statements. These statements were: 'To find information on products and services I want to buy' (M=2.73), 'to get up-to-date news and information' (M=3.27) and 'to provide information' (M=3.11). They agreed with only one statement which was 'to find information about events' (M=3.54).

The mean scores for the five use dimensions as shown in Table 10 indicates that respondents agreed with three use dimensions. These dimensions were; companionship/relationship maintenance (M=3.54), entertainment (M=3.72), and communication (M= 3.61). They were undecided on two dimensions which were coolness/coping with peer pressure (M=3.49), and information seeking(M=3.16)

4.4.1 Facebook uses by age

Facebook uses among the youth are influenced by the age of the youth. In this study, the age groups were 11-15. 16-20. 21-25. 26-30 and 31 and above. Tables 11 summarize descriptive statistics of Facebook uses by age.

From the table it is evident that under the companionship/relationship maintenance various choices were made. Respondents in the age group 11-15 and 16-20 agreed with the statement 'to stay connected to friends' and those in the age groups 21-25, 26-30 and 31 & above strongly agreed with the same statement. All age groups agreed with the statements 'to keep track of what friends are doing', 'to meet new people and to find more interesting people than in real life'. Age groups 11-15 and 16-20 were neutral on the statement 'to feel less lonely' while age group 21-25 and 26-30 disagreed and 31 & above strongly disagreed with the statement. The statements 'to find someone to talk to so that I won't be alone' and 'to find companionship' were disagreed with by respondents in the age group 21-25, 26-30 and 31 & above. Those in the age groups of 11-15 and 16-20 were neutral on the statement. Respondents in the age groups 11-15, 16-20 and 21-25 disagreed with the use statement 'to develop a romantic relationship' while those in age groups 26-30 and 31&above strongly disagreed with the same statement.

With respect to the entertainment dimension, the mean scores for five age groups reflected significant differences. Respondents in all age groups agreed with the statement 'to entertain myself and strongly agreed with the statement 'to share photos/videos and to see other people's pictures and videos'. Participants in the age groups 11-15,21-25 and 26-30 disagreed with the statement 'to share gossips'; those in the age group 16-20 were

neutral and those in 31 & above strongly disagreed with the statement. The statement 'to see which of the people I know who have joined Facebook' was agreed with by respondents in age group 16-20 and 31 & above while those in 11-15, 21-25 and 26-30 strongly agreed with the statement.

Table 12: Descriptive statistics of Facebook uses by age

No.	Facebook uses	Mean				
		11-15	16-20	21-25	26-30	31 and above
A	<i>Companionship/ Relationship maintenance</i>	3.36	3.50	3.07	2.84	2.85
1	To stay connected to friends	4.18	4.27	4.50	4.75	4.67
2	To keep track of what friends are doing	4.18	4.33	4.00	4.20	4.00
3	To meet new people	3.73	4.20	3.90	4.40	4.33
4	Find more interesting people than in real life	3.81	3.70	3.80	3.10	3.33
5	To feel less lonely	3.00	3.27	2.30	1.85	1.33
6	To find someone to talk to so I won't be alone	2.81	3.40	2.15	1.70	1.83
7	Find companionship	3.18	3.26	2.05	1.60	2.00
8	Develop a romantic relationship	2.00	1.60	1.85	1.15	1.33
B	<i>Entertainment</i>	3.84	3.90	3.70	4.10	3.54
9	To share photos/video and to see other people's pictures and video	4.52	4.53	4.50	4.70	4.50
10	To entertain myself	4.00	4.07	4.00	4.49	4.33
11	To share gossips	2.27	2.87	1.60	2.40	1.33
12	To see which of the people I know who have joined Facebook	4.55	4.13	4.70	4.80	4.00
C	<i>Communication</i>	3.57	3.67	3.61	3.81	3.80
13	To communicate with my friends	4.73	4.60	4.50	4.60	4.67
14	To communicate with people in different time zones	3.73	3.67	3.60	4.00	4.17
15	To get through to someone who is hard to reach	3.71	3.93	3.40	3.70	3.17
16	To communicate with parents/Relatives	2.13	2.34	2.95	2.80	2.83
17	To talk with other people on what is going on	3.56	3.80	3.60	3.95	4.17
D	<i>Coolness/coping with peer pressure</i>	3.94	3.88	3.27	3.32	3.06
18	To have fun	4.46	4.40	3.95	3.90	4.00
19	To share information with my peers so as to be at par with them	3.36	4.13	3.20	3.85	3.17
20	To be cool	4.00	3.13	2.65	2.20	2.00

E	Information seeking	2.21	3.63	3.36	3.05	3.67
21	To find information on products and services I want to buy	2.91	3.07	2.95	2.65	3.17
22	To get up-to-date news and information	1.91	3.80	3.60	3.55	3.83
23	To provide information	1.91	3.40	3.35	2.53	3.16
24	To find information about events	2.09	4.26	3.55	3.50	4.50

On the communication dimension, the statements 'to communicate with my friends*' and 'to communicate with people in different zones' were strongly agreed with by respondents under all age groups. Participants in age groups 21-25 and 31 & above were neutral on the statement 'to get through to someone who is hard to reach' while those in age groups 11-15, 16-20 and 26-30 agreed with the statement. The statement 'to communicate with my parents/relatives' was rated variously. Age groups 11-15 and 16-20 disagreed with the statement while age groups 21-25, 26-30 and 31 & above were neutral. All age groups agreed with the statement 'to talk with other people on what is going on'.

Under coolness/coping with peer pressure dimension statements were rated as follows: Participants in all age groups agreed with the statement 'to have fun'. Age groups 11-15, 21-25, and 31 & above were neutral on the statement 'to share information with my peers so as to be at par with them' while respondents in age groups 16-20 and 26-30 agreed with the statement. Only respondents in age group 11-15 agreed with the statement 'to be cool'. Those in age groups 16-20, 21-25 were neutral while those in age groups 26-30 and 31 & above disagreed with the statement.

Finally, under the information seeking dimension, the statement 'to find information on products and services I want to buy' received a neutral response from all age groups. Age group 11-15 disagreed with the statement 'to get up-to-date news and information' while age groups 16-20, 21-25, 26-30, and 31 & above all agreed with the statement.. Age groups 16-20, 21-25, 26-30, and 31 & above were neutral on the statement 'to provide information' while participants in age group 11-15 disagreed with the statement. Respondents in Age groups 16-20, 21-25, 26-30, and 31 & above were also in agreement

with the statement 'to find information about events'. Those in age group 11-15 disagreed with the statement.

The summary of the mean scores for the five dimensions indicates that age group 11-15 were neutral to the companionship/relationship maintenance dimension and they agreed with the entertainment, communication and coolness/coping with peer pressure dimension. They however disagreed with the information seeking dimension.

Age group 16-20 was in agreement with all the five dimensions. On the other hand age groups 21-25 and 26-30 were neutral on companionship/relationship maintenance, coolness/coping with peer pressure and information seeking dimensions. They however agreed with entertainment and communication dimensions.

Those in age group 31 & above agreed with three dimensions which were; entertainment, communication and information seeking dimensions and were neutral on companionship/relationship maintenance and coolness/coping with peer pressure dimensions.

It is evident from table 12 that all the age groups were in agreement with the entertainment and communication dimensions.

4.4.2 Facebook uses by gender

Gender is an important demographic variable. Tables 13 sum up descriptive statistics of Facebook uses by gender.

The table reveals that under the companionship/relationship maintenance respondents made various choices. The statement 'to stay connected to friends' was strongly supported by both female (M=4.61) and male (M=5.58) respondents. 'To keep track of what friends are doing' had a mean of 3.97 among the female respondents and 3.91 among the male respondents which showed that they both agreed with the statement. Both female and male respondents also agreed with the statement 'to meet new people' which had a mean score of 3.97 and 3.69 respectively. The respondents were neutral to the statement 'find more interesting people than in real life' which attained a mean score

of 3.14 with the female respondents and 3.30 with the male respondents. When it came to the statements 'to feel less lonely and to find someone to talk to so I won't be alone' respondents differed. The female respondents were undecided with a mean score of 2.56 and 2.51 respectively while the male counterparts disagreed with the statements and had a mean score of 2.25 and 2.22 respectively. The female and male respondents were also neutral to the statement 'to find companionship' which scored a mean of 2.64 while the male respondents were in disagreement with the statement (M=2.05). They both disagreed with the statement 'to develop a romantic relationship' which scored a mean of 1.94 and 1.64 respectively.

With respect to entertainment dimension, both female and male participants agreed to three statements. These were: 'to share photos/videos and to see other people's pictures and videos' (M=4.01, 4.03), 'to entertain myself (M=4.20, 4.17), and 'to see which of the people I know who have joined Facebook' (M=3.67, 3.81). They however disagreed with the statement 'to share gossips' (M=2.40, 2.33).

Under the communication dimension, the male respondents strongly supported the statement 'to communicate with my friends' (M=4.64) while the female respondents supported the statement with a mean score of 4.39. 'To communicate with other people in different time zones' attained a mean score of 3.58 with the female respondents and 3.69 with the male respondents. This meant that both participants agreed with the statement. The female participants were neutral or undecided on the statements 'to get through to someone who is hard to reach' and to communicate with parents/relatives which scored a mean of 3.41 and 2.92 respectively. Their male counterparts agreed with the statement 'to get through to someone who is hard to reach' (M=3.56) and they were neutral to the statement 'to communicate with parents/relatives' (M=2.56). The statement 'to talk with other people on what is going on' received support from both respondents and had mean score of 3.78 for the female respondents and 3.75 for the male counterparts.

The table also reveals that the coolness/coping with peer pressure dimension received varied ratings. Both female and male participants agreed with the statement 'to have fun'

(M=4.08 and 4.17 respectively).the respondents differed on the statement 'to share information with my peers so as to be at par with them" with the female participants agreeing with the statement (M=3.78) and the male participants undecided on the statement (M=3.41). 'To be cool' attained a mean score of 2.64 with the female respondents and 2.91 with the male respondents. This showed that both female and male respondents were neutral on the statement.

Table 13: Descriptive statistics of Facebook uses by gender

No.	Facebook uses	Mean	
		Female	Male
A	<i>Companionship/Relationship maintenance</i>	3.17	3.00
1	To stay connected to friends	4.61	4.58
2	To keep track of what friends are doing	3.97	3.91
3	To meet new people	3.97	3.69
4	Find more interesting people than in real life	3.14	3.30
5	To feel less lonely	2.56	2.25
6	To find someone to talk to so I won't be alone	2.51	2.22
7	Find companionship	2.64	2.05
8	Develop a romantic relationship	1.94	1.64
B	<i>Entertainment</i>	3.57	3.59
9	To share photos/video and to see other people's pictures and video	4.01	4.03
10	To entertain myself	4.20	4.17
11	To share gossips	2.40	2.33
12	To see which of the people I know who joined Facebook	3.67	3.81
C	<i>Communication</i>	3.61	3.64
13	To communicate with my friends	4.39	4.64
14	To communicate with people in different time zones	3.58	3.69
15	To get through to someone who is hard to reach	3.41	3.56
16	To communicate with parents/Relatives	2.92	2.56
17	To talk with other people on what is going on	3.78	3.75
D	<i>Coolness/coping with peer pressure</i>	3.50	3.50
18	To have fun	4.08	4.17
19	To share information with my peers so as to be at par with them	3.78	3.41
20	To be cool	2.64	2.91
E	<i>Information seeking</i>	3.34	3.13
21	To find information on products and services I want to buy	2.97	2.97
22	To get up-to-date news and information	3.42	3.11
23	To provide information	3.31	2.83
24	To find information about events	3.66	3.61

Three statements under the information seeking dimension received neutral responses. The statements were: 'to find information on products and services I want to buy' which scored a mean of 2.97 for both female and male respondents; to get up-to-date news and information which scored a mean of 3.42 with the female and 3.11 with the male respondents; and finally 'to provide information which scored a mean of 3.31 and 2.83 respectively. Both respondents agreed with the statement 'to find information about events'. It attained a mean of 3.66 for the female respondents and 3.61 for the male respondents.

The summary of the mean scores for the five dimensions shows that there were no significant differences in the choice of dimensions. Both female and male participants agreed with three dimensions namely entertainment, communication and coolness/coping with peer pressure. They were both neutral to companionship/relationship maintenance and information seeking dimensions.

4.4.3 Facebook uses by levels of study

Levels of study affect how the youth use Facebook. In this study the respondents were divided into four levels of study. Table 14 reveals that under the companionship/relationship maintenance, upper primary (M=4.18) and High school (M=4.27) respondents agreed with the statement 'to stay connected to friends' while undergraduate (M=4.52) and graduate (M=4.76) respondents strongly supported the statement. 'To keep track of what friends are doing' was agreed with by all upper primary (M=4.18), high school (M=3.67), undergraduate (M=4.04) and graduate (M=4.05) respondents, the statement to 'to meet new people' scored a mean of 3.72 with upper primary, 4.67 with high school, 3.80 with undergraduate and 3.76 with graduate participants. This showed that upper primary, undergraduate and graduate participants supported with the statement while high school participants strongly supported the statement. All the groups were undecided on the statement 'to find more interesting people than in real life'. Upper primary registered a mean score of 3.18. high school a mean of 3.40, undergraduate 3.08 and graduate participants a mean of 3.00. Both upper

primary and high school respondents were neutral to the statements 'to feel less lonely' and 'to find someone to talk so I won't be alone while undergraduate and graduate respondents disagreed with the statements. 'To develop a romantic relationship was disagreed with by upper primary (M=2.00), high school (M=2.47) and undergraduate (M=1.68) respondents. Graduate (M=1.33) respondents strongly disagreed with the statement.

Table 14: Descriptive statistics of Facebook uses by levels of study

No.	Facebook uses	Mean			
		Upper Primary	High School	Under-graduate	Graduate
A	<i>Companionship/ Relationship maintenance</i>	3.28	3.48	2.99	2.73
1	To stay connected to friends	4.18	4.27	4.52	4.76
2	To keep track of what friends are doing	4.18	3.67	4.04	4.05
3	To meet new people	3.72	4.67	3.80	3.76
4	Find more interesting people than in real life	3.18	3.40	3.08	3.00
5	To feel less lonely	3.00	3.00	2.32	1.76
6	To find someone to talk to so I won't be alone	2.82	3.20	2.32	1.57
7	Find companionship	3.18	3.13	2.16	1.57
8	Develop a romantic relationship	2.00	2.47	1.68	1.33
B	<i>Entertainment</i>	3.57	3.64	3.50	3.29
9	To share photos/video and to see other people's pictures and video	4.0	4.13	3.96	3.67
10	To entertain myself	4.0	3.87	4.04	3.90
11	To share gossips	2.72	2.47	2.04	2.05
12	To see which of the people I know who have joined Facebook	3.54	4.07	3.80	3.52
C	<i>Communication</i>	3.56	3.60	3.58	4.08
13	To communicate with my friends	4.57	4.67	4.28	4.71
14	To communicate with people in different time zones	3.51	3.53	3.72	4.10
15	To get through to someone who is hard to reach	3.50	3.73	3.56	3.57
16	To communicate with parents/Relatives	2.73	2.40	2.64	3.95
17	To talk with other people on what is going on	3.53	3.67	3.68	4.09
D	<i>Coolness/coping with peer pressure</i>	3.97	3.76	3.35	3.25
18	To have fun	4.54	4.27	4.00	3.95

	I				
19	To share information with my peers so as to be at par with them	3.36	4.00	3.40	3.67
20	To be cool	4.00	3.00	2.64	2.14
E	Information seeking	1.95	3.85	3.15	3.14
21	To find information on products and services I want to buy	1.90	3.53	2.68	2.71
22	To get up-to-date news and information	1.90	4.07	3.4	3.24
23	To provide information	1.90	3.53	3.08	3.33
24	To find information about events	2.09	4.27	3.44	3.81

Observations made for statements under the entertainment dimensions were as follows: Respondents in all levels of study agreed with three statements namely 'to share photos/videos and to see other people's pictures and video', to entertain myself, and to 'to which of the people I know have joined Facebook'. 'To share gossips' was disagreed with by upper primary (M=2.72), high school (M=2.40), undergraduate (M=2.04) and graduate (M=2.05) participants.

With respect to communication dimension, the statement 'to communicate with my friends' was strongly supported by upper primary (M=4.57), high school (M=4.67) and graduate (M=4.71) respondents while Undergraduate (M=4.28) respondents supported the statement. Respondents in all levels of study levels of study agreed with the statements 'to get through to someone who is hard to reach' and 'to talk with other people on what is going on'. 'To communicate with my parents/relative' was rated variously. Upper primary (M=2.73) and undergraduate (M=2.66) participants were neutral while high school participants (M=2.40) disagreed with the statement. Graduate participants (M=3.95) agreed with the statement.

The table also indicates that coolness/coping with peer pressure dimension received various choices. Upper primary (M=4.54) strongly supported with the statement 'to have fun' and on the other hand, high school (M=4.27). undergraduate (M=4.00) and graduate (M=3.95) respondents supported the statement. Upper primary (M=3.36), and undergraduate (M=3.40) were neutral on the statement 'to share information with my peers so as to be at par with them". High school (M=4.00) and graduate (M=3.67) respondents agreed with the statement. Only upper primary respondents (M=4.00) agreed

with the statement 'to be cool' while high school (M=3.00). and undergraduate (M=2.64) responses were neutral and graduate respondents (M=2.14) disagreed with the statement.

Finally, under the information seeking dimension, respondents gave the following responses: 'To find information on products and services I want to buy' was disagreed with by upper primary (M=1.90), high school respondents (M=3.53) agreed with the statement while both undergraduate (M=2.68) and graduate (M=2.71) respondents were undecided. The statement 'to get up-to-date news and information' was also disagreed with by upper primary (M=1.90) participants, agreed with by high school participants (M=4.07) and was neutral to both undergraduate (M=3.40) and graduate (M=3.24) participants. Upper primary participants (M=1.90) disagreed with the statement 'to provide information' while high school participants (M=3.53) agreed with the statement. Both undergraduate (M=3.08) and graduate (M=3.33) were undecided on the statement. 'To find information about events' attained a mean score of 2.09 with upper primary respondents which means they disagreed with it. High school (M=4.27) and graduate (M=3.81) supported the statement with undergraduate respondents (M=3.44) being neutral.

The mean scores for the five dimensions indicate that companionship/relationship maintenance was neutral to all the four levels of study respondents. Upper primary, high school and undergraduate respondents supported the entertainment dimension while graduate respondents were undecided on the dimension. Communication dimension was supported by respondents in all levels of study. Coolness/coping with peer pressure received various ratings with upper primary and high school respondents agreeing with it while undergraduate and graduate respondents were undecided on the dimension. Upper primary participants disagreed with the information seeking dimension while high school participants agreed with the dimension. Both undergraduate and graduate participants were undecided on the dimension.

4.4.4 Facebook uses by religion

The researcher also wanted to know if religion influences uses of Facebook among the youth. Four choices were given, that is, Christian, Muslim, Hindu and indigenous religion. Only two of the religions (Christian and Muslim) were ticked by the respondents. This could be attributed to the bias in the sampling method. Table 15 below summarizes the results of Facebook uses by religion.

Under the companionship/relationship maintenance dimension. Christian respondents agreed with three statements namely 'to stay connected to friends' (M=4.47), 'to keep track of what friends are doing' (M=3.96), and 'to meet new people' (M=3.79). They were neutral to the statements 'to find more interesting people than in real life' (M=3.18) and 'to feel less lonely' (M=3.35). They also disagreed with the following statements; 'to find someone to talk so that I won't be alone' (M=2.30), 'to find companionship' (M=2.30) and 'to develop a romantic relationship' (M=1.77). On the other hand. The Muslim respondents strongly agreed with the statement 'to stay connected to friends' (M=4.67) and agreed with the statements 'to keep track of what friends are doing' (M=3.83). The Muslim respondents were neutral to statements 'to feel less lonely' (M=3.00), 'to find someone to talk to so I won't be alone' (M=3.00) and 'to find companionship' (M=2.83). They however disagreed with the statement 'to develop a romantic relationship' (M=2.00).

As observed under the entertainment dimension, the statements 'to share photos/video and to see other people's pictures and video', 'to entertain myself and "to see which of the people I know who have joined Facebook' were supported by both Christian and Muslim respondents. Christian and Muslim respondents were both neutral to the statement 'to share gossips'.

The statements 'to communicate with my friends' which falls under the communication dimension was strongly supported by both Christians (M=4.52) and Muslim (M=4.50) respondents. Two statements 'to communicate with other people in different zones and 'to talk with other people on what is going on' were agreed with by both respondents.

Christians agreed with the statement 'to get through to someone who is hard to reach' (M=3.53) while Muslim (M=3.17) respondents were undecided on the statement. Both Christian (M=2.56) and Muslim (M=2.50) respondents were undecided on the statement 'to communicate with parents/relatives'.

Table 15: Descriptive statistics of Facebook uses by religion

No.	Facebook uses	Mean	
		Christian	Muslim
A	<i>Companionship/Relationship maintenance</i>	3.14	3.44
1	To stay connected to friends	4.47	4.67
2	To keep track of what friends are doing	3.96	3.83
3	To meet new people	3.79	4.33
4	Find more interesting people than in real life	3.18	3.83
5	To feel less lonely	3.35	3.00
6	To find someone to talk to so I won't be alone	2.30	3.00
7	Find companionship	2.30	2.83
8	Develop a romantic relationship	1.77	2.00
B	<i>Entertainment</i>	3.62	3.71
9	To share photos/video and to see other people's pictures and video	3.89	4.17
10	To entertain myself	3.97	3.83
11	To share gossips	2.9	3.00
12	To see which of the people I know who joined the Facebook	3.73	3.83
C	<i>Communication</i>	4.49	4.54
13	To communicate with my friends	4.52	4.50
14	To communicate with people in different time zones	3.61	4.00
15	To get through to someone who is hard to reach	3.53	3.17
16	To communicate with parents/Relatives	2.56	2.50
17	To talk with other people on what is going on	3.74	4.00
D	<i>Coolness/coping with peer pressure</i>	3.50	3.44
18	To have fun	4.11	4.33
19	To share information with my peers so as to be at par with them	3.59	3.67
20	To be cool	2.82	2.33
E	<i>Information seeking</i>	3.07	4.08
21	To find information on products and services I want to buy	2.70	3.33
22	To get up-to-date news and information	3.15	4.50
23	To provide information	2.97	4.17
24	To find information about events	3.44	4.33

With respect to coolness/coping with peer pressure dimension, statements 'to have fun' was supported by both Christian (M=4.11) and Muslim (M=4.33) participants. They also supported the statement 'to share information with my peers so as to be at par with them' (M=3.59 and 3.67 respectively). Christian participants were neutral to the statement 'to be cool' (M=2.82) while the Muslim participants (M=2.33) disagreed with the statement.

On the last dimension, that is, information seeking, both Christian and Muslim respondents were undecided on the statement 'to find information on products and services I want to buy' (M=2.70 and 3.33 respectively). The statement 'to get up-to-date news and information' was neutral with the Christian respondents (M=3.15) while the Muslim respondents (M=4.50) strongly agreed with the statement. Christian respondents were neutral to the statement 'to provide information' (M=2.97) and 'to find information about events' (M=3.44) but the Muslim respondents agreed with both statements (M=4.17 and 4.33 respectively).

Summary of the mean scores shows that Christian respondents were undecided on the companionship/ relationship maintenance (M=3.14) and information seeking (M=3.07) dimensions. They supported entertainment (M=3.62), communication (M=3.49) and coolness/coping with peer pressure (M=3.50) dimensions. On the other hand, Muslim respondents strongly supported communication (M=4.54) and they supported entertainment (M=3.71), and information seeking (M=3.71) dimensions. They were undecided on companionship/relationship maintenance (M=3.44) and coolness/coping with peer pressure (M=3.44) dimensions.

4.6 Motivations for using Facebook

Motives or motivations refer to the reasons why individuals use mass media or gratifications that the audiences seek from a particular mass medium. The respondents were presented with 20 motive statements relating to using Facebook. The statements were divided into five dimensions, namely; Companionship/Relationship maintenance.

Entertainment, Communication, Coolness/coping with peer pressure and Information seeking.

Table 16: Descriptive statistics of motivations for using Facebook

No.	<i>I use Facebook because...</i>	Mean
A	<i>Companionship/Relationship maintenance</i>	3.71
1	All my friends are in Facebook	2.64
2	Because its easy to meet new people	4.51
3	Its fast and easy to keep track of what friends are doing	4.96
4	It provides privacy to give or receive advice on personal matters or issues	2.96
5	It makes me feel like I belong to a group	4.30
6	It removes my feeling of loneliness	3.95
7	It is also used by my family and friends	2.68
8	It makes me feel restless if I do not use the Internet	3.70
B	<i>Entertainment</i>	4.00
9	It is exciting	4.01
10	It is entertaining to read other people's profiles , and see their photos and video	4.00
C	<i>Communication</i>	4.14
11	It provides instant feedback	4.06
12	It is cheap to contact someone thru Facebook than talk or call	4.23
13	Because it is simple or easy to use	4.14
14	Its easier to communicate with people in different time zones	4.14
D	<i>Coolness/coping with peer pressure</i>	2.67
15	It makes me be at par with my Peers	2.85
16	It makes me cool among my peers	2.48
E	<i>Information seeking</i>	3.59
17	It is a medium that increases my access to information from different people in different time zone	3.59
18	It gives me up-to-date information	3.51
19	It contains a lot of information on a wide range of issues or topics relevant to me	3.31
20	It is accessible for 24 hours	3.96

Table 16 reveals that respondents agreed to the four statements under the communication and the two statements under the entertainment dimensions. These statements were; it provides instant feedback (M=4.06), It is cheap to contact someone through Facebook

than talk or call (M=4.23), because it is simple or easy to use (M=4.14), Its easier to communicate with people in different time zones (M=4.14), it is exciting (M=4.01) and it is entertaining to read other people's profiles, and see their photos and video (M=4.00).

Companionship/relationship maintenance dimension received various ratings. Participants were neutral to statements "all my friends are in Facebook" (M=2.64), 'it provides privacy to give or receive advice on personal matters or issues' (M=2.96) and "it is also used by my family and friends" (M=2.68). They strongly agreed with the statements 'because it's easy to meet new people' (M=4.51) and 'It's fast and easy to keep track of what friends are doing' (M=4.96). The statement 'it makes me feel like I belong to a group' attained a mean score of 4.30 and "it makes me feel restless if I don't use Facebook attained a mean score of 3.70. This means that respondents agreed with the two statements.

The dimension on coolness/coping with peer pressure had two motive statements. On the statement "it makes me be at par with my peers" (M=2.85). respondents were undecided. They disagreed with the statement 'it makes me cool among my peers' (M=2.48).

Four motive statements were provided in the information seeking dimension. Respondents agreed with three of the statements namely; 'it is a medium that increases my access to information from different people in different time zones (M=3.59). 'it gives me up-to-date information (m=3.51) and 'it is accessible 24 hours (M=3.96). They were undecided on the statement 'it contains a lot of information on a wide range of issues or topics relevant to me' (M=3.31).

A summary of the five motive dimensions shows that respondents supported four of the dimensions. These were; companionship/relationship maintenance (M=3.71), entertainment (M=4.00), communication (M=4.14) and information seeking (3.59) dimensions. They were undecided on the coolness/coping with peer pressure dimension (M=2.67).

4.5.1 Motivations for using the Facebook by age

As presented in table 17 below, motivations for using Facebook varied with age. Under the companionship/relationship maintenance dimension, the respondents in the age group 11-15 supported three statements namely 'it is fast and easy to keep track of what friends are doing' (M=3.91), 'it makes me feel like I belong to a group' (M=4.00), and 'it removes my feeling of loneliness' (M=3.91). They disagreed with the statement 'it makes me feel restless if I do not use the internet' (M=2.46). They were however undecided on the statements "all my friends are in Facebook" (M=3.09), "because it's easy to meet new people" (M=3.46), 'it provides privacy to give or receive advice on personal matters or issues' (M=3.00) and 'it is also used by my family and friends' (M=2.64).

Respondents in age group 16-20 were in agreement with only two statements which were; 'because it's easy to meet new people' (M=4.06). and 'it is fast and easy to keep track of friends are doing' (M=3.78). These respondents were neutral on the following statements: 'it provides privacy to give or receive advice on personal matters or issues' (M=3.39), 'it removes my feeling of loneliness' (M=3.29), and 'it is also used by my family and friends' (M=2.78). They disagreed with statements 'all my friends are in Facebook' (M=2.00) and 'it makes me feel restless if I do not use the internet' (M=2.44). Age group 21-25 supported only one statement 'it's fast and easy to keep track of what friends are doing' (M=3.89). They were neutral on the rest of the statements. 'All my friends are in Facebook' (M=2.71), because it's easy to keep track of what friends are doing' (M=3.48) and 'it provides privacy to give or receive advice on personal matters or issues' (M=3.10). Others were 'it removes my feeling of loneliness' (M=2.90), 'it is also used by my family and friends' (M=3.00) and 'it makes me feel restless if I don't use the internet' (M=3.19).

Respondents between the age of 26-30 also supported the statement 'it is fast and easy to keep track of what friends are doing' (M=4.19) and were undecided on statements 'all my friends are in Facebook' (M=2.86), 'because its easy to meet new people' (M=3.14), 'it makes me feel like I belong to a group' (M=3.38), 'it removes my feelings of loneliness' (M=2.67) and 'it makes me feel restless if I don't use the internet' (M=2.57). They

however disagreed with two statement 'it provides privacy to give or receive advice on personal matters or issues' (M=2.48) and 'it is also used by my family and friends' (M=2.17).

Table 17: Descriptive statistics of motivations for using Facebook by age

No.	<i>I use Facebook because...</i>	Mean				
		11-15	16-20	21-25	26-30	31 & above
A	<i>Companionship/Relationship maintenance</i>	3.31	3.12	3.16	2.93	2.92
	All my friends are in Facebook	3.09	2.00	2.71	2.86	2.40
2	Because its easy to meet new people	3.46	4.06	3.48	3.14	2.80
3	Its fast and easy to keep track of what friends are doing	3.91	3.78	3.86	4.19	4.00
4	It provides privacy to give or receive advice on personal matters or issues	3.00	3.39	3.10	2.48	2.60
5	It makes me feel like I belong to a group	4.00	3.28	3.00	3.38	3.00
6	It removes my feeling of loneliness	3.91	3.29	2.90	2.67	3.00
7	It is also used by my family and friends	2.64	2.78	3.00	2.17	2.80
8	It makes me feel restless if I do not use the Internet	2.46	2.44	3.19	2.57	2.80
B	<i>Entertainment</i>	4.28	4.28	3.69	3.84	4.10
9	It is exciting	4.27	4.17	3.71	3.86	4.40
10	It is entertaining to read other people's profiles , and see their photos and video	4.29	4.39	3.67	3.81	3.80
C	<i>Communication</i>	3.69	4.26	4.02	4.27	4.51
11	It provides instant feedback	3.64	4.17	3.86	4.14	4.40
12	It is cheap to contact someone through Facebook than talk or call	3.81	4.44	4.05	4.19	4.46
13	Because it is simple or easy to use	3.73	4.17	4.10	4.24	4.60
14	Its easier to communicate with people in different time zones	3.59	4.29	4.05	4.52	4.60
D	<i>Coolness/coping with peer pressure</i>	3.5	3.03	2.38	2.34	2.10
15	It makes me be at par with my Peers	3.55	3.22	2.57	2.62	2.40
16	It makes me cool among my peers	3.45	2.83	2.19	2.05	1.80
E	<i>Information seeking</i>	2.75	4.04	3.5	3.67	3.65
17	It is a medium that increases my access to information from different people in different time zone	2.55	4.00	3.62	3.67	4.00
18	It gives me up-to-date information	2.55	3.83	3.43	3.62	4.00
19	It contains a lot of information on a wide range of issues or topics relevant to me	2.53	3.94	3.00	3.48	2.80
20	It is accessible for 24 hours	3.36	4.40	3.95	3.90	3.80

Those research participants in age group 31 and above did support the statement 'its fast and easy to keep track of what friends are doing' (M=4.00) and were in disagreement with the statement 'all my friends are in Facebook' (M=2.40). They were undecided on the six other statements under the companionship/relationship maintenance dimension which were; 'it's easy to meet new people' (M=2.80), it provides privacy to give or receive advice on personal matters or issues' (M=2.60) and 'it makes me feel like I belong to a group' (M=3.00). Others were 'it removes my feeling of loneliness' (M=3.00), 'it is also used by my parents/relative' (M=2.80), and 'it makes me feel restless if I don't use the internet' (M=2.80).

Entertainment dimension had only two motive statements and respondents in all age groups supported the two. The statement 'it is exciting' scored a mean of 4.27 among the respondents in age group 11-15, 4.17 among the 16-20 age group, 3.71 among the 21-25 age group, 3.86 among the 26-30 age group, and 4.40 among 31 and above age group. 'It is entertaining to read other people's profile and to see their photos and videos' attained a mean score of 4.29 among age group 11-15, 4.39 among age group 16-20, 3.67, among age group 21-25, 3.81 among age group 25-30, and 3.80 among age group 31 and above respondents.

It was observed that under the communication dimension, respondents between the age of 11-15, 16-20, and 21-25 agreed with the four statements namely 'it provides instant feedback' (M= 3.64;4.1;3.86), 'it is cheap to contact someone through Facebook than to talk or call' (M=3.81;4.44;3.86), 'because it is simple and easy to use' (M=3.75;4.17;4.10), and 'it is easier to communicate with people in different time zones' (M=3.59;4.29;4.08). Those in age group 26-30 were in support of the statements 'it provides instant feedback' (M=4.14), 'it is cheap to contact someone through Facebook than to talk or call' (M=4.19) and 'because it is simple or easy to use' (M=4.24). They strongly supported the statement 'it's easier to communicate with people in different time zones' (M=4.52). Respondents in age group 31 & above agreed with two statements. 'It provides instant feedback' (M=4.40) and 'it is cheap to contact someone through Facebook than to talk or call' (M=4.46). They strongly supported the statements 'because

it is simple or easy to use' (M=4.60) and 'it is easier to communicate with people in different time zone' (M=4.60).

Coolness/coping with peer pressure also had two motive statements which received varied responses from the research participants. The statement 'it makes me be at par with my peers' was supported by participants in age group 11-15 with a mean score of 3.55 while those in age groups 16-20 (M=3.22), 21-25 (M=2.57) and 26-30 (M=2.62) were undecided on the statement. Participants in age group 31 & above disagreed with the statement. The statement 'it makes me cool among my peer' was disagreed with by participants in age groups 21-25 (M=2.19), 26-30 (M=2.05) and those in age group 31 & above (M=1.80). Research participants in age groups 11-15 (M=3.45) and 16-20 (M=2.83) were however undecided on the statement.

Statements under the information seeking dimensions received various choices from the respondents. Respondents in age group 11-15 were undecided or neutral on the four statements namely 'it is a medium that increases access to information from different people in different time zone (M=2.55), 'it gives me up-to date information' (M=2.55), 'it contains a lot of information on a wide range of issues or topics relevant to me' (M=2.53) and 'it is accessible for 24 hours' (M=3.36). Respondents between the age of 16 and 20 agreed with the four statements. 'It is a medium that increases my access to information from different people in different time zones attained a mean of 4.00, 'it gives me up-to-date information' a mean of 3.83, 'it contains a lot of information on a wide range of issues or topics relevant to me' a mean of 3.94 and 'it is accessible for 24 hours' scored a mean of 4.40.

Those respondents in age group 21-25 were in agreement with statements 'it is a medium that increases my access to information from different people in different time zone' (M=3.62) and 'it is accessible for 24 hours' (M=3.95). They were however neutral on the statements 'it gives me up-to-date information' (M=3.43) and 'it contains a lot of information on a wide range of issues or topics relevant to me' (M=3.00). Research participants between the age of 26 and 30 and 31 & above supported statements 'it is a

medium that increases my access to information from different people in different time zone' (M=3.67;4.00), 'it gives me up-to-date information' (M=3.62;4.00) and the statement 'it is accessible for 24 hours' (M=3.90;3.80). They were neutral on the statement "it contains a lot of information on a wide range of issues or topics relevant to me' (M=3.48; 2.80).

The mean scores for the five dimensions show that respondents in all the age groups were undecided on the companionship/relationship maintenance dimension. They all supported entertainment and communication dimension except for the respondents in age group 31 & above who strongly supported communication dimension. When it came to coolness/coping with peer pressure dimension, respondents between the ages of 11 and 15 agreed with the dimension while those between the ages of 16 and 20 were undecided. Respondents in age groups 21-25, 26-30, 31 & above disagreed with the dimension. Information seeking dimension was supported by respondents in age groups 16-20, 21-25, 26-30 and 31 & above. Those in age group 11-15 were neutral.

The above results show that age did matter in what motivated the respondents in using Facebook.

4.5.2 Motivations for using Facebook by gender

The results on motivations for using Facebook by gender revealed that both male and female respondents supported the two statements under the entertainment dimension. "It is exciting' scored a mean of 3.95 and 4.03 respectively while 'it is entertaining to read other people's profiles and to see their photos and video scored a mean of 3.83 and 4.14 respectively.

Both male and female respondents also supported the four statements under the communication dimension. The statement 'it provides instant feedback' scored a mean of 4.05 among the male and 3.97 among the female respondents. That of 'it is cheap to contact someone through Facebook than to talk or call' scored a mean of 4.29 and 4.11 respectively. "Because it is simple or easy to use attained a mean of 4.15 among the male

and 4.11 among the female respondents while the statement 'it is easier to communicate with people in different time zones registered a mean of 4.12 and 4.14 respectively.

Table 18: Descriptive statistics of motivations for using Facebook by gender

No.	<i>I use Facebook because...</i>	Mean	
		Male	Female
A	<i>Companionship/Relationship maintenance</i>	3.06	3.14
1	All my friends are in Facebook	2.61	2.63
2	Because its easy to meet new people	3.56	3.37
3	Its fast and easy to keep track of what friends are doing	3.80	4.11
4	It provides privacy to give or receive advice on personal matters or issues	2.83	3.09
5	It makes me feel like I belong to a group	3.27	3.37
6	It removes my feeling of loneliness	2.93	3.26
7	It is also used by my family and friends	2.80	2.54
8	It makes me feel restless if I do not use the Internet	2.71	2.71
B	<i>Entertainment</i>	3.89	4.09
9	It is exciting	3.95	4.03
10	It is entertaining to read other people's profiles , and see their photos and video	3.83	4.14
C	<i>Communication</i>	4.15	4.08
11	It provides instant feedback	4.05	3.97
12	It is cheap to contact someone thru Facebook than talk or call	4.29	4.11
13	Because it is simple or easy to use	4.15	4.11
14	Its easier to communicate with people in different time zones	4.12	4.14
D	<i>Coolness/coping with peer pressure</i>	2.65	2.66
15	It makes me be at par with my Peers	2.78	2.91
16	It makes me cool among my peers	2.51	2.40
E	<i>Information seeking</i>	3.74	3.38
17	It is a medium that increases my access to information from different people in different time zone	3.78	3.37
18	It gives me up-to-date information	3.63	3.31
19	It contains a lot of information on a wide range of issues or topics relevant to me	3.56	2.94
20	It is accessible for 24 hours	4.00	3.89

With respect to statements under the **coolness**/coping with peer pressure dimension, both male and female were neutral to the statement it makes me be at par with my peers'

(Male: M=2.78, F=2.91). The female participants disagreed with the statement "it makes me cool among my peers" (M=2.40) while the male participants were undecided on the statement which registered a mean score of 2.51.

Table 18 reveals that under information seeking dimension, the statements 'it is a medium that increases my access to information from different people in different time zone' (Male: M=3.78, Female: M=3.37) and 'it gives me up-to-date information' (Male: M=3.63, Female: M=3.31) were supported by male respondents while the female respondents were neutral. The male participants also agreed with the statement "it contains a lot of information on a wide range of issues or topics relevant to me" (M=3.56) and "it is accessible 24 hours" (M=4.00). On the other hand, the female participants were neutral on the statement 'it contains a lot of information on a wide range of issues or topics relevant to me' (M=2.90) and they agreed with the statement 'it is accessible for 24 hours' (M=3.89).

Companionship/relationship maintenance dimension had eight motive statements. The male research participants agreed with only two statements. 'Because it is easy to meet new people' (M=3.56) and "it's fast and easy to keep track of what friends are doing" (M=3.80). They were neutral on the statements 'all my friends are in Facebook' (M=2.61), 'it provides privacy to give or receive advice on personal matter or issues' (M=2.83) and 'it makes me feel like I belong to a group' (M=3.27). Others were "it removes my feeling of loneliness" (M=2.93), 'it is also used by my family and friend' (M=2.80) and "it makes me feel restless if I don't use the internet" (M=2.71).

The female respondents agreed with the statements 'it is fast and easy to keep track of what friends are doing' (M=4.11) and were neutral on the following statements: 'All my friends are in Facebook' (M=2.63), 'because it is easy to meet new people' (M=3.37), 'it provides privacy to give or receive advice on personal matters or issues' (M=3.09) and 'it makes me feel like I belong to a group' (M=3.37). Others were 'it removes my feeling of loneliness' (M=3.26), 'it is also used by my family and friends' (M=2.54) and 'it makes me feel restless if I do not use the internet' (M=2.71).

The summary of the scores show that both male and female respondents were undecided on the companionship/relationship maintenance and coolness/coping with peer pressure motives. They both agreed with entertainment and communication dimension. The male respondents supported the information seeking motives while the female respondents were undecided on the motives.

4.5.3 Motivations for using the Facebook by levels of study

It is clear from the table 19 that respondents in all levels of study did agree with the two statements under the entertainment dimension. The statement 'it is exciting' scored a mean of 4.07 among the upper primary, 3.94 among the high school and 3.89 among the undergraduate, and 4.00 among the graduate research participants. "It is entertaining to read other people's profiles and see their photos and video" registered a mean score of 4.27 among the upper primary, 4.00 among both the high school and undergraduate participants and 3.76 among the graduate participants.

Table 19 also reveals that under the aspect of communication, respondents agreed with the four statements. The statements were 'it provides instant feedback' (upper primary: M=3.64, High school: M=4.24, undergraduate: M=3.92, Graduate: M=4.11), 'it is cheap to contact someone through Facebook than talk or call' (upper primary: M=3.82, High school: M=4.39, undergraduate: M=4.3, Graduate: M=4.15), 'because it is simple or easy to use' (upper primary: M=3.73, High school: M=4.11, undergraduate: M=4.23, Graduate: M=4.24) and 'it is easier to communicate with people in different time zones' (upper primary: M=3.53, High school: M=4.22, undergraduate: M=4.19, Graduate: M=4.42).

The statement 'it makes me be at par with my peer' was neutral among high school (M=3.11), undergraduate (M=2.52) and graduate (M=2.62) respondents while upper primary (M=3.55) respondents agreed with it.

Table 19: Descriptive statistics of motivations for using Facebook by levels of study

No.	<i>I use Facebook because...</i>	Mean			
		Upper Primary	High School	Under-graduate	Graduate
A	<i>Companionship/Relationship maintenance</i>	3.28	2.87	3.17	3.11
1	All my friends are in Facebook	3.09	2.11	2.85	2.52
2	Because its easy to meet new people	3.46	3.10	3.54	3.83
3	Its fast and easy to keep track of what friends are doing	3.91	3.61	3.92	4.29
4	It provides privacy to give or receive advice on personal matters or issues	3.00	3.22	3.08	2.52
5	It makes me feel like I belong to a group	4.00	3.27	3.12	3.24
6	It removes my feeling of loneliness	3.91	3.18	3.04	2.62
7	It is also used by my family and friends	2.44	2.22	2.62	3.19
8	It makes me feel restless ifI do not use the Internet	2.46	2.28	3.15	2.67
B	<i>Entertainment</i>	4.27	4.11	3.95	3.88
9	It is exciting	4.27	3.94	3.89	4.00
10	It is entertaining to read other people's profiles , and see their photos and video	4.27	4.00	4.00	3.76
C	<i>Communication</i>	3.68	4.24	4.17	4.23
11	It provides instant feedback	3.64	4.24	3.92	4.11
12	It is cheap to contact someone thru Facebook than talk or call	3.82	4.39	4.33	4.15
13	Because it is simple or easy to use	3.73	4.11	4.23	4.24
14	Its easier to communicate with people in different time zones	3.53	4.22	4.19	4.42
D	<i>Coolness/coping with peer pressure</i>	3.51	3.10	2.28	2.31
15	It makes me be at par with my Peers	3.55	3.11	2.52	2.62
16	It makes me cool among my peers	3.46	3.00	2.04	2.00
E	<i>Information seeking</i>	2.76	4.10	3.55	3.65
17	It is a medium that increases my access to information from different people in different time zone	2.56	3.94	3.54	3.91
18	It gives me up-to-date information	2.56	3.78	3.81	3.42
19	It contains a lot of information on a wide range of issues or topics relevant to me	2.56	4.11	3.00	3.29
20	It is accessible for 24 hours	3.36	4.39	3.85	4.00

The statement 'It makes me cool with my peers' was neutral with upper primary and high school respondents where it registered a mean score of 3.46 and 3.00 respectively. Both undergraduate and graduate respondents disagreed with the statement (Undergraduate: M=2.04, Graduate: M=2.00).

A mean score of 2.56 was registered for the statement 'it is a medium that increases my access to information from different people in different time zone' among the upper primary participants, 3.94 among the high school, 3.54 among the undergraduate and 3.91 among the graduate participants. The statement 'it gives me up-to-date information' was neutral among the upper primary (M=2.56), and graduate (M=3.42) respondents. It was however supported by those in high school (M=3.78) and undergraduate (M=3.81). Research participants in high school agreed with the statement 'it contains a lot of information on a wide range of issues or topics relevant to me (M=4.11) while those in upper primary, undergraduate and graduate were undecided on the statement (upper primary: M=2.56, undergraduate: M=3.00, Graduate: M=3.29). The statement 'it is accessible 24 hours' was agreed upon by high school participants (M=4.39), undergraduate (M=3.85), and graduate (M=4.00) participants. Upper primary participants were however undecided (M=3.36).

Table 19 further reveals that under the companionship/relationship maintenance dimension, upper primary, undergraduate and graduate participants were undecided on the statement 'all my friends are in Facebook' (upper primary: M=3.09, undergraduate: M=2.85, Graduate: M=2.52). Those in high school disagreed with the statement (M=2.11). The statement 'because its easy to meet new people registered a mean score of 3.46 among the upper primary participants, 3.10 among the high school, 3.54 among the undergraduate and 3.83 among the graduate participants. Respondents in all levels of study were neutral on the statement 'it provides privacy to give or receive advice on personal matters or issues' (upper primary: M=3.00, High school: M=3.22, undergraduate: M=3.08, Graduate: M=2.52) they however supported the statement 'it is fast and easy to keep track of what friends are doing' (upper primary: M=3.91, High

school: M=3.6, Graduate: M=4.29, Respondents, primary agreed with the statement 'it makes me feel like I belong to this group' (M=4.00) while the high school, undergraduate and graduate respondents were neutral (high school: M=3.27, undergraduate: M=3.12, Graduate: M=3.24). The statement 'removing my feeling of loneliness received a mean score of 3.91 among the upper primary (3.18 among the high school, 3.04 among the undergraduate and 2.42 among the graduate research participants. This meant that only upper primary participants agreed with the statement while the rest were neutral.

The statements 'it is also used by my family/relatives' and 'it makes me feel comfortable if I don't use the internet' received responses from undergraduate (M=2.62, > 15) and graduate (M=3.19, 2.67) participants. Research participants in upper primary (2.14) and high school (2.22, 2.28) disagreed with the two statements.

The mean scores for the five dimensions reveal that respondents in all levels of study supported the entertainment and communication dimensions. The companionship/relationship maintenance received neutral responses among respondents in the four levels of study. Upper primary respondents supported the coping with peer pressure motives while those in high school were undecided on the motives. Undergraduate and graduate participants disagreed with motives. Finally, information seeking dimension was accepted by high school, undergraduate and graduate participants while upper primary participants were undecided on the dimension.

4.5.3 Motivations for using the Facebook by religion

From table 20, it can be seen that the companionship/relationship maintenance had various motive responses among the Christian and Muslim respondents. Some slight differences in opinions were observed.

Christian respondents were neutral on most of the statements. For example, 'because it is easy to find friends in Facebook' (M=2.65) and 'because it provides privacy to give or receive advice on personal issues' (M=2.65) were neutral. Muslim respondents were neutral on most of the statements. For example, 'because it provides privacy to give or receive advice on personal issues' (M=2.65) and 'because it is easy to find friends in Facebook' (M=2.65) were neutral.

"it makes me feel like I belong to a group' (M=3.25). Others were 'it removes my feeling of loneliness' (M=3.04), 'it is also used by my family/relative' (M=2.66) and 'it makes me feel restless if I do not use the internet' (M=2.69). They were however in agreement with the statement 'it is fast and easy to keep track of what friends are doing" (M=3.99).

Table 20: Descriptive statistics of motivations for using Facebook by religion

No.	<i>I use Facebook because...</i>	Mean	
		Christian	Muslim
A	<i>Companionship/Relationship maintenance</i>	3.09	3.18
1	All my friends are in Facebook	2.65	2.38
2	Because its easy to meet new people	3.41	4.00
3	Its fast and easy to keep track of what friends are doing	3.99	3.63
4	It provides privacy to give or receive advice on personal matters or issues	3.02	2.38
5	It makes me feel like I belong to a group	3.25	3.88
6	It removes my feeling of loneliness	3.04	3.38
7	It is also used by my family and friends	2.66	2.88
8	It makes me feel restless if I do not use the Internet	2.69	2.88
B	<i>Entertainment</i>	3.95	4.12
9	It is exciting	3.96	3.96
10	It is entertaining to read other people's profiles . and see their photos and video	3.94	4.25
C	<i>Communication</i>	4.08	4.47
11	It provides instant feedback	3.97	4.38
12	It is cheap to contact someone thru Facebook than talk or call	4.16	4.63
13	Because it is simple or easy to use	4.10	4.38
14	Its easier to communicate with people in different time zones	4.09	4.50
D	<i>Coolness/coping with peer pressure</i>	2.64	2.82
15	It makes me be at par with my Peers	2.84	2.88
16	It makes me cool among my peers	2.43	2.75
E	<i>Information seeking</i>	3.53	4.00
17	It is a medium that increases my access to information from different people in different time zone	3.52	4.25
18	It gives me up-to-date information	3.44	3.88
19	It contains a lot of information on a wide range of issues or topics relevant to me	3.22	3.75
20 :	It is accessible for 24 hours	3.93	4.13

On the other hand, the Muslim respondents were in agreement with the statements •because it's easy to meet new people (M=4.00), 'it is fast and easy to keep track of what friends are doing' (M=3.63 and 'it makes me feel like I belong to a group' (M=3.88). They were in disagreement with the statements 'all my friends are in Facebook' (M=2.38) and 'it provides privacy to give or receive advice on personal matters or issues' (M=2.38). The statements 'it removes my feeling of loneliness' (M=3.38), 'it is also used by my family/relatives' (M=2.88) and 'it makes me feel restless if I do not use the internet' (M=2.88) received neutral response among the Muslim respondents.

The two statements under the entertainment dimension were agreed upon by both Christian and Muslim respondents. 'It is exciting' registered a mean score of 3.96 for both and the statement 'it is entertaining to read other people's profiles and see their photos and video" registers a mean score of 3.94 among the Christian respondents and 4.25 among the Muslim respondents.

The statement 'it provides instant feedback attained a mean score of 3.97 among the Christian participants and 4.38 among the Muslim participants. Christian respondents agreed with the statements 'it is cheap to contact someone through Facebook that talk or call' while Muslim respondents strongly agreed with the statement (Christian: M=4.16, Muslim: M=4.63).The same case applied to the statement 'it is easier to communicate with people in different time zones' (Christian: M=4.09. Muslim: M=4.50). The statement 'it is simple or easy to use' received support from both Christian and Muslim participants (Christian: M=4.10, Muslim: M=4.38).

Coolness/coping with peer pressure had two statements. Both Christian and Muslim research participants were neutral on the statements 'it makes be at par with my peers ((Christian: M=2.84, Muslim: M=2.88).Christian participants disagreed with the statement 'it makes me cool among my peers' while the Muslim participants were neutral on the statement ((Christian: M=2.43, Muslim: M=2.75).

Finally, under the information seeking dimension, the statement 'it is a medium that increases my access to information from different time zones' was agreed upon by both Christian and Muslim respondents (Christian=3.52, Muslim=4.25). They however differed on the statements 'it gives me up-to-date information' and 'it contains a lot of information on a wide range of topics or issues relevant to me' with the Christian respondents being neutral (M=3.22 and 3.44 respectively) and the Muslim respondents agreeing with the statements (M=3.88 and 3.75 respectively). Both agreed with the statement 'it is accessible 24 hours' (Christian: M=3.95, Muslim: M=4.13).

As presented on table 20, the mean scores for the five dimensions shows that both Christian and Muslim research participants were undecided on the companionship/relationship maintenance and coolness/coping with peer pressure. They both however agreed with the entertainment, communication and information seeking motives.

4.5.4 Level of satisfaction

The respondents were also asked how satisfied they were with the job that Facebook does in providing them with the things they seek. Table 21 below summarizes the responses.

Table 21: Level of satisfaction

How satisfied	Frequency	%
Not at all satisfied	4	4.9
Partially satisfied	7	8.6
Neutral	25	30.9
Satisfied	36	44.5
Extremely satisfied	9	11.1
Total	81	100

The table reveals that majority of the respondents 44.5% (N=36) were satisfied with Facebook. Those that were extremely satisfied accounted for 11.1% (N=9) of the total while those that were neutral accounted for 30.9% (N=25). 8.6% (N=7) was the percentage of those who were partially satisfied while those that were not at all satisfied accounted for 4.9% (N=4).

4.7 Impact of Facebook on other forms of communication

The second last research question was designed to determine if the introduction and use of Facebook has brought about any displacement effects. Respondents who used Facebook were asked if their usage of e-mail, face-to-face and calling communication had increased, decreased, or stayed the same since they began using Facebook. The results of this question are displayed in Table 22.

Table 22: Changes in E-mail, Face-to-face and Calling communication since the beginning of Facebook use

	Decreased		Stayed the same		Increased	
	Frequency	%	Frequency	%	Frequency	%
Email	21	26.6	37	46.8	21	26.6
Face-to-face	38	48.1	32	40.5	9	11.4
Calling	41	51.9	28	35.4	10	12.7

For the three media, there were individuals who had increased and decreased their use of certain media since they began using Facebook. From the table it can be seen that 26.6% (N=21) of the respondents had decreased use of email while 46.8% (N=37) of the respondents use of email stayed the same and 26.6% (N=21) of the respondents use of email increased since the introduction of Facebook. 48.1% (N=38) of the respondents use of face to face decreased, 40.5% (N=32) stayed the same and 11.4% (N=9) increased. When it came to calling, 51.9% (N=41) of the respondents decreased its use, 35.4% (N=28) stayed the same while 12.7% (N=10) increased its use. While there doesn't appear to be a clear displacement effect, it seems that most of the displacement and competition is happening in the Face-to-face conversation and calling usage.

Figure 4: Changes in Face-to-face communication since the beginning of Facebook use

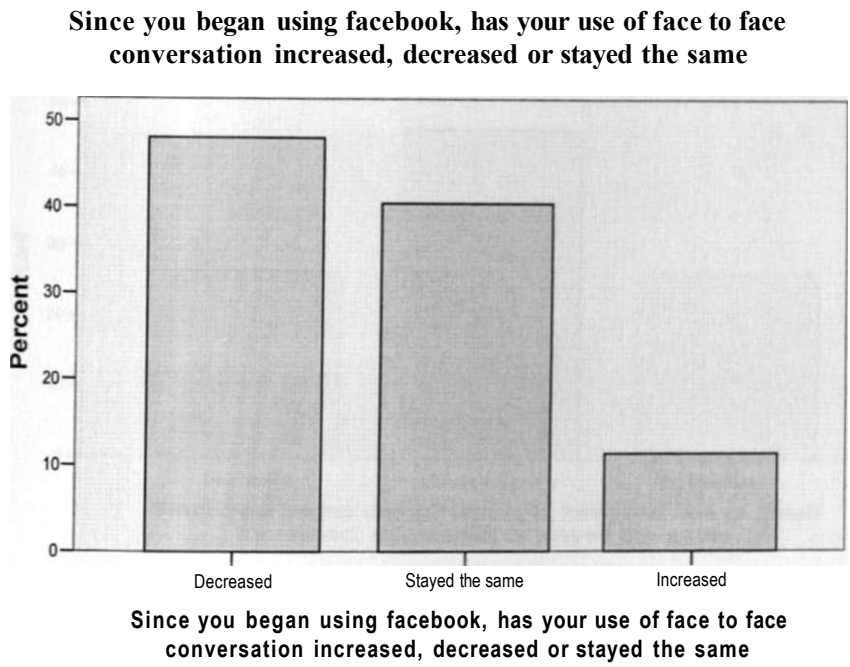


Figure 5: Changes in calling communication since the beginning of Facebook use

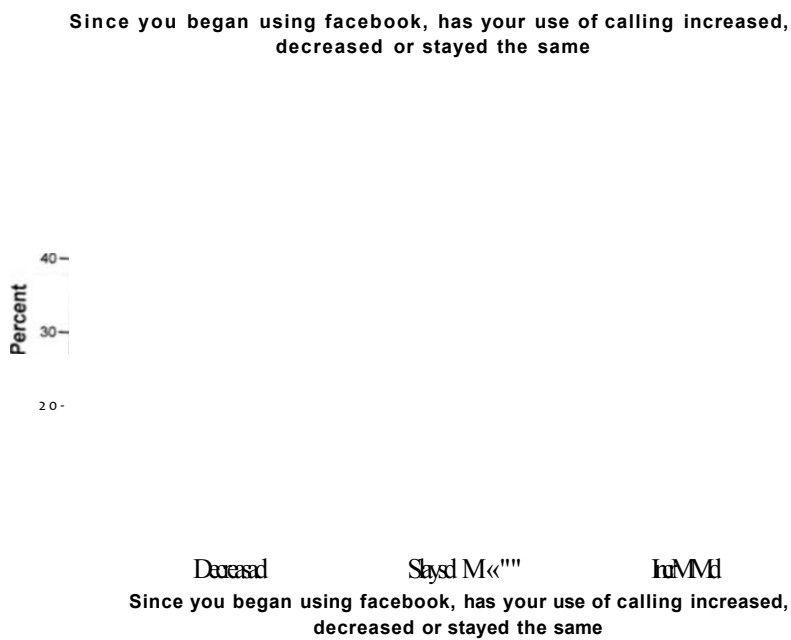
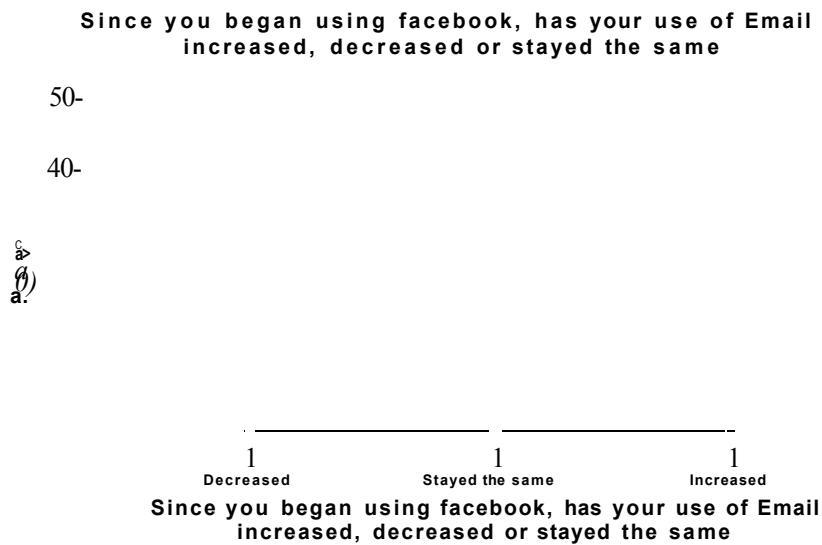


Figure 6: Changes in E-mail communication since the beginning of Facebook use



4.8 Problems in using Facebook

The last research question of this study was to identify the problems the youth faced when using Facebook. Table 23 and figure 7 presents a summary of responses to the question on these problems.

Table 23: Problems in using Facebook

		Responses	
		N	Percent
Problems faced when using Facebook	lack of access to internet connections	23	24.0%
	Slow internet connection	57	59.4%
	Lack of adequate internet use skills	16	16.7%
Total		96	100.0%

a. Group

Figure 7: Problems in using Facebook

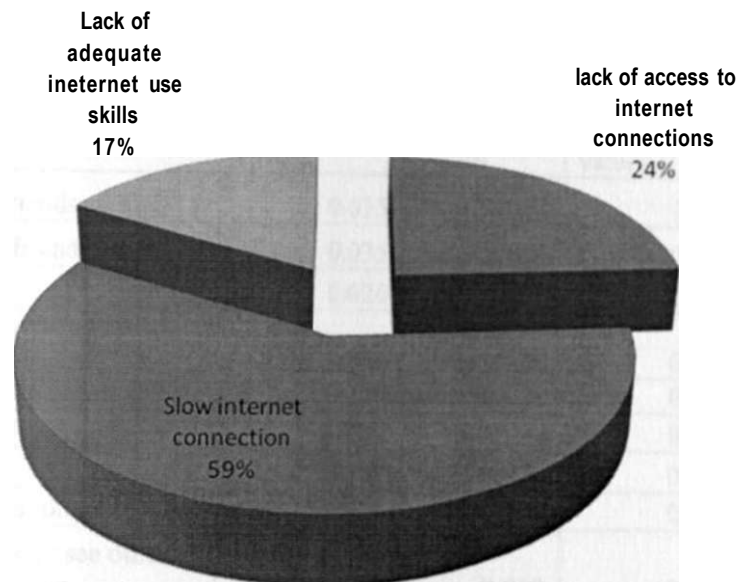


Table 23 and figure 7 reveals that out of 81 respondents, 24.0 % (N=23) said that their greatest challenge was lack of access to internet connection. 59.6 % (N=57) cited the challenge slow internet connection. 16.7% (N=16) respondents stated that they had difficulties in using Facebook due to their lack of adequate Internet use skills. Other problems that were cited were time outs, hacking of people's Facebook sites and use of vulgar languages by friends. It can be deduced that the greatest problem as cited by the respondents in using Facebook was slow internet connections.

4.9 Testing the hypothesis of the study

The decision to reject and/or accept the hypothesis was based on testing the significance of frequencies at a significance level of 0.05 using the chi-square test. The hypothesis of the study was that Facebook uses will depend on the age, the gender, and the level of education of the individual.

Table 24: Facebook uses will depend on age of the individual

Facebook Uses	Test Statistics				
	Age (years) of respondent				
	11 - 15	16-20	21-25	26-30	31 and above
	calculated values	calculated values	calculated values	calculated values	calculated values
To stay connected to friends	0.035	0.003	1.000	0.0495	0.414
To keep track of what friends are doing	0.035	0.011	0.005	0.0363	0.572
To meet new people	0.020	0.026	0.165	0.7325	0.572
Find more interesting people than in real life	0.004	0.306	0.017	0.8874	0.881
To feel less lonely	0.178	0.030	0.733	0.0306	0.102
To find someone to talk to	0.200	0.887	0.194	0.0007	0.223
Find companionship	0.107	0.719	0.072	0.0015	0.572
Develop a romantic relationship	0.913	0.199	0.031	0.0046	0.102
Share photos/videos and to see other people's pictures and videos	0.200	0.008	0.072	0.0719	0.881
To entertain myself	0.200	0.007	0.018	0.0031	0.414
To Share gossip	0.484	0.345	0.001	0.0373	0.102
To see which of the people I know have joined	0.543	0.095	0.025	0.0182	0.955
To communicate with my friends	0.132	0.394	0.012	0.2752	0.414
To communicate with people in different time zones	0.107	0.282	0.144	0.8669	0.607
To get through to someone who is hard to reach	0.029	0.030	0.246	0.0363	0.572
To communicate with parents/ relatives	0.107	0.017	0.119	0.0373	0.881
To talk with other people on what is going on	0.965	0.045	0.055	0.1801	0.607
To have fun	0.763	0.156	0.026	0.0005	0.223
To share information with my peers so as to be at par with them	0.702	0.063	0.144	0.0851	0.955
To be cool	0.234	0.001	0.082	0.2461	1.000
to find information on products and services I want to buy	0.913	0.637	0.474	0.4219	0.881
To get up to date news and information	0.913	0.008	0.172	0.7182	0.955
To provide information	0.913	0.017	0.292	0.1193	0.955
To find information about events	0.484	0.059	0.055	0.5626	1.000
Total	8.826	4.345	4.154	5.039	13.885

Calculated value of chi-square= $8.83+4.35+4.15+5.04+13.89=36.26$

df(Degrees of freedom) = (r-1) (c-1) where r = rows and c= columns. $(24-1)(5-1)= 92$

At a significance level of 0.05 and df92, the critical value= 113.15

The calculated value of chi-square (36.26) is less than the critical value (113.15) at significance level of 0.05 and therefore the hypothesis that Facebook uses will depend on the age of the individual was accepted.

b) Table 25: Facebook uses will depend on the gender of the individual.

Test Statistics		
Facebook Uses	Gender of respondent	
	Male	Female
	calculated values	calculated values
To stay connected to friends	0.99	1.01
To keep track of what friends are doing	0.46	0.06
To meet new people	0.19	0.03
Find more interesting people than in real life	0.49	0.58
To feel less lonely	0.34	0.41
To find someone to talk to	0.99	0.03
Find companionship	0.06	0.01
Develop a romantic relationship	0.96	0.36
Share photos/videos and to see other people's pictures & videos	0.03	0.05
To entertain myself	0.88	0.59
To Share gossip	0.80	0.63
To see which of the people I know have joined	0.12	0.01
To communicate with my friends	0.09	0.07
To communicate with people in different time zones	0.47	0.08
To get through to someone who is hard to reach	0.02	0.08
To communicate with parents/ relatives	0.15	0.02
To talk with other people on what is going on	0.14	0.03
To have fun	0.05	0.06
To share information with my peers so as to be at par with them	0.24	0.45
To be cool	0.05	0.87
to find information on products and services I want to buy	0.47	0.09
To get up to date news and information	0.42	0.87
To provide information	0.02	0.19
To find information about events	0.34	0.25
Total	8.77	7.64

Calculated value of chi-square=

$$8.77+7.64=16.41$$

df(Degrees of freedom) = (r-1) (c-1)

where r = rows and c= columns

$$(24-1) (2-1)= 23$$

At a significance level of 0.05 and df 23

The critical value= **35.17**

The calculated value of chi-square (16.41) is less than the critical value (35.17) at significance level of 0.05 and therefore the hypothesis that Facebook uses will depend on the gender of the individual was accepted.

c) Table 26: Facebook uses will depend on the level of education of the individual.

Test Statistics				
	Level of study			
	Upper primary	High School	Undergraduate	Graduate
	calculated values	calculated values	calculated values	calculated values
To stay connected to friends	0.0348	0.286	0.847	0.016
To keep track of what friends are doing	0.0348	0.006	0.001	0.006
To meet new people	0.0201	0.026	0.013	0.153
Find more interesting people than in real life	0.0039	0.112	0.006	0.719
To feel less lonely	0.1778	0.474	0.164	0.001
To find someone to talk to	0.2004	0.055	0.661	0.140
Find companionship	0.1073	0.974	0.535	0.230
Develop a romantic relationship	0.9131	0.887	0.003	0.060
Share photos/videos and to see other people's pictures and videos	0.2004	0.092	0.001	0.153
To entertain myself	0.2004	0.156	0.023	0.036
To Share gossip	0.4836	0.003	0.001	0.026
To see which of the people I know have joined	0.5427	0.075	0.003	0.076
To communicate with my friends	0.1317	0.085	0.004	0.033

To communicate with people in different time zones	0.1073	0.827	0.002	0.108
To get through to someone who is hard to reach	0.0293	0.165	0.005	0.260
To communicate with parents/ relatives	0.1073	0.014	0.709	0.036
To talk with other people on what is going on	0.9651	0.037	0.530	0.727
To have fun	0.7630	0.001	0.610	0.026
To share information with my peers so as to be at par with them	0.7024	0.212	0.248	0.025
To be cool	0.2335	0.119	0.123	0.025
to find information on products and services I want to buy	0.9131	0.092	0.248	0.112
To get up to date news and information	0.9131	0.644	0.589	0.359
To provide information	0.9131	0.085	0.142	0.485
To find information about events	0.4836	0.009	0.068	0.378
Total	9.199	5.436	5.545	4.19

Calculated value of chi-square=

$$9.20+5.44+5.55+4.19=24.38$$

$$df(\text{Degrees of freedom}) = (r-1) (c-1)$$

where r = rows and c= columns

$$(24-1) (4-1)= 69$$

$$df =69$$

At a significance level of 0.05 and df 69

The critical value= 90.53

The calculated value of chi-square (24.38) is less than the critical value (90.53) at significance level of 0.05 and therefore the hypothesis that Facebook uses will depend on the level of study of the individual was accepted.

5.0 CHAPTER FIVE: DISCUSSION AND CONCLUSIONS

5.1 Introduction.

From the analysis of the data collected, the following discussions and conclusions were made.

5.2 Discussion

From the objectives outlined in chapter one, the researcher focused on seven areas of study. These areas were on the uses of Facebook as a social networking site among the youth in Kenya, the gratifications or motivations why the youth use Facebook and frequency of use of Facebook. The study also looked at relation development in using Facebook. examined demographic characteristics of the respondents and the their influence Facebook uses and motivations, examined the impact of Facebook on other forms of communication and the last area of focus was on problems faced by the youth when using Facebook.

5.2.1 Uses of Facebook as a social networking site among the youth.

The first objective of this study was to find out the uses of Facebook among the youth in Kenya. It was found out that the youth uses Facebook for communication, entertainment, companionship/relationship maintenance and for coolness/coping with peer pressure. The statements that were supported by most of the respondents were; 'to stay connected to friend', 'to keep track of what friends are doing', and 'to share photos /video and to see other people's pictures and video'. Others were; 'to entertain myself, to communicate with my friends' and 'to communicate with people in different time zones'.

It was evident from the study that majority of the youth did not use Facebook for information seeking purposes.

5.2.2 Motives/gratifications sought by the youths using Facebook.

The second objective of the study was to determine the motives/gratifications sought by the youth in using Facebook. The study established that the youths were motivated by different reasons to use Facebook. The key motivating statements were: that it was fast and easy to keep track of what friends were doing, it was exciting to use Facebook and that it was entertaining to read other people's profiles and to see their photos and video. They also agreed with the motivation statements that it was cheap to contact someone through Facebook than talk or call and that it was easier to communicate with people in different time zones. They also agreed that using Facebook was simple and easy. From the study findings, it can be concluded that respondents agreed with most of the motive statements provided especially those under entertainment and communication dimension.

It is worthy noting that majority of the respondents were satisfied with the job that Facebook did in providing them with the things they sought.

5.2.3 Demographic characteristics of respondents and their Influence on Facebook uses and motivations

The third objective was to establish demographic characteristics of the youth and to determine how these characteristics affected their uses and gratifications of Facebook. With respect to the age of the respondents, it was found that respondents between the age of 11 and 15 used Facebook for entertainment, communication and coolness/coping with peer pressure. They however did not use Facebook for information seeking. Respondents in age group 16-20 agreed with using Facebook for relationship maintenance, communication, entertainment, coolness/coping with peer pressure and for information seeking purposes. Age groups 21-25 and 26-30 used it for communication and entertainment while those in age group 31 & above used it for communication, entertainment and for information seeking purposes.

What motivated respondents in age group 11-15 to use Facebook were entertainment, communication and coolness/coping with peer pressure dimensions. Those in age group

16-20. 21-25. 26-30 and 31 & above were motivated to using Facebook by entertainment, communication and information seeking dimensions.

The results on gender showed both male and female respondents agreed with entertainment and communication uses and motive dimensions.

Level of education/study played an important role in the choice of the uses and motivations of Facebook among the respondents. Upper primary research participants agreed with entertainment, communication and coolness/coping with peer pressure dimensions while high school participants agreed with entertainment, communication, coolness/coping with peer pressure and information seeking dimensions. Undergraduate and graduate respondents agreed using and motivated in using Facebook by communication and entertainment dimensions

On religion aspect, the Muslim respondents supported communication, entertainment and information seeking use dimensions while the Christian respondents supported communication, entertainment and coolness/coping with peer pressure use dimensions. On motivating dimensions, they both agreed with entertainment, communication and information seeking motives.

5.2.4 Use and Frequency of use of Facebook.

The fourth objective sought to find out the frequency of use of Facebook by the youth. The researcher looked at three aspects under this objective. These were: How often did the youth log onto Facebook per day, how often did they update their Facebook profiles and how much time the youths spent on Facebook per log in. The findings showed that majority of the youth logged onto Facebook once daily. The study also found out that the majority of youth changed their profile every few months. Most of the respondents spent an average of 10-19 minutes on Facebook per log in.

It was also noted that majority of the youths that participated in this study accessed Facebook using their mobile phones especially for upper primary, high school and undergraduate students. The mobile phone had become popular with the youth since the introduction of the internet access service by Safaricom where one could have unlimited access to internet for only 8 shillings per day although school computers, cybercafes. and office computers remained the major source facilitating Internet access and hence Facebook access. This can be seen to support the results of the study Digital Kenya carried out in March 2010 which found out that office was facilitating internet access and mobile phones were now the main back-up source of access for the Kenyan people.

5.2.5 Relation development in using Facebook

The fifth objective was on relation development. The researcher sought to find out that average number of friends that respondents had on Facebook. The study found revealed that majority of the respondents had over 100 friends in Facebook. It also revealed that out of the friends they had, majority of the respondents had between 1-20 friends that they had never met in person. It can therefore be concluded that relation development in Facebook was high.

5.2.6: Impact of Facebook on other Forms of communication

The sixth objective was one which sought to find out the impact of Facebook on email, calling and face-to-face communications. While there appeared to be no clear displacement effect for either medium, it was interesting to note that there were some increasing and decreasing for the three media. This may indicate that Facebook has a different effect for different users. For some, it has a displacement effect: Individuals may replace their e-mail use with the messaging features that are available through Facebook which the youth call 'inboxing'. They may also do the same for face-to-face and calling communication, that is, increasing their real world contacts because they can communicate more easily with them through Facebook. From the results, it can be

concluded that face-to-face conversations and calling usages were the two media which faced greater competition from Facebook.

5.2.7 Problems faced by the youth when using Facebook

The final objective was to identify the problems faced by the youth when using Facebook. The major problems noted were: lack of access to internet connections when one did not have money to load their phones or over the weekends when the school computer labs and offices were closed, slow internet connections and lack of adequate internet use skills. Others cited were time outs, hacking of people's Facebook sites and use of vulgar languages by friends.

5.3 Conclusions

The youths used Facebook for many different uses and are also motivated to use it for different reasons. The main uses and motivations/gratifications driving the youth to use Facebook were entertainment, communication, information seeking, companionship/relationship maintenance and coolness/coping with peer pressure. From the results, it was found that entertainment and communication accounted for greater use of Facebook by the respondents. It was also clear that the research participants supported the motive dimensions of communication, entertainment and information seeking.

The results of this study are consistent with the findings of Okinda Thomas (2007) that college students were motivated to use the Internet more for communication. They also support S.M. Carter (2008) finding that Facebook is gratifying to users because of its ease and instantaneity.

It was evident that Facebook uses and motivations were influenced by the age of the respondents, the gender, level of education as well as the religion. The differences noted in respect to these demographics could be attributed to the personal interests and needs of each category.

The researcher also found that, apart from using Facebook as a social networking site, respondents indicated using twitter, yahoo. 2go. Myspace and tagged to communicate and network with friends. Others were graduate.com. Hi five, gmail. Mashada.com. skype. lamebook, Lovefindme. nimbuzz.com. twilight.com and friendfinder.

Limitations of the study

The study was limited by lack of diversity in participants. While there are several counties in Kenya, the respondents in this study were all from the Nairobi County. It is worthy noting that Nairobi County is not uniform. There are some areas in Nairobi without ICT infrastructures such as internet, for example, the slum areas. The study did not address the socio-economic inequalities that exist among the youths in Kenya. It is for example very difficult for the youths in slum areas to afford mobile phones that can access internet which are a bit pricy or money to pay for internet in a cybercafe A report published by UNDP and the Nairobi university entitled 'addressing social and economic disparities' showed that Kenya has been named among world's 10 most unequal country which reveals that most Kenyans suffer under abject poverty. Social economic disparities have led to the emergence of social classes among the youth. For a conclusive study, it would have been important to take a sample from both urban and rural areas in Kenya, and also a sample from urban rich and urban poor. There are great disparities among the urban and rural youths when it comes to access of ICT infrastructure and also the ICT know-how or skills. For example, resources in rural schools are strained and inadequate and you will find that most schools do not have computers least internet connections and hence Facebook uses and motivations for these youths might be different from those who have access to computers and internet all day. Another limitation of the study was that the study had a small number of participants which were used to explore potential themes for the largest population. Rather than discrediting the findings of this study, these limitations challenge future researchers by providing many opportunities for future research.

Suggestions for further research

The respondents for this study were drawn from the youths in Nairobi. It would be interesting to see if these results would change when looking at older population. A similar study could be conducted but with focus on comparison of uses and gratifications of Facebook versus other social networking sites such as graduate.com and Myspace. As new technologies continue to land in the laps of youth, so will the need to understand them and their implications for the youth and therefore further study could be done on the impact and implications of Facebook on the youth in Kenya. It would also be interesting to have a study that would explore Facebook as an effective advertising and marketing venue

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APPENDIX I: SURVEY INSTRUMENT

RESEARCH QUESTIONNAIRE

I am a final year M.A. in Communication Studies student at the School of Journalism and Mass Communication, University of Nairobi conducting a research project entitled: *Uses and Gratification of Facebook among the Youth in Kenya*. In order to collect relevant data I have designed this Questionnaire, which I am kindly requesting you to complete. Be assured information you provide will be used for academic purposes only and will be treated with due CONFIDENTIALITY

Please tick the appropriate box (es) or fill in the spaces provided

Part I: Bio data

1. Age:

- 11-15 • 16-20 • 21-25 • 26-30 • 31 and above

2. Gender: (check one)

- Male
Female

3. Level of study:

- Upper Primary
High School
Undergraduate Student
Graduate Student
Other:

4. Year of study

5. Religion

- Christian
Muslim
Hindu
Indigenous religion

Others:

Part II: Use and Frequency of Use of Facebook

6. Do you use Facebook social networking website?

- Yes
No

If yes, answer the following questions:

7. Which other social networking sites do you use? (Write as many as they apply)

8. On an average day, how many times do you log onto Facebook?

time(s)

9. On average, how often do you update your Facebook Profile?

More than once a month

Once a month

More than once a week

Once a week

More than once a day

Once a day

Less frequently

10. On an average week day (Monday - Friday), how much time do you spend on Facebook?

Less than 10 minutes

10-19 minutes

20-29 minutes

30-39 minutes

More than 40 minutes

11. On an average weekend day (Saturday & Sunday), how much time do you spend on Facebook?

Less than 10 minutes

10-19 minutes

20-29 minutes

30-39 minutes

More than 40 minutes

12. Where is the main place that you access the internet?

Home_____School_____Work_____Cyber cafe

Other:

13. Which of the following do you use to access Facebook?

Phone

Computer

Both

Part 111: Relation Development

13. On average, how many friends do you have on Facebook?

- 1-20
- 21-40
- 41-60
- 61-80
- 81-100
- Over 100

14. Of the friends that you have, how many have you never met in person?

- None
- 1-20
- 21-40
- 41-60
- More than 60

Part IV: 1 SFS AND MOTIVATIONS FOR 1S1M; FAC'KBOOK

15. The following is a set of statements numbered 1-24, tick the box that best represents your own uses of Facebook.

Indicate your response based on the following scale:

1- Strongly disagree; 2- Disagree; 3- Neutral; 4 - Agree; 5- Strongly agree

No.	/ use Facebook...	Response				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
A	<i>Companionship/ Relationship maintenance</i>					
1	To stay connected to friends					
2	To keep track of what friends are doing					
3	To meet new people					
4	Find more interesting people than in real life					
5	To feel less lonely					
6	To find someone to talk to so I won't be alone					
7	Find companionship					
8	Develop a romantic relationship					
B	<i>Entertainment</i>					
9	To share photos/video and to					

1	see other people's pictures and video					
10	To entertain myself					
11	To share gossips					
12	To see which of the people I know who joined the Facebook					
C	<i>Communication</i>					
13	To communicate with my friends					
14	To communicate with people in different time zones					
15	To get through to someone who is hard to reach					
16	To communicate with parents/Relatives					
17	To talk with other people on what is going on					
D	<i>Coolness/coping with peer pressure</i>					
18	To have fun					
19	To share information with my peers so as to be at par with them					
20	To be cool					
E	<i>Information seeking</i>					
21	To find information on products and services I want to buy					
22	To get up-to-date news and information					
23	To provide information					
24	To find information about events					

16. The following is set of statements numbered 1-20, tick the box that best represents the reasons that motivates you to use Facebook.

Indicate your response based on the following scale:

1- Strongly disagree; 2- Disagree; 3- Neutral; 4 -Agree; 5- Strongly agree

No.	<i>I use Facebook because...</i>	Response				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
A	<i>Companionship/ Relationship maintenance</i>					

	All my friends are in Facebook					
2	Because its easy to meet new people					
3	Its fast and easy to keep track of what friends are doing					
4	It provides privacy to give or receive advice on personal matters or issues					
5	It makes me feel like I belong to a group					
6	It removes my feeling of Loneliness					
7	It is also used by my family and friends					
8	It makes me feel restless if I do not use the Internet					
B	<i>Entertainment</i>					
9	It is exciting					
10	It is entertaining to read other people's profiles , and see their photos and video					
C	<i>Communication</i>					
11	It provides instant feedback					
12	It is cheap to contact someone thru Facebook than talk or call					
13	Because it is simple or easy to use					
14	Its easier to communicate with people in different time zones					
D	<i>Coolness/coping with peer pressure</i>					
15	It makes me be at par with my Peers					
16	It makes me cool among my peers					
E	<i>Information seeking</i>					
17	It is a medium that increases my access to information from different people in different time zone					
18	It gives me up-to-date information					
19	It contains a lot of information on a wide range of issues or topics relevant to me					
20	It is accessible for 24 hours					

17. Overall, how satisfied are you with the job that Facebook does in providing you with the things you are seeking?

- 1- Not at all satisfied
- 2 -Partially satisfied
- 3- Neutral
- 4- Satisfied
- 5- Extremely satisfied

Part V: IMPACT OF FACEBOOK ON OTHER COMMUNICATION

18. Since you began using Facebook, has your use of the following Communications methods increased, decreased, or stayed the same?

E-mail:

- A. decreased
- B. stayed the same
- C. increased

Face-to-face conversation:

- A. decreased
- B. stayed the same
- C. increased

Calling

- A. decreased
- B. stayed the same
- C. increased

PART VI: PROBLEMS IN FACEBOOK

19. Of the following, what problems do you face when using Facebook?

- Lack of access to internet connections
- Slow Internet connection
- Lack of adequate Internet use skills
- Any other (*Please specify*)

Thank you for taking the time to complete this survey. Your input is greatly valued and appreciated.

- End of Survey -