

AFGHAN STUDENTS' PURPOSES OF USING FACEBOOK AT MIRWAIS KHAN NIKA ZABUL INSTITUTE OF HIGHER EDUCATION, ZABUL, AFGHANISTAN

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ABSTRACT

The aim of this study is to investigate the students' purposes of using Facebook at Mirwais Khan Nika Zabul Institute of Higher Education, Qalat, Zabul province, Afghanistan. In this research, the quantitative research method was employed, and the data was collected from 115 students through a designed questionnaire. In addition, the respondents were selected through random sample. Additionally, the data was analyzed by implementing IBM 24 version of Statistical Package for the Social Sciences (SPSS), and found out the frequency and percentage of the items as well reported in a table. Moreover, the findings of this research reveal that learners use Facebook for several goals such as for socializing in order to be socialized in a society, getting social information, read news and for educational purposes, but they did not practice Facebook for the aims to pass their time, and share photos with their friends on the Facebook.

Keywords: Social Networking Sites, Facebook, Purposes, Afghan Learners.

JEL Classification Codes: A19, B10, B25, C10, C53

INTRODUCTION

Social networking sites are a set of information technologies that simplify social communication. These information technologies are media (audio, picture, video, text), social media (Facebook, Twitter, WhatsApp, Instagram, Flickr), and blogs (Bryer & Zavatarro, 2011; Kapoor, Tamilmani, Rana, Patil, Dwivedi & Nerur, 2018). Moreover, social media users usually access the services of social networking sites through the internet or other web-based technology on their laptops, desktop computers or smartphones (Shepherd & Freiwald, 2018). Furthermore, social media have many facilities of communication, text, sharing pictures, audio and video, direct or indirect connection, and linking users with each other as well as the use of social networking sites increase day by day with a high rate in all over the world. Majority of youth shift

quickly from electronic media like as television audiences and radio listeners to the social media (Shabir, Hameed, Safdar & Gilani, 2014).

Similarly, social networking sites are electronic services which allow people to make a public or semi-public profile within a limited system, articulate with a list of other consumers with whom they share their opinions (Abdulahi, Samadi & Gharleghi, 2014). Through the assist of social media, users communicate with each other, even though if they are in several continents, listen to music, read e-books, and look at images as well as social networking sites have greatly simplified the life of users (Shensa, Sidani, Lin, Bowman & Primack, 2016). Likewise, social networking sites have become a very significant part in the life of students (Lenhart, Madden & Hitlin, 2005). Moreover, academic institutions use increasingly social networking sites, such as Facebook and LinkedIn, in order to connect with learners and to deliver instructional contents to them (Paul, Baker & Cochran, 2012). Similarly, social media websites have become common; give youths a new way to interact with each other (Falah, Al-Shammari & AL-Ashour, 2017). Also, the most popular social media include Facebook, Twitter, WhatsApp, Instagram, Skype, Viber, and WeChat (Al-Rahmi & Othman, 2013). In 2004, Facebook was founded by Mark Zuckerberg, and it is one of the most well-known kind of social networking sites used among students.

In addition, people who desire to use Facebook need to register their selves online and create a profile by using a valid e-mail address or phone number (Cain, 2008). Additionally, once an individual has joined Facebook, then the user can search for anyone, and view the profiles of others. Facebook users can also send messages to any other individual to ask if he/she agrees to be Facebook friends (Kolek & Saunders, 2008). Moreover, there are numerous methods for users to communicate on Facebook, and can send personal messages to one another (Pempek, Yermolayeva, & Calvert, 2009). Facebook consumers can like and share posts as well as they can comment on the posts of their friends joined on Facebook (Ross, Orr, Sisic, Arseneault, Simmering & Orr, 2009). Besides, the consumers of Facebook can also set time that they spend during a day, even they can set a time for their selves. For instance, users can set one-hour time that he/she will use per day. When he/she spend an hour on it, then he/she receives a reminder that you have spent one-hour time during the day. In addition, Facebook is one of online social network sites in which people can share photos or videos, personal details, and join groups of friends with one another as well as they can upload and change their profile pictures and cover photos (Buckman, 2005; Lewis, Kaufman & Christakis, 2008).

Problem Statement

As in this twenty-first century, technology has attracted the attention of all people, especially students who are learning at Universities, Institutes of Higher Educations as well schools. Therefore, many Afghan students use social media at the academic contexts, particularly Facebook and WhatsApp. In addition, Facebook, has over 500 million members, and it is still growing and around 85% of undergraduate students are Facebook consumers (Schneider, 2010). According to Shabir et al., (2014) the use of social media is very essential for all ages of people, thus Facebook has received the attention of all Afghan students because Facebook is one of the most popular social networking sites that is implemented by undergraduate learners; therefore, who have access to internet use social networking sites (Himat, 2020). As well as, Afghan students who are at Mirwais Khan Nika Zabul Institute of Higher Education use Facebook. However, their purposes of using Facebook as a social networking platforms are not completely clear. Whereas Kaya & Bicen (2016) conducted study in Turkey, and their study showed that students implement Facebook for communication, entertainment, sharing news, pictures, and

songs. Additionally, MySpace and Friendster are designed to join people, but Facebook is commonly considered the primary social networking site used by college students (Golder, Wilkinson & Huberman, 2007). Moreover, there are very limited studies conducted at Mirwais Khan Nika Zabul Institute of Higher Education, Qalat, Zabul province; therefore, it is important to conduct a study in order to fill this gap. Furthermore, this research would assist with Ministry of Higher Education of Afghanistan as well with Ministry of Information and Communication Technology.

Research Objective

- To investigate the purposes of Afghan students who use Facebook at Mirwais Khan Nika Zabul Institute of Higher Education, Zabul, Afghanistan.

Research Question

- What are the purposes of Afghan students who use Facebook at Mirwais Khan Nika Zabul Institute of Higher Education, Zabul, Afghanistan?

LITERATURE REVIEW

The usage of internet in Afghanistan has grown looking to the past decade, and approximately 9% Afghans use social networking sites for different purposes (Altai Consulting for Interviews, 2017). In addition, according to Lenhart et al., (2007) & Selwyn, (2007) social networks are being implemented by millions of users which most of them are learners with a great number of purposes. Moreover, Boateng et al., (2016) reported that social media such as Facebook, Twitter, Google Plus, and Flickr, are being used in learning process for the purposes of convenient communication with other learners, and outside the classroom when they have the same topic and subject. Moreover, research conducted by Moghavvemi, Sulaiman, Aziz & Wai (2017) examined the time students spend on Facebook, and its effects on their academic achievement as well behavioral factors that effects on learners who utilize Facebook. The results of this study indicated that students practice Facebook for entertainment, relaxing and passing time but not for socializing and seeking social details.

Similarly, Kaya et al., (2016) examined the effects of social media on students in Turkey. The findings of this study asserted that Facebook is employed for entertainment, communication, sharing pictures, songs, and news. Moreover, a research conducted to find out the effects of Facebook use on health science students in a Medical College of Nepal. The main causes for using Facebook of students were to remain in connection with their family members and friends 32%, while its usage for the academic purpose was only 5%. However, 80.8% of students acknowledged ease in obtaining academic materials from each other through Facebook. Furthermore, Gray, Annabell & Kennedy (2010) carried out a research at Melbourne University, Parkville, Australia. The results asserted that one in four (1/4) students 25.5% used Facebook for educational reasons, and 50% were open to doing so. The findings of this study showed more that students used Facebook as part of learning and teaching.

Moreover, research conducted on final year health sciences students of Dow University, Karachi, Pakistan. The findings of this study asserted that Facebook is common among medical students with 66.9% having an account out of a total 535 students. In addition, some public profiles showed that potentially unprofessional material mostly related to violence and politics were posted by medical students (Jawaid, Khan & Bhutto, 2015). Likewise, study carried out by Pathan, Pathan & Memon (2018) on Sindh University students. The results of this research showed that youth especially the students are very actively involved on the usage of Facebook.

Even their purposes for which they used Facebook were not very productive; most of their time they made friendships, chats, comments and posts various things on the social media.

Wesseling (2012) carried out research on the usage of Facebook at Amsterdam University on the students of Applied Sciences. The findings revealed that students use social networking sites (Facebook) for a number of purposes such as 70.1% students use these sites for social purposes, and 70.2% students use in order to exchange information. The study also disclosed that 49.7% students use Facebook for educational purposes. Additionally, Diraditsile et al., (2018) explored the effects of social media on collaboration and engagement among students in the Botswana University particularly on the use of Facebook. The results revealed that all participants were using social networking sites for interacting with their friends, connecting with their classmates for online studies, and for discussions on issues of national interest.

Researchers Nawafleh, Harfoush, Fakhouri, Obiedat & Rababah, (2012) wanted to find the negative impacts of Facebook on social life in Amman, Irbid and Jaresh cites. The finding of this study asserted that Facebook is a part of their everyday activity and cannot leave it, 45% favored to communicate with their friends and relatives rather than direct interaction, whereas 27% loss their face-to-face meeting with relatives and friends. About 60% participants feel much more comfortable and free when share opinions or thoughts through Facebook more than direct interaction. Also, 33% students give priority to communicate with friends over their social and career commitments. In addition, 39% thought that they have a decline in their academic or career performance since they used Facebook. The research further asserted that 37% participants replied that they cannot learn new skills or knowledge due to spending long time on Facebook.

RESEARCH METHDOLOGY

This research examined Afghan students’ purposes of using Facebook at Mirwais Khan Nika Zabul Institute of Higher Education. Likewise, the quantitative research approach was employed for this research, and the participants were from four existing (Mathematics, Physics, Biology, and Chemistry Departments) of Education Faculty. Also, they were selected through random sample. In addition, students who participated in this study were from all three levels freshmen (38), sophomore (30) and junior (47) and they aged from 18-27 years old. Likewise, the questionnaire was designed by the researcher and then distributed to 115 learners. Majority students were male, but less amount were female. Similarly, the items of the questionnaire were 12 statements and the data was analyzed by 24 version of SPSS. Moreover, the reliability of the study was 0.8 Cronbach’s Alpha which is considered excellent.

FINDINGS

Table 1. illustrates the students’ purposes of using Facebook at Mirwais Khan Nika Zabul Institute of Higher Education.

No	I use Facebook...	Never	Rarely	Sometimes	Often	Always
1	to pass my own time.	78 (67.8%)	14 (12.2%)	11 (9.6%)	8 (7.0%)	4 (3.5%)
2	to be socialized in a community.	10 (8.7%)	7 (6.1%)	12 (10.4%)	16 (13.9%)	70 (60.9%)
3	to share photos with others.	64 (55.0%)	19 (16.5%)	18 (15.7%)	10 (8.7%)	4
4	to get social details.	5	8	17 (14.8%)	24	61

		(4.3%)	(7.0%)		(20.9%)	(53.0%)
5	to read news.	9 (7.8%)	17 (14.8%)	17 (14.8%)	20 (17.4%)	52 (45.2%)
6	for educational purposes.	5 (4.3%)	11 (9.6%)	21 (18.3%)	29 (25.2%)	49 (42.6%)
7	to remain in connection with my friends.	8 (7.0%)	7 (6.1%)	23 (20.0%)	30 (26.1%)	47 (40.9%)
8	for entertainment.	34 (29.6%)	27 (23.5%)	21 (18.3%)	16 (13.9%)	17 (14.8%)
9	to post professional materials related to my field.	13 (11.3%)	21 (18.3%)	23 (20.0%)	32 (27.8%)	26 (22.6%)
10	to find new friends.	32 (27.8%)	26 (22.6%)	24 (20.9%)	17 (14.8%)	16 (13.9%)
11	because it makes a part of my everyday life.	16 (13.9%)	25 (21.7%)	22 (19.1%)	23 (20.0%)	29 (25.2%)
12	to give comments on the posts of my friends.	27 (23.5%)	28 (24.3%)	19 (16.5%)	23 (20.0%)	18 (15.7%)

Table 1 shows the students purposes of using Facebook. The findings are reported from low to high. The 1th item show that 67.8% students never use Facebook to pass their own time, but 12.2% rarely use. In addition, 9.6% of students sometimes use to pass time, 7.0% often use, but 3.5% of the students always use to pass their time on Facebook. Similarly, the 2nd item reveals that some students 8.7% never use for the purpose to be socialized, 6.1% rarely, 10.4% sometimes, 13.9% often, but many students 60.9% always use for the purpose to be socialize in a community. The third statement demonstrates that 55% learner never share photos, 16.5% rarely, 15.7% sometimes, 8.7% often, but less percent of students which is 3.5% always use for the purpose to share images with their friends on the Facebook. In addition, the 4th item asserts that very less amount 4.3% of learner never use Facebook for the purpose to seek social information, 7% rarely, but 14.8% of the students sometimes use. Moreover, 20.9% often, but more than half of the participants always use to get social details through Facebook. Additionally, the 5th item indicates that 7.8% learner never use to read news while 14.8% rarely and sometimes. Furthermore, 17.4% often use, and near to half of the students always use Facebook to read news. Table 1.6 illustrates that very few amount 4.3% of students never use Facebook for educational purposes, 9.6% rarely, 18.3% sometimes, 25.2% often, but 42.6% of the learners always use.

Likewise, the 7th item highlights that 7% students never use Facebook to remain in connection with their friends, 6.1% rarely, 20% sometimes, 26.1% of the participants often use while a large amount 40.9% of the learners always use to remain in connection. The 8th item demonstrates that 29.6% of the students never use for entertainment, 23.5% rarely, 18.3% sometimes, 13.9% of often use while 14.8% always use Facebook for entertainment. Also, the 9th item reveals that only 11.3% students never use to upload related information to their departments, 18.3% rarely, 20% sometimes, 27.8% often use while 22.6% learners always use for the mentioned purpose. Moreover, the 10th item shows that many students never use for the purpose to find news friends on the Facebook, 22.6% rarely, 20.9% sometimes, 14.8% often, but very less amount 13.9% of students always use to find new friends. The 11th indicates that 13.9% never use Facebook because students reported that it does not make a part of our everyday

life, 21.7% rarely use, 19.1% sometimes, 20% often while less than half of the students reported that we always use for the stated purpose. The last item of the table illustrates that 23.5% of students never give comments on their friends' posts, 24.3 rarely, 16.5 sometimes, 20% often while 15.7 always use to give opinions on the Facebook's posts.

DISCUSSION

The findings of this study demonstrate that a large number of Afghan students never use Facebook for the purpose to pass their own time. However, very less amount of learners 3.5% always use it to pass their time. The finding of this study is against with a research conducted by Moghavvemi et al. (2017), their study indicated that students use Facebook for entertainment, relaxing, and passing time, but not for socializing and seeking social information. In addition, this current study reveals that many Afghan learners 60.9% use Facebook to be socialized in a community, but somehow students 8.7% never use it to be socialized. Through this it can be inferred that they have zeal to be socialized in all. Furthermore, this finding is not in line with Moghavvemi et al., (2017), they found that students are not using Facebook for socializing and seeking social material.

Likewise, the current research findings reveal that 55% of Afghan students do not want to use Facebook as a social network sites for the aim to share images with their friends, but only 3.5% always use it because they demand to have their own pictures with others for having comments and likes. This finding is not in line with Kaya et al., (2016), Facebook is used for communication, entertainment, sharing news, pictures, and songs. In addition, the next important finding shows that 53% of Afghan learners use Facebook to get social details, but only 4.3% students never use to get social information. This finding is in agreement with Moghavvemi et al., (2017), their study indicated that students practice Facebook for entertainment, relaxing, and passing time, but not for socializing and seeking social information.

Similarly, the result of this study indicates that Afghan learners implement Facebook for the purpose to read news, but 7.8% never use to read news on it. The finding of this research is against with Kaya et al. (2016) that Facebook is used for communication, entertainment, sharing news, pictures, and songs. Moreover, the finding of this research show more that Afghan students use Facebook for educational purposes, but only 4.3% never use it. Through this finding it can be inferred that students use it in order to read and share related information to education especially related to their fields on Facebook. The finding of this study is in line with the studies of (Wesseling, 2012); Gray et al. (2010) who carried out researches at Amsterdam and Melbourne Universities on students. The findings revealed that students use social networking sites (Facebook) for a number of aims such as 70.1% students use these sites for social purposes, and 70.2% use in order to exchange material. Their study also presented that 49.7% of learners use Facebook for educational purposes. In addition, one in four students 25.5% used Facebook for educational reasons and another 50.0% students were open to doing so as well findings more indicated that they use Facebook as part of learning and teaching process in their daily life.

CONCLUSION AND SUGGESTIONS

This study investigated Afghan students' purposes of implementing Facebook as social networking sites at Mirwais Khan Nika Zabul Institute of Higher Education, Zabul, Afghanistan. Similarly, this research used a quantitative method, and the data was collected from 115 students. All respondents were elected through a random sampling method which is one of the most well-known sampling approaches in selecting participants in a quantitative research. The findings of

this study revealed that students use Facebook for different aims, for socializing in a society, seeking social details, reading news and for educational purposes. However, the learners did not use for the purposes to pass their time, and sharing photos with their friends on Facebook. In addition, as this study only identified the purposes of using Facebook of Education Faculty students; therefore, the following suggestions are given for further studies to investigate the barriers and perceptions of students toward using Facebook. As well as, on the advantages and disadvantages of implementing Facebook for learners, its impacts on students' behavior and mentality. Also, to explore the attitude of learners toward using Facebook on the educational contexts.

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