

A Study On The Relationship Between Social Motives For Facebook Use And Facebook Addiction Of Dagon University Students

Kyaw Min Oo¹

ABSTRACT

Facebook is widely used by the students in fulfilling their basic needs and interaction. It was becoming a popular medium for socializing online and tools to facilitate friendship. University students used Facebook for different kind of motives from social interaction to communication.. The phenomenon of Facebook addiction in Myanmar is rising among university students. The objective of this study is to identify the relationship between students' motives for Facebook use and Facebook addiction. This study involved 377 students from Dagon University. The instruments used in this study were survey questionnaire which was designed to achieve the research objective. The two questionnaires are social motives for Facebook use and Facebook addiction. The five motives for Facebook use identified were social interaction, passing time, entertainment, companionship and communication. The alpha value of the test range from .65 to .95. Another questionnaire was Facebook addiction questionnaire and it comprised 11 items which measured addiction. The alpha reliability of Facebook addiction scale was .86. These findings showed that there was a significant relationship between social motives for Facebook use with Facebook Addiction. According to the findings, there was no significant difference in social motives for Facebook use between male and female students. According to the findings, there was no significant difference in Facebook Addiction between male and female students.

Key words: Facebook Addiction, Social Motives

1.0 INTRODUCTION

Facebook is the most popular social networking website which becomes the global phenomenon for the past few years (Foregger, 2008). It was created by Mark Zuckerberg, a student at Harvard University in 2004 as the network to access college students' information. At the beginning, Facebook becomes a virtual medium for students of Harvard in identifying each other and making new social relationship (Markoff, 2007). Later, the use of Facebook was spread to other universities students and becoming a public domain in 2006 (Boyd & Ellison, 2007).

In 2007, Facebook was reported to have more than 21 million active users generating 1.6 billion page views each day. The website currently has more than 300 million users worldwide (2010). An in-depth report on social networks in Asia-Pacific revealed that Facebook.com was the most engaging Social Networking Sites (SNS) and largely use in Malaysia, Singapore, Australia, and South Korea (comScore, 2010). This shows that all Asian countries are experiencing new wave of communication technology. The use of Facebook was dramatically increased especially among youths aged 15-24 years old. Up to today, many university students sign up for Facebook account at large, suggesting that most college students do use the site (Shanaz, 2010). According to Joiner (2008) adolescents like to socialize online and they use Facebook more as a tool for social connection. Overall, youths primarily used Facebook as a way to keep in touch with friends. Many young people basically use Facebook for more social purposes, to communicate and socialize with colleagues, friends and family through the interactive features offered by this social site (Laurie and Paula, 2007).

Facebook seems to be a strong attraction for youths to go online because the web support the motivations like self-discovery, social enhancement, and interpersonal connectivity

¹ Dr., Lecturer , Department of Psychology, Dagon University

for them to join the site. Moreover, members use social networking site to contact new friends and old friends whom they have not contacted for a long time (Ellison et al., 2007). One way or another when Facebook is used consciously, it is a beneficial social networking site for youths. Facebook has five main advantages: (1) Facebook is a social networking site which people use frequently when they are bored, (2) Facebook is a way of communication with others members, (3) Facebook is an environment in which people feel themselves relaxed, (4) Facebook provides people to support each other and learn their personal identities, (5) Facebook is a public sphere which can be observed by other members (Faudree 2009).

In Myanmar, many teenagers to adults are using Facebook daily. Especially, many university students are spending most of their time on Facebook rather than doing their other responsibilities. Therefore, many social and academic problems are occurring among the university students and the solution is needed for this situation. It is hoped that the results of the study will be applicable to service providers, current users, and potential users of Facebook. This study recommends that motives for Facebook use is one of the factors contributing to Facebook addiction among Dagon University students.

1.1 Objective

The present study is aimed to explore the relationship between different social motives for Facebook use and Facebook addiction of Dagon University students.

1.2 Hypotheses

- (1) There are relationships between Different Social Motives for Facebook use and Facebook Addiction of Dagon University Students.
- (2) There is difference on Facebook addition between male and female students from Dagon University.
- (3) There is difference on five Social Motives for Facebook use between male and female students from Dagon University.

2.0 Method

2.1 Participants

In this study, a total number of 377 university students were used as participants, comparing 156 male students and 221 female students from Dagon University. The age range of university students was 16 to 29 years old.

Table 1. Number of respondents of university students

Gender	Frequency	Percentage	Mean Age
Male	156	41.4	19.28
Female	221	58.6	
Total	377	100.0	

2.2 Instruments

The two questionnaires: social motive for Facebook use and Facebook addiction used in this study. They were survey questionnaires which were designed to achieve the research objective. These two questionnaires developed by SharifahSofiah S.Z et al. (2011) were adapted into Myanmar version. There were 5 main social motives for Facebook use questionnaire including (1) social interaction, (2) passing time, (3) entertainment, (4) companionship, and (5) communication.

2.3 Procedure

To collect the data in the present study, a set of self-administrative questionnaire was administered to all the respondents. Demographic information about the respondents such as age, sex, and educational level was collected. The respondents were given 15 to 20 minutes to complete the questionnaires.

2.4 Data Analysis

The responses of each subject were scored with scoring key. Pearson correlation method was used to explore the relationship between social motives for Facebook use and Facebook addiction of Dagon University students. In addition, t-test method was also used to find out whether there were differences between male and female students in social motives for Facebook use and Facebook addiction of Dagon University students.

3.0 Results and Discussion

In order to accomplish the objectives of the present study, the results and findings were presented and discussed.

3.1 Item Analysis and Reliability Results

Item Analysis and Reliability Results of Different Social Motives for Facebook Use

Items of the social motives for Facebook use and Facebook addiction were analyzed. Internal consistency reliabilities of each scale were estimated by Cronbach Alpha technique. Alpha coefficients were found to be satisfactory for research purposes. Item total correlations for Facebook addiction were ranged from .341 to .691.

The social motives for Facebook use and Facebook addiction were formatted into 5-point scale. For each measure, item scores were summed and the mean was taken. The internal consistency values of social motives for Facebook use range from .65 to .94. . Table (2) indicates descriptive analysis results of the social motives for Facebook use.

Table(2) –Different Social Motives for Facebook Use

	Scale	No. of Items	Alpha
1.	social interaction	6	.65
2.	passing time	6	.76
3	entertainment	6	.90
4.	companionship	6	.92
5.	communication	6	.94

Item Analysis and Reliability Results of Facebook Addiction

Items of the Facebook addiction were analyzed. Item total correlations for Facebook addiction were ranged from .405 to .691.

The Facebook addiction was formatted into 5-point scale. For each measure, item scores were summed and the mean was taken. Table (3) indicates descriptive analysis results of the Facebook addiction. The reliability coefficient of Facebook addiction was .86.

Table(3) - Item-Total Correlation and reliability of Facebook Addiction

	Item	Item-total Correlation value
1.	Facebook has become part of my daily routine.	.468*
2.	I find that I stay on Facebook longer than I needed.	.405*
3.	I feel out of touch when I haven't logged onto Facebook for a while.	.525*
4.	I think life without Facebook would be boring.	.653*
5.	I tend to spend more time in Facebook over going out with others.	.426*
6.	I often spend time play games with friends through Facebook.	.526*
7.	I often think about Facebook when I am not using it.	.620*
8.	I often lose sleep due to late-night login to Facebook.	.592*
9.	I neglect everyday responsibilities to spend more time on Facebook	.691*
10.	My priority is to log on to Facebook rather than doing other things.	.667*
11.	My grades getting lower because of the amount of time spend on Facebook.	.526*
	Reliability (α)	.86

Note: * All items are statistically significant beyond .05 level.

Descriptive analysis of Two Instruments

Table(4)-Relationship between social motives for Facebook use and Facebook addiction

Social Motives for Facebook Use	N	Facebook Addiction
1. Social Interaction	377	.154**
2. Passing Time	377	.385**
3. Entertainment	377	.211**
4. Companionship	377	.307**
5. Communication	377	.363**

p<.01

According to table(4), the relationship between social motives for Facebook use and Facebook addiction of the Dagon University students were analyzed. The findings show that there is significant relationship between social interaction, passing time, entertainment, companionship, and communication with Facebook addiction. These five motives of Facebook use do influence students' addiction toward the site.

Table(5) - Differences in social motives for Facebook use between male and female university students.

	Gender	N	Mean	SD	t	Significant
Social Interaction	Male	156	22.24	5.368	.40	NS
	Female	221	22.05	3.724		
Passing Time	Male	156	18.03	3.989	1.63	NS
	Female	221	18.72	4.119		
Entertainment	Male	156	21.25	4.730	1.01	NS
	Female	221	21.71	4.159		
Companionship	Male	156	21.94	3.911	1.14	NS
	Female	221	21.48	3.848		
Communication	Male	156	21.07	3.397	-.81	NS
	Female	221	21.37	3.531		

Differences between male and female university students concerning with social motives for Facebook use were analyzed by using t-test and results shown in table (5). According to the findings, with respect to the five social motives, the mean score of male and female students were 22.24 (SD=5.368), 22.05 (SD=3.724) (t=.40), 18.03 (SD=3.989), 18.72 (SD=4.119) (t=1.63), 21.25 (SD=4.730), 21.71 (SD=4.159) (t=1.01), 21.94 (SD=3.911), 21.48 (SD=3.848) (t=1.14), 21.07 (SD=3.397) and 21.37 (SD=3.531) (t=-.81) respectively.

Table(6) - Difference in Facebook Addiction between male and female university students

Variable	Gender	N	Mean	SD	t	Significant
Facebook Addiction	Male	156	28.37	7.65	-.09	NS
	Female	221	28.44	7.25		

NS = Not significance

Difference between male and female students concerning with Facebook addiction were shown in table (6). According to the findings, the mean scores of male and female university students were 28.37 (SD=7.65) and 28.44 (SD=7.25) respectively. The t value was -.087 and it was not significant at .05 level.

3.2 Discussion

In this study, Pearson correlation test in table 4 explained the relationship between social motives for Facebook use and Facebook addiction for Dagon University students. This finding shows that there is significant relationship between social interaction, passing time,

entertainment, companionship and communication with Facebook addiction. It can be assumed that these five social motives for Facebook use do influence students' addiction toward the site. According to table 4, passing time and communication motives more contribute to the Facebook addiction than other social motives. Participants have reported utilizing Facebook to relieve boredom and pass the time (Lampe et al., 2006; Sheldon, 2008).

Differences in social motives for Facebook use between male and female university students were analyzed by using t-test and results shown in table 5. According to the findings, with respect to social interaction, the mean score of male and female students were 22.24 (SD=5.368) and 22.05 (SD=3.724) respectively, and $t = -.164$. For passing time, the mean score of male and female students 18.03 (SD=3.989) and 18.72 (SD=4.119) respectively, and $t = -1.627$. Regarding to entertainment, the mean score of male and female students were 21.25 (SD=4.730) and 21.71 (SD=4.159) respectively, and $t = -1.010$. For companionship, the mean score of male and female students were 21.94 (SD=3.911) and 21.48 (SD=3.848) respectively, and $t = 1.137$. And for communication, the mean score of male and female students were 21.07 (SD=3.397) and 21.37 (SD=3.531) respectively, and $t = -.814$.

In table (6), differences in Facebook addiction between male and female University students were analyzed. According to the finding, the mean scores of male and female University students were 28.37 (SD=7.65) and 28.44 (SD=7.25) respectively. The t value was $-.087$ and it was not significant at .05 level. There were no significant differences in social motive for Facebook and Facebook addiction between male and female University students. It may be said that the use of Facebook was dramatically increased among university students, both male and female students, are spending most of their time on Facebook for more social purposes to communicate and socialize with colleagues, friends and family. For this reason the two groups were not different from each other.

4.0 Conclusion

The objective of this study is to find out the relationship between social motives for Facebook use and Facebook addiction of Dagon University students. The two questionnaires; social motives for Facebook use and Facebook addiction developed by SharifahSofiah S.Z .et al (2011) were adapted to Myanmar version. There are five main motives for Facebook use including (1) social interaction, (2) passing time, (3) entertainment, (4) companionship and (5) communication.

Pearson correlation method was used to explore the relationship between different social motives for Facebook use and Facebook addiction of university students. According to the findings, it was found that there is relationship between social motives for Facebook use and Facebook addiction. However, passing time and communication were among the motivational factors that contribute more toward students' Facebook addiction. There were no significant differences in social motives for Facebook use and Facebook addiction between male and female students. It is hoped that the result of the study will applicable to service providers, current users, and potential users of Facebook. This study recommends that motives for Facebook use is one of the factors contributing to Facebook addiction among students.

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