

Youth Behaviors Toward Social Networking Service (SNS) and its Effect on their Learning Environment as Study Tool – A Case Study of Nepalese Youth

THAPA SAKHILA^{†1}

Abstract

It is impossible to imagine the education without including Information Communication Technology (ICT) these days. [1] The inclusion of ICT in education has been seen as an important element, similarly the widespread of Social Networking Services (SNS) in internet technology have been connecting to people throughout the world and its prevalence is rapidly growing-up with popularity [2]. Specially, these social networking services have incredibly affected to the youths. There are no arguments in relative to youths that they are using popular social sites such as Facebook, Twitter, YouTube, Instagram etc. as their daily routine. In recent years, social networking services have not affected in one particular aspect but in different aspects of our lives directly or indirectly. Among them learning behavior of youth is one of the important aspects, which has effected by use of social networking services [3]. In the research there are two elements are focuses as an essential factor of research they are: a) Quality education of youth b) Social networking service (SNS). To centralize the aspects of youths using social networking services, 'This study wants to understand how social networking services can become an effective learning tool for Nepalese youth education?'

Keywords

Social Networking Services (SNS), Youth, Quality education, Youth behavior to use SNS

1. Introduction

Today millions of educational materials are available on internet, which can be used as various educational purposes and these resourceful services have made the current education extremely easy and accessible. At the same time these resources are spreading throughout the world through different social networking services. Hypothetically, SNS have the potential to widen a person's social networks and provide access to valuable resources, information, and social support [4].

The use of social networking services has been an important routine in our daily lives. Social network sites widely have used by many people nowadays for various aims [5]. If observed its increasing widespread of use, it can found that SNS has affected in different aspects of our lives.

In an overview of the prevalence of social networking services in our current society, SNS has been dominating communities of developing nations along with developed countries. SNSs is becoming increasingly popular not only in industrialized nations [6]. Similarly, because of the generalizations of internet access and awareness of SNS among people, most of uneducated communities also have been affected by SNS. The Facebook has its major domination compared to other social networking services in our society, Facebook has more than 500 millions of users around the world and Fifty percent of total users actively login the site every day [7].

In relative to Nepal, there are more than 85% Nepalese using Telephone whereas 71% are using smart phone, and internet is available in all 75 district of Nepal where more than 30% people are using internet [8]. According to the population census 2011 the adult illiteracy ratio in Nepal is 40% (who cannot read and write), however 90% children are going to school (10% children are deprived of school education) [9]. Youth (15-24 age) literacy ratio is 84% in which female literacy ratio is 80.4% and male literacy ratio is 89.8% [10]. From this statistic there are

possibilities that the 30% internet users are youths. Recently, there are 5700,000 (70% are Male and 30% are Female) Nepalese who are subscribing Facebook, and this user ratio is growing up rapidly [1].

Whereas the ratio of SNS user is increasing day by day, the proportion of quality education is inadequate which had shows through the result of High school to undergraduate level from long decades in the context of Nepal. The ratio of youth literacy is higher than adult literacy; however, the graduating percentage from high school, college and university in annual result is undesirable with more fail percentage than pass percentage. Statistic of School Leaving Certificate (SLC) result's average percentage from 2011 to 2015 are; pass students number- 48.7%, fail students number - 51.2% [11], [12]. From this data we can see that there have been negligible improvements regarding to the qualitative and sustainable education in Nepalese youth in past years.

Different national programs are being plan by the Government of Nepal to improve the quality education every year and likewise to include the ICT in course study; computer and internet education have been accredited compulsory in education. However, the geographical, lingual difficulties and budget allocation have limited the education of computer and internet on theories over practical education in most schools and colleges, particularly in the rural areas. Therefore, many people from rural area of Nepal are deprived from the ICT education and E-learning.

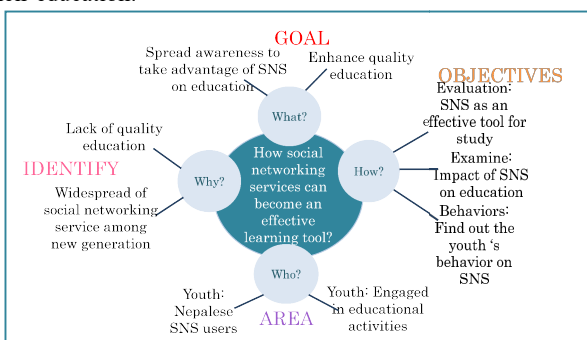
In spite of these problems, because of the globalization of SNS, its availability and general awareness, most of the youths from urban areas as well as from the rural areas are using most popular SNS like Facebook, Twitter and YouTube etc. But they are unable to obtain appropriate benefits as they have been using such SNS specially for making friends, chatting and for entertainment purposes like watching videos, listening to music etc.

^{†1}Graduate School of Regional Development Studies, Toyo University

However, due to SNS applied for such purposes, there has been an important role of SNS in developing the intellectuality of youths by such activities like sharing information through Facebook page, communicating with classmates/friends and retaining such trend among friends. In the same way, due to requirement and need of appropriate contents for sharing information, youth are using other services on internet like essential materials and resources have indirectly developed the behavior of E-learning, which has aided to advance the technical and quality of education among youth.

2. Objectives and Methodology of research

For what purpose youths use SNS in daily life? How youth can get benefits from SNS to enhance their learning environment? Can SNS be an effective learning tool to enhance quality education? This research has set its objectives and goal based on these curious questions. Under these objectives, the first purpose of this research is to recognize the reason of using SNS, and explore the effects of SNS in daily activities of youth and on their education.



Objective of research are specified in following points.

- To identify the impact of social networking service (SNS) on youth's daily activities and on their education.
- To analyze the perception of youths toward SNS between the understanding and its actual use.
- To evaluate social networking service as an effective learning tool to enhance quality education.
- To promote SNS's advantages on education to develop quality education of youth.

Although qualitative method is given more emphasis than quantitative in this research, for qualitative analysis, numbers of data are equally important to obtain qualitative results, so both methods are used. In order to cover all the Nepalese youth who belongs to different geographical areas and different development regions, the survey was divided into 3 different phase in study.

However, the method of first and second phase survey has been used similar methodology such as data collection pattern, interview component (questionnaire) and analysis in order to observe the comparative differences between different area's youth. Survey questionnaire is considered as the main scale to analyze and data collection. The survey questionnaire has consists 2 section; the first section consists 3 parts regarding to respondent's (1) general description; (2) educational description and (3) descriptions related to ICT and SNS. In this section there are 29 multiple choice questions are consist, in which some of SNS related single questions have been described by charts and figures.

Likewise, the second section consists 2 parts for the analysis of 'SNS behavior' and its 'relation with education' youth's perspective and their actual use, this second and third part's questions are prepared based on Likert Measurement Scale

whereas in third part has measured with positive component and negative component [13]. There are total 34 questions are consist in this section. Example;

Fourth part,

1=Strongly Disagree 2=Disagree 3=Neutral/Undecided 4=Agree 5=Strongly Agree

1 2 3 4 5

Fifth part,

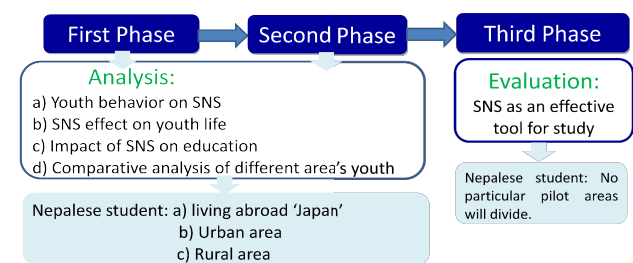
1=Strongly Disagree 2=Disagree 3=Neutral/Undecided 4=Agree 5=Strongly Agree

Effective 1 2 3 4 5 Ineffective

For data analysis Pivot table of Microsoft Excel 2010 and for factor analysis IBM SPSS statistics version 20 have been used.

3. Different phase of research

In order to cover all the youth of Nepal as well as considering the geographical diversity, this research has been studied in 3 different phases.



In this report first phase survey, a) Brief scenario of the living abroad (Japan)'s data and findings b) Second phase Urban area's data and finding has been centralizing. Urban area's data analysis portion is undergoing therefore one part of finding has been described in this report.

Although there is gradual increment in technical equipment in Nepal, it is far behind comparing to developed countries. Hence assuming differences in environment and equipment used in studies by Nepalese students studying in Japan, thus they are taken as first phase data for the research.

4. First Phase's (Living abroad) data and conclusion of findings

First phase research has allocated Tokyo city, Saitama prefecture, Chiba prefecture and Nagoya city/Gifu prefecture of Japan as study areas. In the first phase of survey, the goal of data collection was for 150 and according to the target respondent, 152 data were collected Where n=110(72%) are male and n=42(28%) are female.

Data was collected 58% from Tokyo, 24% from Nagoya city/Gifu prefecture, 3% from Saitama prefecture and 2% from Chiba prefecture. Data was collected by face-to-face and web-based questionnaire. Beside of allocated areas, some other area's data was included, which is 7% from Fukuoka prefecture, 3% from Kanagawa prefecture, 1% from Okinawa prefecture and 2% from Shizuoka prefecture. For the research area, the purpose of selecting more than one Prefecture/Area is because the difficulties and impossibility of survey limiting in one college or educational institution for the number of Nepalese students in an educational institution is between 5-15 though large number of Nepalese students are studying in Japan.

Different educational institution of selected survey area was divided into 3 different pilot areas; i) Japanese language Institution, ii) Vocational college, and iii) University. Data are based on these 3 pilot areas where it was collected: 47% from Japanese Language Institutions, 27% from Vocational Colleges and 26% are from Universities.

4.1 Effects of SNS in daily activities of youth

According to which, among 152 respondents 92% of youths are using any of SNS services and most of the youths use more than one SNS. While collecting data about spending time on internet service in one day (24hrs), 66% are using internet for 1-3 hours, 25% use internet for 4-6 hours, 6% use internet for 7-10 hours and 3% use internet for more than 10 hours for different purposes such as communication, profile update, sharing, finding and learning. During analyzing the question (How do you spend time on internet?), 25% respondent answered by checking to SNS profile specially Facebook as statistic shows. From this analysis, there has been major influence of SNS in youths, which has affected positively and negatively on social, moral, commercial and educational aspects of the youths. However, in today's situation, due to the widespread and generalization of SNS, youths are aware of negative aspects whereas they also have accepted it is very important element for daily lives.

4.2 SNS as essential learning tool to enhance quality education among youth

From these results of analysis of research, one of the important tasks of youth is to spend time on internet service. This has shown that to certain extent of isolation of youths from the physical social relationship whereas by the means of virtual communication. It shows that it has become strong medium to making new relationship with unknown people. The behaviors of youth toward SNS have been motivating to establish the attitude of finding and learning, it has enhanced group discussion among friendship circle and it makes them convenience to communicate online to offline. Moreover, SNS has helps to build social relationship among different communities' youths in one network. The use of social networking services in education has been shown to benefit education a number of ways by supporting social learning, constructivist teaching practices, authentic instruction, student centered learning, and on demand access to learning [14].

According to data, under average frequency percentage, 40% respondents have strong view regarding to SNS as an effective learning tool and 32.5% have neutral constant view. Similarly, 37.4% respondents take SNS as unsuitable to use as learning tool. The frequency of respondent have been showing their confident view towards SNS as an effective learning tool to enhance learning environment is nearly equal to the number of youths who don't accept SNS for using as learning tool.

From which, there is no thoroughly agreement of SNS as suitable learning tool. However, using SNS during other purposes, group discussions, sharing own opinion or finding and learning behaviors were developed which has an essential effect to enhance educational environment among youth user of SNS. Expectedly, SNS has help to obtained quality and sustainability in youth education as modern invention of information communication technology (ICT).

5. Second phase survey area 'Urban area'

To conduct this 'Urban area' survey, some of major and highly developed cities are selected they are **Kathmandu** district, **Lalitpur** district and **Rupandehi** district. Kathmandu is the

capital city of Nepal which is most populated as well as most developed city with 2.51 million population [9] in which highest youth numbers (youth-15 to 24 year of age) can find throughout the country with female =24.80 percent and male=25.08 percent [15]. Due to the developed and populated city, Kathmandu has highest number of educational institutions. Lalitpur district is another biggest city which is connected with Kathmandu where the youth ratio of female= 23.64 percent and male=23.06 percent are lived. These both Kathmandu and Lalitpur district is located in central development region of Nepal.

Next district Rupandehi is one of the industrialized areas of western development region which called Terai area (lowland-subtropical), in which the migration ratio from Mountain region are growing rapidly from decades. According to population census 2011, Rupandehi has 880,196 population where it has an area with 1,360km², regarding to youth population the number of female has 20.05 percent and male has 19.36 percent.

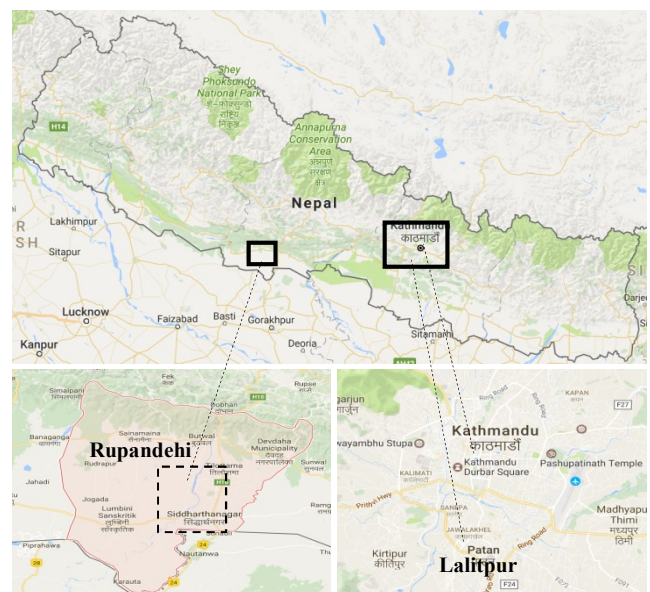


Figure1. Second phase survey area (source: by Google map)

As to compare with the first phase of survey data, in this survey 152 data was targeted in which 155 data has been collected. However there are 4 data was disqualified due to 3 incomplete questionnaire form and 1 by repeated, so it has total 151 data which is nearly equal data with first phase survey of living abroad.

Among 155 data, 61 had been collected via Google questionnaire form from internet and 94 data had collected by face-to-face questionnaire interview with different college students. The survey through Google questionnaire form had started from October 2016 to November 2016 and face-to-face survey had been conducted from December 2016 to January 2017.

According to the questionnaire, the 5 parts of data is divided into 2 sections, the first section consists 3 parts i) General Description: general personal description ii) Educational description: the educational activities and the educational background of respondent iii) ICT and SNS description: for the information of using SNS as it is the important factor of this research.

The three parts of first section data has been shows below:

Table 1. General description of respondent

Category	Description
Gender	Male 42%=63 Female 58%=88 Total respondent =151
Age group	15-20 (64%=57 Female-40 Male)
	21-25 (31%=28 Female-18 Male)
	26-30 (5%=3 Female-5 Male)
Marital status	Married (7%), Unmarried (93%)
Qualification	SLC (5%), High school (65%), Under Graduate (22%), Master Degree(8%), Ph.D(1%)

Above Table 1 has shown the total respondent of survey by gender, their age groups percentage, marital status and qualification. To follow the objective of the research, survey is focuses on youth of age between 15-25, however it had become flexible in age to those who are involved in academic educational institution. Therefore above data shows there are 5% of respondent from 26-30 of age. In addition, all of the respondents are recently student of different campus, college and university.

Table 2. Educational description of respondent

Category	Description
Major subject	Science (5%), IT (2%), Medical (2%), Sociology (6%), Business/Economy (68%), Law (3%) Engineering (14%)
Spending hour for study	5-7hrs.(59%), 8-10hrs.(21%), 11-15hrs.(1%), Other<>(19%)
Spending time for study	Sufficient (65%), Not-sufficient (40%) Reason of insufficiency: Job-13%, Engage with friends-11%, Using SNS-10%, Tour-1%, Other-5%
Teaching/learning method in class	Satisfy (57%), Neutral (20%), Dissatisfy (23%)
Environment of academic institution	Comfortable (60%), Neutral (11%), Uncomfortable (29%)
Major subject selection	Desirable (62%), Neutral (13%), Alternative (25%)
Academy's infrastructure	Adequate (45%), Neutral (15%), Inadequate (40%)

Table 2 consist the description related with educational background of respondent according to their answers. In this part the categories has observed not only respondent's educational institution/faculty/subject but also the environment of institution, infrastructure, teaching learning method/activities as well as their spending time for study.

Table 3. ICT and SNS description of respondent

Category	Description
Technology equipment usage	No any(3%), PC(7%), Laptop(29%), Tablet(5%), Ipad(2%), S.Phone(66%)
Quantity of tech. device	No any (3%), 1-2(85%), 3-5(9%), 5-7(1%), Other(3%)
Computer course	No (43%), Basic(43%), 6mth(5%), Hardware(2%) Special (4%), Other(5%)
Computer course in institution	N/A(48%), Theory only(30%), Theory& practical(14%), Other(8%)

Com. & Internet Lab (Academy)	N/A(24%), with Internet (34%), Computer only(34%), Other(8%)
Internet available(House)	N/A(6%), Available(94%)
Internet usage	Not using(5%), <1(32%), 1-3(46%), 4-6(15%), 7-10(2%), >10(0.7%)
SNS usage device	PC(5%), Laptop(18%), Tablet(5%), Ipad (1%), Smart phone(72%), Other(3%)
SNS Profile	N/A(13%), 1(48%), 2(17%), >2(20%), Other(2%)
Friend ratio on SNS profile	N/A(6%), <50(7%), 51-100(13%), <200(13%),201-300(11%),>300(49.7%)
Ratio of SNS Profile change/update/edit	Never(12%), 1inyrs(13%), 1in6mth(13%), 1inmth(40%), 1inweek(15%), Daily(7%)
Ratio of SNS profile check	No (20%), In leisure time(56%), <5times in a day(12%), <10times in a day(7%), <15times in a day(3%), Other (5%)
SNS's groups involvement	1-5(59%), 6-10(17%), 11-20(6%), 21-30 (1%), Other (18.7%)

In this Table 3, the categories are formatted to include all those areas of respondent, which is related to use of social networking services (SNS). Whereas, from computer knowledge, technological device's information, internet and computer availability, respondent SNS profile, SNS friend's quantity, spending time to SNS, ratio of update etc. are included. Some of the categories are related with fourth and fifth part of questionnaire to the objective of cross analysis of youth's perception and actual use of SNS.

5.1 Youth Involvement in Social Networking Services (SNS)

a) Spending time in internet

Before to analyze how they use SNS? It should be important to know youth are spending time in internet or not. The data has shows the spending time in internet in a day (within 24 hour) out of 151 respondents there are 32% are using less than hour, 1-3hours by 46%, 4-6hours by 15% 7-8hours by 2%, 0.7%by other are used. Whereas only 5% are not using internet, the statistic shows there are 95% out of 151 respondents have been using internet recently. Internet non-user 5% respondent might be those who does not have internet in their residence or in academy, because according to the data 6% of total respondents does not have internet in their house.

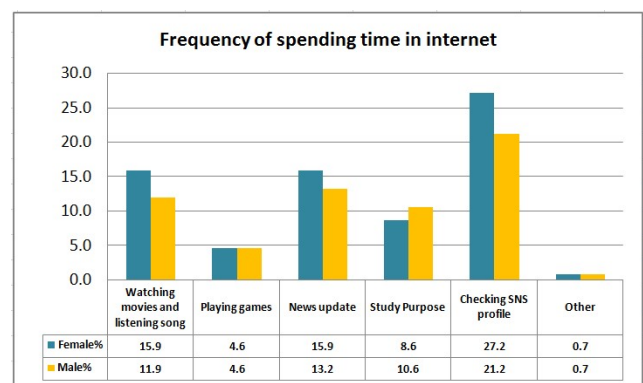


Figure 2. Reason of spending time in internet (%)

Above Figure 2 statistic, has described how youth are spending time in internet. Questionnaire component has consisted

multiple-choice option, therefore respondent had chosen more than one options. Therefore the percentage has come out more results than total respondent, the data has shows in recent time youth are using internet for various purposes, among them most of the youth are spending time to checking different SNS profiles which can see with 48%. Gradually youth are involve in other activities like news update(29%), watching movies and listening song (27.8%), study purpose (19%) and playing games by (9.3%). Through these data, it can be assumed the widespread of SNS among youth in Nepal and they have awareness to use SNS.

b) Use of social networking service (SNS) by youth

The SNS used by 151 respondents are presented in numbers in Figure 3. As the Facebook is most popular site among youth 87% out of total respondent are using Facebook as their personal profile, respectively Youtube (36%), Google+ (23%), Twitter (11%), Instagram (9%) and are being used by respondents as their personal profile and other purposes. Beside these, 4% of respondent are using MySpace, Pinterest, etc. There are 7% of total respondent has found not using any SNS as their personal profile.

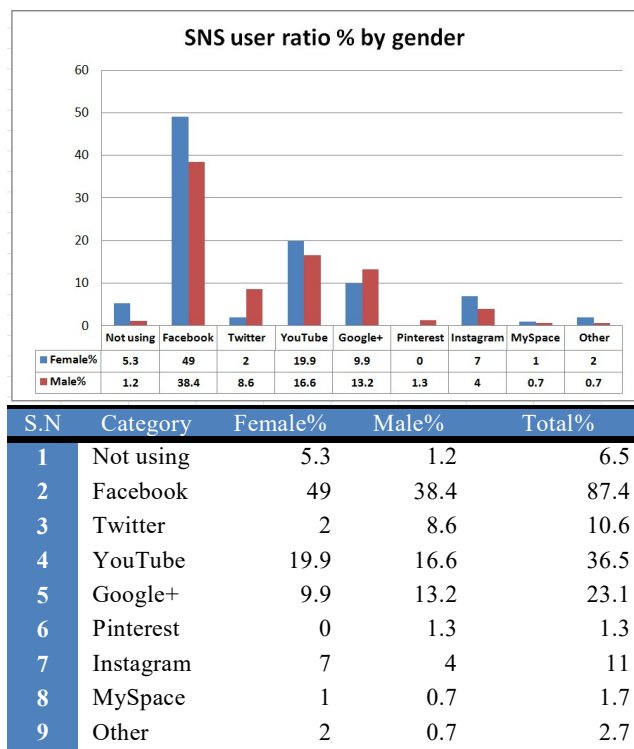


Figure 3. Social networking service (SNS) user's ratio

According to above graph, the number of the Facebook users is extremely higher than other users of SNS. However, other SNS has not been seen more popular among respondent. In first survey data 'living abroad Japan' comparatively higher users are found of other SNS users than this survey statistic. Therefore, it can be presume that there is geographical and environmental difference might effect to use SNS among youth.

An unexpected data also can be seen in this graph as well in relative to Google+, during the primary data collection it was found that Google+ is less popular among Nepalese youth, however the collected data shows there are 23.1% respondents are using Google+. Due to less popularity of Google+, it was expected to the number of its users is relatively low. Even though the numbers are high than expectations therefore, it can

be presume that respondent might be unable to differentiate between search engine Google and SNS Google+.

c) Reason of spending time in SNS profile

Under this title of survey, aims to analyze that how youth are using SNS, how this behavior affect on daily activities of youth and on their learning environment? In terms of how youth use SNS; in this finding, communication with friends has become initial purpose of users to use SNS. Youths are using SNS more than other purpose. The frequency of communication with friends has been found with 40.3 (%).

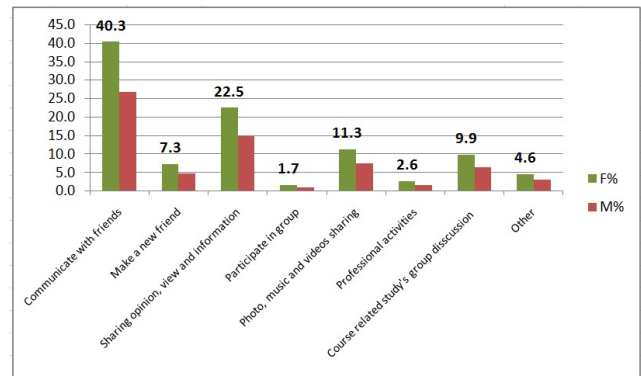


Figure 4. Social networking service (SNS) user's ratio

As well as, statistic has found that 22.5(%) of youth are sharing their views and information and 11.3(%) are sharing their photos, music and video, it can confirmed that the information sharing is one of the common factor of SNS. 9.9(%) are using SNS for study purpose and gradually other purposes. According to this figure 4, less likely people are using SNS for study purpose however by the component (shown in figure 5 below) of 'QN62: How much do you discuss content, problem and homework with your friends in SNS?' There are 52% answered=usually, 19% answered=Neutral/undecided and 29% answered=never.

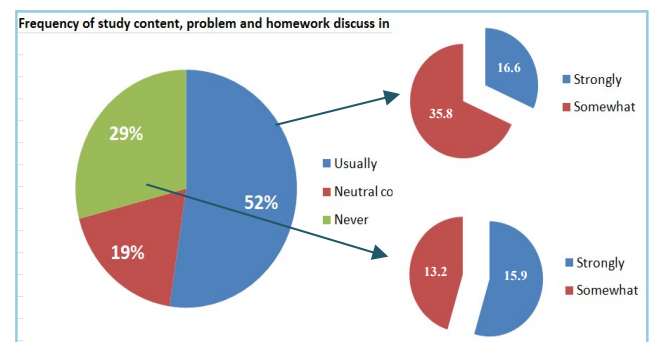


Figure 5. Frequency of study content problem and homework discuss with friends in SNS

In more detail, can be seen usually and never has been analyzed strongly and somewhat proton by Likert scale. This frequency of data shows that the use of SNS as communication behavior has effected to certain limit on education of the youths.

In this data, youths have taken SNS information sharing as most suitable platform after communication. According to the above data, 22.5% have shared their opinions or views through SNS, 11.3% have mostly shared photo, music or video. When answering the question (How often you share/upload your study content on your SNS profile?), then 42% answered for sharing usually whereas 28% gave neutral/undecided answered. There are 30% denied to share their study content in SNS; this data

might be come from those respondents who are using SNS not for educational purposes.

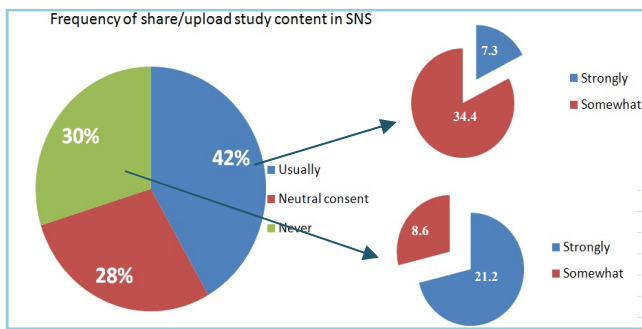


Figure 6. Frequency of study content problem and homework discuss with friends in SNS

In this data also can be seen usually and never has been analyzed strongly/somewhat proton by Likert scale. It has been seen through data that youth have less likely use SNS for educational purpose. However, users are sharing study contents during information sharing in SNS profiles than information behavior of youth has effected to certain limit on education of the youths.

6. Conclusion

Considering the present context of technological era, SNS mostly in youth have a certain kind of domination. Using SNS has become as the general daily work. SNS has become an important platform among youth for expressing feelings and personal interests, among which Facebook has established itself as most popular tool these days for fulfilling such purposes of youths [16]. This research has accepted this reality and analyzed the effects of SNS on daily activities of youths.

From this portion of analysis result, one of the important tasks of youth is to spend time on internet service. It is impossible to imagine life without internet service among the community of youth today. This has shown that to certain extent of isolation of youths from the physical social relationship whereas by the means of virtual communication, it shows that it has become strong medium in making new relationship with unknown people.

Issues have risen about SNSs causing as loss of time or spending time in creativity of youths, there are also disadvantages that social networking increased the likelihood of new risks to the self, these centering on loss of privacy, bullying, harmful contacts and cyber bullying [17], [18]. In the other hand, youths have accepted that it has become the most suitable medium in expressing personal feelings towards other people.

To use of SNS for different purposes has help to develop the behavior of sharing information within friendship circle via SNS profiles. Due to extensive behavior to use important social networks like Facebook, Youtube etc, searching the materials in internet and circulating among their friendship group circles by themselves has helped to enhance group discussion relative to study content, which has thoroughly supported to enhanced learning environment of youth.

References

[1] ICT, Facts and Figures the world in 2015 © International Telecommunication Union, ICT Data and Statistic Division, May 2015.

[2] Preeti Srivastava, "Social Networking & Its Impact on Education-System in Contemporary Era". Volume 1, No.2. International Journal of Information Technology Infrastructure, 2012.
<http://warse.org/pdfs/ijiti02122012.pdf>.

[3] Louis Lam, "An Innovative Research on the usage of Facebook in the Higher Education context of Hong Kong" *The Electronic Journal of e-Learning Volume 10 Issue 4, 2012, (pp377 - 386), available online at www.ejel.org*

[4] Berry Wellman, "An Electronic Group is Virtually a Social Network. Center for Urban and Community Studies", 1996.

[5] Metin Yaman, Ankara, "The Use of Social Networks Sites by Prospective Physical Education and Sports Teachers", Gazi University Sample, TOJET: January 2014, volume 13 issue 1.

[6] Boyd, D. and Ellison, N., "Social networking sites: definition, history, and scholarship", *Journal of Computer-mediated Communications*, Vol. 13 No. 1, pp. 210-30.

[7] Filiz Tiryakioglu, Funda Erzurum, "Use of Social Networks as an Education Tool". *Contemporary Educational Technology*, 2011, 2(2),135-150.

[8] Nepal Telecom Authority, *Telecom Scenario in Nepal 2013*.

[9] National Population and Housing Census, National Report, Volume 01, NPHC, 2011.

[10] Literacy Mapping Study Team, *Literacy Status in Nepal (Literacy rate by age group 5)*, UNESCO Kathmandu 2013.

[11] School Leaving Certificate (SLC) exam results in Nepal-A little Bit of analysis on statistics, Trends and Realities June, 25, 2013.
<http://ekendraonline.com/edu/slc-results-nepal-trends/>

[12] Ministry of Education (MoE), "School Level Educational Statistics of Nepal", Consolidated Report, 2011(2068-Nepalese Calendar).

[13] John H Wilson, "Authority in the 21st Century: Likert's System 5 Theory", *University Emerging Leadership Journeys*, Vol.31ss. 1, 2010, pp. 33-41

[14] Nicole A. Buzzetto-More, "Social Networking in Undergraduate Education", *Interdisciplinary Journal of Information, Knowledge, and Management. Special Section on Social Networking, Teaching, and Learning. Volume 7, 2012*.

[15] Ramhari Aryal (Ph.D), upendra Prasad Adhikary, *Adolescents and Youth in Nepal*, 2004.

[16] Chalaune Ankalal, Pokhrel Rabin, "Social Media in Journalism: Facebook", 2012 BMCJ-434.

[17] Griffith, S.,Liyanage, L. "An introduction to the potential of social networking sites in education", *Proceedings of the Emerging tehnologies Conference, University of Wollongong, 18-21 June 2008*.

[18] Livingstone, S.,Brake, D.R. "On the rapid rise of social networking sites: new findings and policy implications", *Children and Society*, Vol. 24, 75-83.