

**CONSEQUENCES OF  
SELF PRESENTATION IN  
FACEBOOK  
SOCIAL NETWORK**

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### **LIST OF PUBLICATIONS**

- Abdullah Ali Alassiri; Mariah BintiMuda; Rahmat Bin Ghazali; Ubani Charles Ahamefula (2013). Sustaining Potential of Information and Communication Innovation to Facebook Diversity. *Journal of Telecommunications*, ISSN 2042- 8839, 20 (2), 14-21.
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**Title:** CONSEQUENCES OF SELF-PRESENTATION IN FACEBOOK SOCIAL NETWORK AMONG THE UNIVERSITY STUDENTS IN SAUDI ARABIA

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**CONSEQUENCES OF SELF-  
PRESENTATION IN FACEBOOK  
SOCIAL NETWORK AMONG THE  
UNIVERSITY STUDENTS IN SAUDI  
ARABIA**

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## PREFACE

This book is part of a PhD research work titled: “The Usage, Self-Presentation via Facebook, And Its Psychological and Sociological Consequences towards Saudi Arabia University Students” submitted at the Faculty of Communication and Media Studies in University Teknologi Mara (UiTM) for the fulfillment of the degree of Doctor of Philosophy.

This book is based on a real life data that describes the consequences of self-presentation in Facebook social networking site. The qualitative data reported covers Facebook Usage among Saudi Arabia university students when socializing with online members.

An in-depth interview data collected through face-to-face discussion from King Saud University (KSU) and King Khalid University (KKU) Saudi Arabia was used to validate self-presentation and consequences of Facebook usage. Facebook is mainly used for interacting with online members, getting information and sharing knowledge.

This book unveils the way students represents themselves online while socializing with online friends. The insight from the consequences from the usage pattern of Facebook is very helpful and serves as caution to prevent misuse of personal information by unknown users.

Main consequences of self-presentation among the university students using Facebook

<b>Consequences of Facebook Consumption</b>	
Themes	
Spend extra time	Most university students in Saudi Arabia spend over four hours on Facebook daily.
Interaction with friends	Facebook is good for interacting with friends but exposes users information
Update information	University students in Saudi Arabia uses the Facebook to update their friends on their progress and activities which can be access by third party users
<b>Consequences of Self-Presentation on Facebook</b>	
Portray fake self-image	Students are aware that other users tend to use other peoples information in place of theirs on Facebook.
Self-presentation to attract other users	The use of fake information is mainly to attract other people interest
Communicate to improve relationships	Users of Facebook in various university focuses on improving relationship and not online risk
Self-presentation image to impress other users	In trying to impress others, university students claim to use other people’s profile that is more attractive than theirs.

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# **CHAPTER ONE**

## **FACEBOOK SOCIAL NETWORKING SITE**

### **1.1 INTRODUCTION**

There has been a considerable growing body of literature on the impact of Facebook social networking site to its users. Its usage differs among the users and its impact on their daily life. A number of important issues in different areas are still sparse (Marshall et al., 2008; Cardon et al., 2009; Veltri&Elgarah, 2009; Marcus & Krishnamurthi, 2009; Dotan&Zaphiris, 2010). Most prior research has studied the cultural impact on social networking site in the Western societies, however; there is a paucity of previous literature on the impact of Arab cultural norms on the usage of social networking site.

Social networking site such as Facebook provides interactive opportunities for gathering like-minded users with similar interest. The anonymity that enables for deep and intimate disclosures of feeling and personality on social network requires time and clear understanding of the user's intention. Interacting with unknown users can pose significant risk to the user such as abuse of personal information and using personal data for unintended or criminal activities (Maloney-Krichmar&Preece, 2005; Walther et al., 2008). Studies have reported that social networking that allows for face-to-face interaction such as Facebook effectively facilitate the exchange of knowledge sharing among and supports users to connect with other members they care for in the same or different network (Veltri&Elgarah, 2009; Maloney-Krichmar&Preece, 2005).

However, online face-to-face interaction has been found to significantly influenced by social contextual factors such as age that possess serious threat to a user's privacy, this is prevalent among university students (Gross &Acquisti, 2005). Gross &Acquisti (2005) studied over 4000 Carnegie Mellon University students Facebook profiles and found that most users that engages in face-to-face social interaction with online users provided their personal data with no concerned over how their personal information are exposed to various cyber risks.

Therefore, face-to-face interaction using Facebook is important to develop a friendlier community to foster open communications. Facebook social network supports learning environment because of the flexibility of its feature through posting images and writing text of learning content. Although certain guidelines to facilitate friendly interaction has been proposed, proper implementation relies on understanding how social influence occurs (Dourish& Anderson, 2006). The activeness in online activities evidenced its important features in promoting face-to-face socialization and meaningful interactions (Chan et al., 2004; Maloney-Krichmar&Preece, 2005). Social networking provides a context for online interaction and has been found to be reliable, convenient, ease to use and flexible (Lin & Lee, 2006). Moreover, the simplicity and ease of learning base of face-to-face interaction is supported by Facebook social networking site.Open virtual environment is important for university students because it enables them to adopt appropriate techniques for communication among their friends (Avram, 2010; Bross et al., 2007; Chatti et al., 2007). In this book, student's face to face socialization implies an open interaction of Saudi Arabia university students through online social network such as Facebook.

## **1.2 PREREQUISITE FOR FACEBOOK USAGE**

Generally, social networking sites require that member registers before they can use communicate or share knowledge. The same applies to Facebook. Facebook originally required a valid e-mail address for registration. The e-mail address that is used for registration in online social network plays a significant role in online activities and serves as a link to connect to other users. To socialize with other members, users must belong to the same network or other related network that are compatible. The network to socialize with depends on the registered and should contain the name of the user (student) and other information that describes the user's personal information (Charnigo& Barnett-Ellis, 2007)

### **1.2.1 Access to User's**

Network members can view the profiles of other members and send messages to them if their privacy preferences allow such an interactive communication. After registering has been completed, user profile can be created. Users are limited to one profile on Facebook and must be associated with a person not an institution. The Creation of a user profile encompasses filling of a series of forms categorized under tabs labeled basic, contact, personal, work, education and Courses. The Work tab contains a free-text that describes a user's field and provides useful information for entering a statement about the user's role. A tab for adding photo and the one that describes how to drag and drop items in one's profile can be used to change the default layout (Farkas, 2007).

The size of the information users can provide in their profile is considerable manageable. However, user's profile page does not show any field that is left blank when it is displayed. It is important that users acquire the basic understanding of Facebook's intricate system of privacy options. Facebook enables its users to have control over who can or cannot see their personal information. The control and information management via Facebook is based on two of Facebook's key concepts which are the social networks and friends (Kealey, 2007).

### **1.2.2 Choice of Connecting to Networking Site**

The network individual user of social networking site wishes to belong is determined by the name the user uses to register an email address. For instance, an email address that ends with @ngo.edu comprises part of the NGO network. However, users can belong to more than one network in which they designate one as the "primary." For the purpose of understanding Facebook usage pattern as well as its psychological and sociological book focuses on the Facebook social network.

In a Facebook social networking site "friends" refers to people both inside and outside that have accepted the invitation of each other requesting them to be a friend (Aichner& Jacob, 2015). To make a "friend", intended user acknowledges by selecting send Facebook sends message to the intended person's registered e-mail address and conveys the request with a hyperlink to the Facebook page which enables the recipient to confirm or reject the request.

Often it is requested that the other party provides information about how they know themselves and to request for a confirmation of information (Mathews, 2006).

Besides, users can control the number of users that accesses certain features of their profile. For instance, users can restrict their contact information to the online members. Parts of the user's profile can be restricted in such a way that they can be seen only by the user. A user can also mark one or more checkboxes to indicate the people in the network that can see other user profile. In most networks, the types of users listed include undergraduates, graduates, alumni, "faculty and many others (New Media Consortium and EduCause Learning Initiative, 2007).

### **1.3 NEED FOR FACEBOOK**

Facebook has become one of the most popular communication route centrally used to disseminate information and communicate with online users (Ross et al., 2009). The emergence on Facebook has helped in connecting people and friends irrespective of their geographical distance and plays a key role in the creation and maintaining social contact (Ellison et al., 2007). A study has found that social networking sites such as Facebook evolves from the purpose of connecting others into a full-fledged friendship and has enabled young adults become more dependent on their online members. This has led to the increase of its users since 2004 (Facebook Statistics, 2015).

Statistics has shown that over 1.94 billion Facebook active users monthly as of March 2017 (Zephoria Digital Marking, 2017). As Facebook becomes an increasingly important form of communication, specific aspects of Facebook profiles could be used to examine relationship perceptions in terms of self-presentation of users. For instance, a study by Walther et al. (2008), it was found that online members who posted on their profile wall were perceived to be attractive and the user was rated as more attractive than other online users. On the same hand, Tong Van Der Heide, Langwell and Walter (2008) reported that Facebook profile owner with fewer friends has a lower physical attractiveness and perceptions about their profile were having more friends.

### **1.3.1 Attitude on Facebook**

The social network user's action depicts their specific attitude and a determinant of individual and group intention to interact. Similarly, in this book, attitude of university student that uses Facebook network were found to influence their intention to use the social network. This is because their behavioral intention to use Facebook was revealed through their attitude. The best predictor of attitude is the intention to use the social network, which is the cognitive representation of their readiness to perform a specific attitude.

Student's attitude towards the use of social network entails positive or negative feeling to perform an intended action. Subjective norm in this context refers to student's intention towards performing a specific attitude during online social interaction with members. In addition, student's attitude towards engaging in social networks can be determined by their salient intention to use the social network site and the interaction richness of the site. However, student's attitude of online social network user's is an important determinant factor in evaluating the activities that are performed on this site (Facebook) and user self-presentation.

### **1.3.2 Users Satisfaction**

Student satisfaction via online Social networking sites is fostered through social interaction in a virtual environment which facilitates communication through information posted on the other student Facebook profile such as user personal page, photograph of member and information that describes the members' interest which are related to one's identity. Members are assessed to member's profiles and can communicate in various ways similar to email (Skogerbø et al., 2015). Online interaction addresses concerns over the need for a close friendship for socialization and to enhance learning processes through sharing of learning experience. This opportunity afforded by social network positively contributes to improving student learning processes in achieving academic excellence. Study has shown that in the U.S., social networking sites offer social interaction opportunity in order to maintain friendships (Ellison et al., 2007). A strong positive relationship was found between intention to use Facebook and social acceptance of users through social interactions which are among the basic satisfaction users derived from engaging in online interaction via Facebook (Ibrahim & Fahad, 2015).

## 1.4 VERSATILITY OF FACEBOOK FOR COMMUNICATION

There is limited study on how social networking site is used to interact with its users. Online social networking sites are considered innovative because they differ from traditional communication media system. Traditional communication media such as television, film, and radio are limited in its capability and are expensive while Facebook is available anywhere with internet connection. This allows for direct interaction with connected users.

Social networking sites are compatible with mobile devices and can be used anywhere that is connected with internet facilities. Social networking sites enables it's users to see what other members posted, their update and supports sharing of picture and instant messages. Information sent from other users page are received by online members sharing in the same group often refer to as friends. Facebook wall is the mode of interaction with their friends and family member. Communication using Facebook is through an open access internet connection that makes it suitable for communication in any part of the world. Considering the versatility of online networking sites, more users prefer the services as it supports globalization at a very low cost compare with television broadcast and advertisement that are mostly regional. Users of Facebook show great deal of satisfaction with all features available for interaction in the social networking site page. The university student derived lots of benefits in socializing with other online members especially classmate and old friends through Facebook (Burge, 2014).

The emergence of Facebook has drawn the interest of many online users especially the university students and widened communication networks beyond school environment. A study on the prevalence of online activities has indicated that student's uses social networking sites and that the number of membership increases over the years (Lenhart & Madden, 2007). This book adds to knowledge to the existing literature by investigating how university students in Saudi Arabia interact with each other using Facebook social networking site. The social network site comprises a set of social entities such as peoples and organizations that are connected socially for meaningful relationships and to interact with each other in learning and sharing the value (Kempe et al., 2003; O'Murchu et al., 2004). Traditionally, social network service focuses on relationship with friends and I recently extending to the online virtual community through computer-mediated communication media.

Facebook online communication services builds on relationship and verify social network services among university students who share interests and participate in similar activities. This form of social network services is regarded as website based interconnected services that allow individuals to establish a public profile within a specific community. Users through their online pages articulate a list of users that share knowledge within the network connection and view the list of connections of those within other profile (Boyd & Ellison, 2007). Hence, social network services offer a meaningful and valuable relationship among friends at the university based on social acceptance of interests and activities. Social network services allow university students to network for several purposes which include sharing academic information, connecting with old friends and exploring new relationship. Social network enables its users to maintain contact with older friends, family member and in meeting new people (Boyd, 2007) as well as for blogging or sharing content, joining or forming groups for communication and media purposes (Yuta et al., 2007; Kang et al., 2009).

However, self-esteem is regarded as a moderator of the relationship between intension to use social network site and attitude (Ellison et al., 2007; Steinfield et al., 2008). Acculturation factors such as interaction of Facebook, self-presentation and social identity are important in explaining the user's psychological intention to use Facebook social network services as an alternative to office information systems. This was considered important in this book because different user of Facebook has different intention which can be passed on to other through interacting with other members. The knowledge shared among different users has significant influence on their sociological and psychological well-being especially among students (Sulaiman et al., 2015). Therefore in identifying the self-presentation and the consequences of Facebook, new knowledge will be generated to the body of knowledge and literature. Influences associated with social network provide insight on the possible weaknesses that requires update to improve communication services using Facebook. Usage pattern of the social networking site and the extent its success has impacted the user were reported. However, studies confirmed that the previous researches are no universal sets of motivations for using media as motivation vary across media and culture (Sherry et al., 2006; Ibrahim & Fahad, 2015). However in this book, the consequences and self-presentation of undergraduate student students in Saudi Arabia has been specified as a platform to understand the usage pattern Facebook social networking site.

Subsequent chapter of this book explores self-presentation as well as its sociological and psychological consequences of University student. Previous literature studies presented in this book contribute to the continuing discussion about usage of Facebook to understand the behavior of young adult, towards self-presentation as well as its consequences of Facebook usage on their everyday life. This becomes necessary as social networking sites allow large number of identifiable information to be presented and disseminated across to different users of the networking site (Debatin et al., 2009). In addition, social network site is used for recruitment purposes and for data collection (Zimmer, 2010). The issues of privacy regarding openly displayed profile content of users is an important security concern yet most users choose to display their personal information to unknown members (Ackland, 2009). A successful explanation of Facebook usage, self-presentation of the undergraduates and its consequences of Facebook were used to enhance the accomplishment of the research purpose.

## **CHAPTER TWO**

### **SELF-PRESENTATION IN FACEBOOK**

#### **2.1 INTRODUCTION**

Disembodied online interaction reveals nothing about physical features and re-creation of biographies and personality of users; making it possible for people to reinvent themselves through the production of fake identities. As a result, a man can pretend to be a woman, an introvert to be an extrovert enabling most disadvantaged people to bypass the obstacles preventing them from constructing desired identities in face-to-face interaction and the exploration of various non-conventional identities (Rosenmann&Safir, 2006; Shanyang, 2008). Facebook is designed to foster interaction in a virtual environment using information and images posted on the profile wall of the user (user's page), which often includes users photograph and personal information that describe users/members' interests as well as information about one's identity (Balter& Brunet, 2012). Members of social networking sites view other user's profiles and communicate through various communication features similar to email. Such interactions could be used to address need for friendship and feedback among students.

Facebook allows users to connect and interact with other users, irrespective of their geographical location and distance. Membership to social networks has tremendously increased in recent day with the emergence of technological innovations among social networking websites. Social network website presentation accounted for 6.5 percent of all Internet traffic in February 2007 (Hitwise, 2007). The popularity of social networking sites can be estimated from the number of people using them and the level of interactions per user on the network. Because

social interaction is the primary aim of online social networks, it is therefore important to evaluate the use of online social networks such as Facebook as collective social action among university students (Cheung & Lee, 2010; Rodriguez &Ordóñez de Pablos, 2003; Zhao &Ordóñez de Pablos, 2010a; Zhao &Ordóñez de Pablos, 2010b). This becomes a necessity in order to understand the influences associated with the social networking sites among users.

However, the emergence of Facebook plays an important role in identifying empowerment offered to users of social networking site for interaction purposes. This is evident because, Facebook enables users to exercise a total control over their information as well as access to user's account which can be modified by changing the privacy settings of the account information (Gwendolyn, 2013). For instance, university student using Facebook can hide certain parts of their account information from certain users or block certain people from viewing the account especially those outside of the user's institution. Facebook is unique in that membership in the virtual social network is voluntary (Conrad, 2003); united in shared purpose and are not constrained by geographical location. Increasing use of Facebook for interaction purpose through online-mediated technology represents a current trend among university students in Saudi Arabia (Mohammed, 2011). Studies have shown that the majority of Facebook users are students, however; this communication medium enables users to inquire and interact via online (Ellison, Lampe&Steinfeld, 2006). Technological mediation through Facebook among university students creates a sense of freedom that encourages their limited expression during face to face interaction.

## **2.2 FACEBOOK SELF-PRESENTATION**

Facebook activities foster social interaction and facilitate communication via information posted on the profile such as user personal page, photograph of member and information that describes the member's interest. Facebook activities can be assessed through the information posted on member's profiles which can be communicated in various ways similar to email. Interaction through Facebook addresses concerns such as the need for socialization and interactive learning processes. A study of the student's presentation on social networking sites in the U.S. showed that social networking sites are mostly used for social interaction and to develop friendships

(Ellison et al., 2007). A strong positive relationship was found between student self-presentation and the activities that were performed through on social interactions.

Although there is limited study focusing on the university student activities on social networking site, the study showed that Facebook is the most widely used online social networks globally (Shanyang, Sherri & Jason, 2008). Activities conducted via online are being modified on a daily basis to suit the user's interest. Therefore, online social network services provide innovative mass communication framework that delivers instant messages to online members in a way that represents their intentions. It becomes evident that social networking services enable users to see what members post on their Facebook wall and to relate with others based on how they presents their profile information. The technological advances allow for direct social interactions among Facebook users with a valid account and differ from traditional communication medium such as television, film and radio which are based on transmission of recorded data and information.

The online self-presentation has been a subject of attention for several researchers. Self-presentation used in this book refers to how university student control their posture and selectively present themselves to other online members. Studies have shown that online users engage in social networking platforms to satisfy their psychological and sociological needs through self-presentation (Ali & Lee, 2010, Ellison et al., 2007; Sas, Di, Hart, & Su, 2009). In this view, a study by Przybylski, Rigby and Ryan (2010) showed that the Facebook usage pattern can be understood in terms of psychological and sociological needs. An increasing attention is being paid to self-presentation on social networking services (Angeli, 2009; Buffardi& Campbell, 2008) and has been adopted for the purpose of the differences between self-presentation and motivations from social interaction.

Innovative technology in Facebook has changed the way of online self-presentation because corporeal body is detached from social network during online interaction. Online self-presentation reveals nothing about physical features of online users. This form of social network withholds information about the user's background and self-presentation. However, this form of online presentation covers members the real life identity (Stone, 1996) and enables shy people to hide their social anxiety while interacting with other student's (Gibbs, Ellison &Heino, 2006).

Studies have shown that student's activities in Facebook enable them to develop physical and psychological well-being because of the knowledge they acquire from other users (Ellison et al., 2007; Steinfield et al., 2008). This is encouraging however; other studies ignored the underlying sociological consequences of Facebook activities for university student's self-presentation. As in most universities, Facebook activities focus on student e-learning centered practices, such presentation could equip students with skills for lifelong learning competencies (Steinfield, Ellison & Lampe, 2008). Owing to the wide use of social network services in different settings for various activities, this section of this book presented students online activities from previous literature and the associated sociological consequences of online socialization among students.

Student self-presentation on Facebook entails their commitment to engage in interactive social networking activities which is based on implicit or explicit agreement between online members (Tuomela, 1995). The concept was initiated and developed by a number of philosophers such as Bratman, (1997) and (Tuomela, 1995) and in this book, expressed in terms of university student self-presentation on the Facebook social network website.

While the student self-presentation on Facebook is explained based on the knowledge and perception on how conversant the university students use Facebook social networking site. It has been explained in previous study as part of a social network representation in performing a group presentation (Bagozzi & Lee, 2002). Self-presentation therefore exists when a student believes that they can be part of the joint instructional activities performed among users of Facebook social networking members (Tuomela, 2006, p. 37). Student self-presentation on Facebook in this book was used to evaluate the type of activities university student commonly perform via Facebook.

The Facebook social network website has been recognized as one of the top social sites, however; its features can be easily changed to suit user self-presentation (Gibbs et al., 2006). Student interaction via online social networking is motivated by the satisfaction they derived from a certain presentation. Student social interaction is motivated by the advance features that have been integrated with Facebook such as demographics, interests, connections. The advanced settings on Facebook enable users to socialize with their friends.

Currently, university students in Saudi Arabia are provided with services that enable them to check their Facebook online accounts and this have enticed most users to interact with other members through their mobile phones (Social Networking Sites Fact Sheet, 2014). In addition, current features of the Facebook social networking website facilitate privacy setting limits access to individual/group albums specifically to some certain members (Schaar, Valdez &Zeifle, 2013). These features make it possible for students to have their mobile user data at their fingertips. The integration of these innovative features impact student's lifestyle by providing mobile advertisement through a global network facilitated social network services especially in Facebook.

Although Facebook social network services are globally linked, its negative impact can adversely affect the social, emotional and cognitive development of university students (Roberts, Foehr&Rideout, 2005). Most of the sources of influence confines to posting of terrifying pictures and immoral images on the other user's wall and interaction based on these features can potentially affect student activities as well as their instructional lifestyle (Schaar, Valdez &Zeifle, 2013). However, as Facebook online social network services have grown rapidly over recent years, the prevailing influences could not only affect most users' activities but also users' daily life and attitude towards others. Therefore, it is deemed necessary to understand the relative influences arising from the use of social networking sites so as to proffer lasting solution to the impending dangers of socializing via online social networking sites.

### **2.3 MANAGEMENT OF FACEBOOK SELF-PRESENTATION**

Facebook social networking sites foster relationship among online community. Individuals can also choose be Facebook friends to a group or to those who are close to them, such as colleagues, partners, friends, and proximal family members (Lewis & West, 2009; Ellison et al., 2007). However, closer friends often experience greater emotional distress when their relationship ends (Frazier & Cook, 1993).

A study by Sibona and Walczak's (2011) found a number of online and offline reasons for the management of Facebook self-presentation via Facebook. Among the need for the

management of self-presentation includes too many posting in everyday life, posting of unimportant information too frequently and inappropriate comments about other users' relationships. The reason differs and reflects no attribute of psychological and sociological impact on Facebook users.

However, the management of self-presentation of some close relationship such as one's parents may slightly vary because our users view their close relationships differently in an online context. Generally, online members interact with online friends differently depending on the closeness. Self-presentation of undergraduate students in Saudi Arabia could offer insight on the nature of influences arising from their daily interaction with other online friends. Facebook has been widely adopted and is used for interaction and socialize among members who share the same networking platform however; its consequence to the users has long been neglected (Gwendolyn, 2013).

As Facebook continues to grow in population and is frequently modified, its sociological and psychological consequences also increases (Dhammi, 2011; George, 2011) and can influence undergraduate university students in Saudi Arabia especially on its usage as a means of socializing with online friends. This requires that the management of the Facebook social network should consider the sociological and psychological consequences of Facebook usage among young adult arising from their self-presentation via online.

### **2.3.1 Self-presentation in a Networking Community**

Social networking sites facilitate the creation of a new interactive community by coordinating individual users into groups and providing them with the freedom of expression (Shih, 2009). This implies that social networking communities represent a communication platform for an open discussion that could not be possible in face-to-face interaction and is vital in coordinating public opinion (Angeli, 2009). Because of the freedom of speech afforded by networking sites such as Facebook, they have become a very useful tool in expressing public view or to initiate a protest against government malpractices and to attract users to resist leadership.

Social networking community lends itself well to an interactive gathering of like-minded users; the anonymity that enables deep and intimate disclosures of societal issues, especially regarding governance (Maloney-Krichmar&Preece, 2005). This is because face-to-face interaction is largely influenced by social contextual factors that possess a serious threat to the individuals involved. A study conducted among 4000 Carnegie Mellon University students using their Facebook profiles shows that users prefer engaging in social interaction using social networking site such as Facebook than any other communication platform (Gross &Acquisti, 2005).

Social media websites focus on fostering online social communities to fulfill a specific purpose through interconnected communication network across different users from different locations with different interest. Social media websites different social services in many ways among which includes sharing information, video and audio conferencing, images posting, website links and other content (Ramo&Prochaska, 2012).

Tools used to connect users who share common interest confines to web-based features. Typically, these sites use multiple methods to connect to registered users such as status updates (microblogging), instant messaging, blogs, polls, photo sharing, video sharing, etc (Mackey, 2011). Video sharing via Facebook provides registered users access to download digital videos from the Internet and share them with other users. Virtual presentation of online cone content available on the Facebook page allows registered users to stimulate other online community member, using graphical identification tools such as an avatar. Therefore, the virtual world entails a computer simulated social website environment that attempts to mimic real life communication.

Datan and Mislán (2010) has analyzed the three most used social networking sites which are Facebook, MySpace and Twitter and found that user information on all three sites comprises mainly; their name, gender, age, mailing address, date of birth, personal and group pictures, sexual orientation and relationship status. The undergraduate students manage their self-presentation and accept the information posted on their walls and respond with the intention to fulfill the interest of their online friend. They informants supported that Facebook fosters interaction in a virtual environment and facilitates in sharing information which appears to be very helpful in meeting their academic goals. These are consistent with the traditional

assumptions regarding the effect of self-presentation and attitude posted on their Facebook.

Self-presentation was used in this book to explain how the undergraduate university students in Saudi Arabia selectively present aspects of their selves. According to (Ellison et al., 2007; Sas et al., 2009; Ali & Lee, 2010), Facebook users engage in the social networking platforms to satisfy their psychological and sociological needs and daily life satisfaction through self-presentation. In this view, Przybylski et al. (2010) showed that online membership and competence can be understood in terms of psychological needs and satisfaction inspiring self-presentation. An increasing attention is being paid to link between Facebook usage and self-presentation on social networking site (Angeli, 2009; Buffardi & Campbell, 2008).

### **2.3.2 Self-presentation to Fulfill Intentions**

This effect of Facebook is in building perceptions towards the fulfillment individual intention for membership social needs of self-presentation in the network (Stutzman et al., 2010; Tufekci, 2008; Tyma, 2007). This contributes to the continued discussion about why and how university students engage in Facebook social networking sites and the extent in the light of variation of self-presentation. Furthermore, studies in this direction have broadened issues concerning Arab student joining the social networking services. Therefore, this book contributes to the efforts of fostering a better understanding on the diversity of socialization using Facebook.

Facebook provides users with a unique platform to create and maintain online relationships. This book suggested that social networking sites are characterized by its usage pattern and users' self-presentation. That implies that university students with a multitude of relationships on Facebook are more likely to employ posting of messages and photos, in order to maintain social interactions with friends and family members. It indicates that active Facebook user's takes advantage of the diverse functions and features in socializing with other online members. Another noticeable finding is the consistent use of Facebook indicating that the students are likely to be active Facebook users not only in terms of time spent but also for posting messages, posting photos and lurking.

The need to socialize with friend according to Twenge and Campbell (2008) leads to a very positive and inflated view of self-presentation. However, online activities via Facebook psychological improves users' social relationships by providing an opportunity for forum for self enhancement through self-presentation and sharing of knowledge (Buffardi& Campbell, 2008).

University students believe that Facebook helps them to stay in touch with friends who live far or are not part of their routine anymore. Facebook fills a void, offering the students a service that helps them to keep relationships with people with whom they don't have the desire to talk deeply with through phone, but of whom they do not want to lose track permanently. Other means of communication such as email contact can change or be forgotten but Facebook reveals not on image but reports frequent update and developments. Students uses Facebook social network to stay in touch with friends living afar or abroad. This mode of socializing with others helps reduce psychological stress.

The act of displaying ones personality, image or profile is an attractive way to connect to other online users. Several reasons are behind how online social networking sites users present themselves to their online friends. Study shows that most users tend to impress others. Self-presentation depicts a platform that describes online user's self-image on social networking sites (Gwendolyn, 2013). The impact of the internet self-presentation production has not been investigated for decades back. Newly emerged online social networking site such as Facebook is presently the most popular among university students globally (Shanyang, 2008). The advent of Facebook has transformed the traditional conditions of self-presentation production. Study has shown that self-presentation reflects online user's intention. Furthermore, social learning theory explains that the social processes of individual interaction via online social network such as Facebook can be used to understand user behavior. Individuals socialize via Facebook, although self-presentation often relies on the social context and interactions with online members. With this fact in mind this book confines to Facebook social network sites self-presentation with concern over its negative impact among the undergraduate students in Saudi Arabia.

This implies that self-presentation depicts positions people to influence the nature of social interaction in a manner that suits intended purposes. It is then evident that people actively strive to manipulate how they are viewed by others conjures up images of duplicity. However,

the strategic self - presentation does not necessarily imply that people try to deceive others to gain favor or social reward; it also involves a genuine attempt to reveal ones positive qualities to others.

Essentially, social connectedness confines to self-presentation. Most social interactions are role governing in the sense that interaction proceeds smoothly when member adheres to or assume specific roles. This is obvious when friend on social network tries to effectively communicate across each other. The role of self-presentation was first presented by Erving Smith (2006) who found that social life is highly structured and in some cases formalized by strict rules of protocol. Smith refers to these efforts as face work as interaction is obliged to honor and uphold the other person's public view. Toward this end, people may misrepresent themselves or refrain from standing for what they really think or feel right. For instance, in a public, people always claim to like the presents they receive, appreciate other people's new clothes or hairstyle or make excuses for why they cannot get together for some social encounter. This form of self-presentational behavior seems to be primarily driven by a desire to avoid conflict, reduce tension or to be liked by others (Smith, 2006)

#### **2.4 AUTONOMY OF SELF-PRESENTATION IN FACEBOOK**

Users of social networking site control their information with preference to their intended self-presentation. Self-presentation could provide social networking users with the opportunity to precisely control the number and frequency of posting information and data. It is important to ensure that the information sharing positively contribute towards enhancing user knowledge rather than destroying relationship or disrupt to national peace leading to conflict. Therefore Facebook usage, which originally was designed to constructively enhance learning performance among users can also be used to disrupt peace and national unity or to terminate relationship. This implies that the influences from social networking communities are associated with social influence theory considering the self-presentation pattern of presenting profile information to comply with the user's intention. This effect of designing Facebook information to comply with the user's intention is predominant when users are expected to perform a specific attitude or wants to reward or punish those who could not behave in a certain manner (Venkatesh& Davis, 2000).

In most cases, people try to create impressions in an attempt to constructively show a particular identity to please other users (Rosenberg, 1979). This form of behavior serves more of a private, personal function in convincing others that one possesses certain qualities. Often, self-construction has created an identity or attempt to fashion an identity that explains one's intention. Self-construction arises because most people think of themselves as being competent, likable and talented by convincing others that they possess positive attributes. However, this makes people feel better about what they think concerning themselves. This depicts that people seek to create impressions in the minds to make good on their claims.

Self-presentation lends users of social networking sites the power to control or influence other user's perception and this is a key inception in developing a relationship (Leary, 2012). The range of privileges afforded by social networking site empowers its users to construct intended images and to supply information that reflects their intended image in response to others feedback (Gwendolyn, 2013) and was a prime concept used to propose a self-presentation model in France (Posey et al., 2010). This depicts that the use of fake information for self-presentation constitutes user's experiences when socializing with other online member leading to psychological and sociological consequences that potentially endangers university student relationship and social wellbeing (Pempek et al., 2009). The impact of the online self-presentation on the newly emerged online social networking site such as Facebook essential in order to understand how corporeal body is detached during online interaction from social encounters with fully disembodied text mode (Shanyang et al., 2008).

Self-presentation is an important issue to address especially as the popularity of social networking sites has created a new world of collaboration and communication among users around the world. As social networking technology rapidly grows as an important learning medium for university students, it becomes even more important to investigate the activities conducted through the social network and the self-presentation pattern that are used. While self-presentation on Facebook is explained to relate various online activities such as sharing information, socializing with other users via social networking sites, the analysis presented in this study confines to the activities of university on Facebook. Self-presentation takes on a different facet in trying to convince other users about a situation using images or pictures that quickly portray an intended idea (Sheldon, 2008).

Studies have shown that users of media social network create their own avatars to describe their identity and prime it with physical attributes that reflect their intention using information that communicate their ideas to other users (Cachia, 2009; Jin, 2009). Therefore the interactive communication access afforded by social media networking sites offers an endless opportunity for the users to satisfy their communication needs by confiding on features capable of explaining writing information by posting images and pictures.

From a broad sense of view, the emergence of social networking services has become a very vital platform to develop and maintain existing relationships. This is aided by common interactive feature that facilitates sharing of information and data among other users in such a way to stay in touch with friends or people they know, maintain relationships with people they may not get to see very often. Therefore, social networking site made it easier to meet new people and to find information about other users in the same network. Using Facebook as a learning platform, fun and interaction improves the social value users (Lewis & West, 2009).

It equips users with the necessary skills for interaction, networking sites makes oneself more popular such as popularity to contest and have more Facebook friends (Knobel&Lankshear, 2008), pass time by supporting people to engage with other online users, spend time with others when bored, distract oneself, play games and use applications within Facebook (Pempek et al., 2009). Online users express themselves by updating their status, profile in an account of letting their friends know their present activity (Joinson, 2008; Pempek et al., 2009). The acquaintance and update aid in broadening learning platform, new skills, and other users progress in their career and life activities which are vital in finding help or assistance from specific individual or group with the appropriate expatriate (Bosch, 2013). Typically, the instance has been demonstrated in the academic context with 50 undergraduate students and five lecturers at a university in South Africa. It was found that students used Facebook social network not only to interact and socialize with others but to find answers to questions about academic courses, venues for various lectures and to explain the context of a class assignment to their friends, share information and ideas about final projects, lecture and study notes as well as to inform lecturer's areas of their topics (Bosch, 2013).

## **CHAPTER THREE**

### **CONSEQUENCES OF FACEBOOK NETWORKING SITE**

#### **3.1 INTRODUCTION**

Social networking site provide a wide virtual platform for communication. The open access of Facebook enables third party to interfere with the network to interrupt or seek information of the users necessitating for proper guidance from parents (Hajirnis, 2015). The awareness of the consequences of Facebook were discussed in this section and analyzed in Chapter five of this book. The discussion on various side effect associated with Facebook is discussed relative to the experience of undergraduate students in Saudi Arabia. The relevance and consequences of Facebook is discussed in this chapter with interest on the Young adult at various universities in Saudi Arabia.

#### **3.2 FACEBOOK COMMUNICATION AND CONSEQUENCES**

Facebook usage has psychological and sociological consequences of university students havefocus on its appropriateness to convey intended information to other users. The content on social networking site might be a problem that is not so apparent users.Nalton et al. (2011) explored the roles of the internet content and found that sexual images and emotional valence such beheading videos and child abuse images have psychological and sociological impact of internet users. The role of internet content could lead to changes in behavior change.

The use of social networking site for communication purposes has witnessed a drastic increasing pattern among young adult (Jones, 2009) across different regions (Hui, 2010).

A study by Regan and Steeves (2010) argued that there is a dynamic empowerment in the ways young adult adopt online media. This has deepened their social experiences and willingness resisted to seek limit to online access to information. Another by Marsico (2010) described social as a fingerprint of the 21<sup>st</sup> century with Facebook and Twitter as the common social networking sites where students hang out on to commiserate and gossip with other friends (Van Manen, 2010). The attraction of social networking sites for young adult might relate to the comparative

The absence of genuine self-presentation they enjoy compared to their parents and grandparents when they were young. Another study by Jewkes (2010) suggested that the Internet mediated social network services are a form of social retreat that provides freedom of thought and expression to present an identity of being 'e-quite' to suit their self-presentation as in the physical world. A study by Gill (2008) argued that the enthusiasm in adopting a social networking site is partially driven by students' freedoms in the physical world. Social networks provide the opportunity to sustain established friendships (Valkenburg & Peter, 2007). Livingstone and Brake (2010) suggested that there are limited research that directly link social networking with a range of content, contact and various self-presentation risks to young adult.

A study by Mitchell et al. (2010) found from a national mail survey using a representative sample of 2500 among law enforcement agencies in the United States concluded that social networking sites were primarily used for initiating sexual relationships, for communication between victim and offender and to disseminate information and pictures about the victim's friends. A study by Datan and Mislán (2010) analyzed three major social networking sites which are Facebook, MySpace and Twitter and found that user information on all three sites was: name, gender, age, address, date of birth, picture, sexual orientation and relationship status.

Mitchell et al. (2010) found that young adult who sends their personal information such as name, mobile number and pictures to unknown social network users often receives sexual solicitations involving offline contact and attempts to meet each other. Ybarra et al. (2007) in their study found that 75 % of their sample of young adult kept their personal information secret,

to other online users, 5 % percentage have discussed with unknown users while 20 % have sent their information to other online users.

The social networking site facilitates communication among registered member in an online interactive platform such as Facebook and enables users to respond to other friends requests on the same network. Users can easily post pictures, videos and mail to their friends and tags each friend additional activity.

However, a study by Hoy and Milne (2010) on young adults between the ages of 18 to 24 years recruited via Facebook found that female releases their information to unknown users than males. Another study by Dowell et al. (2009) on young people between the ages of 9 to 15 years for boys and 11 to 15 years for girls based on the information obtained from the Youth Internet Safety Survey found many risky behaviors which include posting of pictures on the wall, posting of personal information such as name of school, email address, develop relationships with unknown users, online harassment, sharing of online sex sites and overriding Internet blocks.

However, males were found to disclose their mobile phone numbers and screen names to unknown users. It is obvious that disclosure of users' information increases vulnerability to online social network. A study by Davidson et al. (2011) suggested that online social network site is the most prone avenue to initiate an online relationship with the intention of establishing a sexual partner that involves cybersex and sex with physical contact. The study further suggested that child grooming process commences with sex offenders choosing a target site that is likely to attract young adult. Although the social networking sites provide a faster communication channel, in the contrary it also increases the range of user's contacts especially to other users in the same network. It has been reported that most online users join the social networking sites to hunt for a sexual relationship and increases with increase in disclosures of users' information on the social networking sites (Wolak et al., 2009; Kim et al. 2011).

### **3.2.1 Consequences of Intention to Communicate**

The disparity of consequences of Facebook and attitudes of undergraduate students in Saudi Arabia can be explained in the context of their intention to hook with other online members. This

represents an attempt to liberate from all the kinds of restrictions to satisfy their human social needs through joining the societies of Facebook. Social networking is growing in size to neutralize the effect of some self-disclosure and feelings of shame restricting the free social interaction, freedom of expression affecting the Saudi Arabia university students. According to Sherry et al. (2006), humans are believed to be self-regulating and this can be used to explain undergraduate intention to hook with their online friends. A study by Przybylski et al., (2010) revealed that a wide range of communication features such as pictured and messages posted on Facebook wall provide basic motivation to socialize with other online members. This implied that Facebook social media usage and its consequences are largely a function of the undergraduate intention to use the online network and their attitude towards the media service primarily used to socializing with other online members.

In this view, it is believed that the lack of direct social cues regulating social networking services as a medium with the power of liberating users from social restrictions and influences (Angeli, 2009). In the Arab world, this includes getting rid of sex discrimination, allowing more equality and liberating from individuals obligations and rules. This affected the data collection that was reported in this thesis. Universities in Saudi Arabia are either male or female and male students are not allowed by law to collect data from female school and female vice versa. The data reported was confined to male undergraduate university students in Saudi Arabia.

### **3.2.2 Consequences of Interacting through Facebook**

Facebook social networking site among university students in Saudi Arabia is not a necessary to meet new people, but it is primarily constructed and established social networks for communicating with friend and family relatives who are already a part of their extended network (Boyd & Ellison, 2007; Dwyer et al., 2007). Literature also revealed that social networking sites might result in the elimination of real interaction and leads to friend inflation, where online interaction serve as an alternative to face-to-face interaction (Ali & Lee, 2010, Rosen, 2007; Subrahmanyam et al., 2008; 2010). This form of online and offline social interaction consumes students' time in trying to explain their views to their online members.

The impacts of social networking sites such as Facebook are evident in a multitude of ways. This is because of the impeding consequences depending on usage. As university students

use Facebook and other online sites to socialize with friends, their personal profile information is seen by other users. The prominence of Facebook networking sites makes it difficult for students to organize social activities without use of such sites (Rosen, 2007). In media and communication research, the impacts of Facebook are not well-explored as social networking sites are yet to be extensively employed in media studies (Lenhart et al., 2010).

Facebook allows users to articulate a 'Friends list' of other site users with whom they share connection, and view friends lists of other users (Boyd & Ellison, 2008). The social influence explains the consequences of Facebook social media users. The findings based on the uses and gratifications perspectives assume that Facebook online members undergraduate student is aware and can articulate their reasons for consuming various media content which often involves excessive use of their time. This book shed great deal of light on Facebook media technology and in providing reasons of excessive use of time online by students.

The discussion revealed the motivations to joining Facebook by undergraduate university students in Saudi Arabia. Ali and Lee (2010), Dotan and Zaphiris (2010), and Marshall et al., (2008) claimed that social networking site users are motivated by differences in services provided as well as the network coverage in the virtual spaces. However, previous researcher's on social media networking sites emphasizes on people's attitude and consequences from using Facebook (Angeli, 2009; Rosen, 2007). Marshall et al., (2008) found that the attitude of Indian students' on social networking sites was more individualistic than the American students. In the youthful Arab societies, university students face a lot of cultural, social, religious, moral, and political restrictions, which preclude exercising the right to free social interaction.

In such an environment, Facebook represents a fertile ground for breaking down such restrictions even if it was behind fake names, driven by their human needs for social interaction and to enable users exercise freedom of expression. The absence of barriers to entrance and the lack of any direct kind of coercion provide Facebook with the motivation of liberating university students from cultural and power differences in socializing with other online members. The motivation to hook with other online members has a significant effect on the attitudes of Facebook members.

This book underlined that Facebook social network immensely contributes towards the enhancement of student performance as reported previously (Tapscott, 1998; Brown & Duguid, 2000). Students tend to criticize passive attitude of watching television but prefer to get information free online. The nearly unrestricted access to users' information led the researchers to conclude that users are putting themselves at risk of stalking and personal attacks. One possible adverse effect of users sharing their personal information via an online social network site such as Facebook is risking their careers. Student job after their university education can be influenced by the use of Facebook. According to (Elzweig & Peeples, 2009; Roberts & Roach, 2009), most employers use Facebook as a tool to research the applicants and to retain their current employees. This is common among students with many friends on Facebook. This finding indicates that the characteristics of users' networks on Facebook plays an important role in explaining the time spent on Facebook.

This book has provided information on the usage of Facebook and its consequences to undergraduate students in Saudi Arabia universities. Currently, there is limited knowledge about the consequences associated with using Facebook among the university students in Saudi Arabia. An understanding of Facebook usage among the students provides mass media and communication educators with a new knowledge to widen platform of communication and education. Facebook helps improve its user control over information.

Mainly, Facebook play a primary role in maintaining long distance friendships among the university students in Saudi Arabia. As such, with these basic and unprecedented online relationships via Facebook contributing to the total number of friends, the size of user's friendship network in such a way becomes much larger. The Facebook social networking site assists in keeping relationships and in many instances facilitates the development of relationships and sharing of information.

Negative emotion can be considered as consequences of being unfriendly in this context. The consequences could differ based on Facebook usage and relationship characteristics of the users involved. However, a clear understanding of the negative relational effect of Facebook behaviors contributes to the nature of the experiences the users of social networking sites. The consequences of individual perspective concerning Facebook usage was evaluated in this book based on views of undergraduate students in Saudi Arabia universities.

Primarily, Facebook social networking site is used to initiate and maintain interpersonal relationships (Raacke & Bonds-Raacke, 2008; Foon, 2011). Through Facebook, online relationships can be formed, maintained and can also be terminated (Sibona & Walczak, 2011). Consequences of negative relationship of online social network users could lead to negative emotions. Negative feeling cause users of social networking site to remove or terminate online membership. Helmut et al., (2015) found that differences among online user are the major cause envy and depression. In this study, influences from Facebook were investigated based on the consequences on undergraduate students while socializing online with other online members. This showed that Facebook activities can be represented events using symbols which make it difficult to quantitatively analyze student conscious experience with other online members and to create or engage in an insightful evaluation of its usage and consequences in everyday life of users.

As social networking users constantly evaluate the value of their membership and building their own perceptions towards the benefit and cost of being members of the social network, the consequences of their intended images concerning the value of their membership increases. Studies found that the perceived risks online social networking is associated with identity theft, fraud, harassment, hackers, leaking private information and blackmail (Tidwell & Walther, 2002; Tiffany et al., 2009). A number of studies reported that these perceived risks may change the user's evaluation of membership over time (Dwyer et al., 2007; Debatin et al., 2009). This depicted that the usage will decline once the novelty wears off. This because membership value is affected by user's behavior, specifically on the frequency of visits, regular usage, frequency of updating the profile information, the strength of social ties, types of information exchanged and time spent on the site (Cachia, 2009; Dwyer et al., 2007; Papacharissi & Mendelson, 2011; Debatin et al., 2009).

### **3.3 RELEVANCE OF FACEBOOK TO YOUNG ADULT**

A growing body of literature indicated that social networking sites play an essential role in peoples' life and facilitates the enhancement of different forms of self-presentation, social relationships and interactions. As the common purpose of the Facebook social networking site is

to provide members with an online platform for self-presentation, social connection, interaction and communication, its usage among members could vary across different types of services. Most previous studies tend to classify usage pattern of social networking sites by the type of services based on different dimensions (Marshall et al., 2008; Subrahmanyam et al., 2008; Tufekci, 2008). Typical instances from previous literature studies discussed the relationship between motivations and social network usage (Stefanone & Jang, 2007; Park et al., 2007; Barker, 2009). These studies concluded that the concept of Facebook usage reveals the motivation to choose a particular social networking site as an option for communication. In this book, the appropriateness of using Facebook social networking among undergraduate university students is to promote interaction with other online users.

Online members constantly evaluate the value of their membership as well as the benefit of being members and this affect the usage pattern and the interaction as well as the information shared across different member (Tyma, 2007; Ibrahim, 2008; Tufekci, 2008). Other study has concluded that social network users changes their membership over time as a result of psychological and sociological consequences as they socialize with different online members (Debatin et al., 2009; Dwyer et al., 2007; Stutzman et al., 2010). Studies by Cachia (2009) and Richter and Koch, (2008) argued social networking sites are fashion of expression where young adult hang on and feel that they are doing something new.

Facebook social network setting reveals the degree to which face-to-face interaction is supported by members. The Facebook media interaction among young adult explains the quantitative information exchanged by socializing with other members (Hajirnis, 2015). The study identified grounding and co-presence as features that are closely related to interaction richness that helps people to easily understand another. Interaction among young adult via social networking media provided the basis to examine how Facebook services impacts on the content richness of media and situational determinants such as psychological and satisfaction (Daft et al., 1987; Trevino & Webster, 1992). Mass communication researchers found that interaction richness provides opportunities for social network users to be either active or interactive (Newhagen et al., 1998). Media such as interactive Facebook offer choices for online services such as movies and news on demand (Pavlik, 1998) and interchange content (Mayburry, 2000).

Face to face interaction reduces the sense of distance between communicators and explores the ways social networking services enable Facebook members to feel as if they are co-present even when they are not physically in the same place. However, the advent of computer-mediated social networking site shows shifting patterns of interaction richness and the effects of social influences from online community which aids in understanding how individuals perceive and use social networking site such as Facebook (Zack, 1993).

The relevance of social networking sites such as Facebook is evident in a multitude of ways. Facebook is used as a typical example, because it accommodate the highest number of online users globally as of January 2014 (Mediabistro, 2014), therefore it best represents justifiable criteria for acceptance among social networking users. Politically, electoral candidates use Facebook and other similar sites to facilitate campaigns, and culturally the term 'to friend' is used socially among people in the same network (Rosen, 2007). It's difficult for people to organize social activities without the use of such social networking sites (Rosen, 2007). The impacts of social networking sites such as Facebook have not been well-explored. Facebook is currently the largest and the most popular social networking site on the internet in terms of regular active membership (Mediabistro, 2014). Many features prove useful and sheer size of the site's membership among which include access to diverse racial communities comprising various socioeconomic standings (Lenhart, 2010).

### **3.4 SOCIAL NETWORK COMMUNITY**

Social identity is characterized by the social community that conforms to member's norms, and discrimination against other groups (Riedlinger et al., 2004). People with higher social identity distinguish themselves positively from other groups and prefer groups that provide a positive self-image to their group (Clement et al., 2001). Base on the distinction arising from socializing with other group, knowledge on identity is considered an important factor in associating with other group member and in offering a sense of belonging to a social group (Hogg, 2000).

A study has shown that identity helps those with low self-esteem and has significant impact on attitude and proposed identity as an important determinant on the intention to use social network for virtual community service setting (Song & Kim, 2006).In an attempt to

provide alternative and competitive social networking site, Google has introduced Google+; a social networking site designed to compete with Facebook social site which has successfully gained popularity globally among its users. Google+ has interactive features that enable its users to share content with other online friends. However, Facebook is a widely used rival with over 750 million users in 2011(Khan, 2011) and has increased to over 1.84 billion users in 2014 (Mediabistro, 2014).

### **3.4.1 Knowledge Sharing on Facebook**

Knowledge sharing through social networking community such as Facebook provides convenient means for knowledge dissemination (Malhotra, 2005). Knowledge sharing can improve the academic performance of student through online social network. Malhotra (2005, p. 16) asserted that the knowledge sharing focuses on student performance. Malhotra (2002) further added that activities in a collaborative social network such as Facebook have to contributed academic learning and can be replaced with others activities that have direct relevance to their academic pursuit. Knowledge sharing increases with its accessibility and the frequency with which it is shared among university students in Saudi Arabia.

According to Lehtonen (2009) knowledge sharing lies on how accessible it is and how it is used. This view supports the use of collaborative social network such as Facebook where members discuss and reflect their knowledge to the knowledge of other members and has been identified as an essential knowledge sharing capability among researchers (Piekkari et al., 2005; Lehtonen, 2009) however; this is beyond the scope of the present book. Willingness to share knowledge through online social network also affects strident collaborative learning (Ichijo 2007, p. 88). Mäkelä et al. (2007) found that people share knowledge with those they like. Brown and Duguid (2000) noted common practices help people to form social networks along which knowledge sharing practice and assimilates readily with members.

Facebook knowledge sharing processes are visible to all users of the social network. Raban and Rafaeli (2007) in their study found that are willing to share knowledge if the request is made privately. The study recognized the challenges in sharing knowledge and argued that knowledge sharing directly among people could be problematic as most people sees it as

disturbing and concluded that online members should request to share their knowledge. However, knowledge sharing base on Facebook have become practical on a large scale (Shirky, 2008; Tapscott& Williams, 2006; Surowiecki, 2005) and has attracted increasing number of students daily. Barker and Gower (2010, p. 307) asserts that share knowledge has become necessary as it is being used to generate action and to predict users psychological (Denning, 2006). Among numerous barriers to knowledge sharing includes perceptions of competition among online members (Hansen et al., 2005), low learning capacity of members (Davenport, 2005; Disterer, 2003; Szulanski, 1996), lack of trust (Levin & Cross, 2004).

Knowledge sharing through Facebook enables university students to facilitate online learning such as community of practices, peer assistance, which are important to improve the student's knowledge. Sharing knowledge using Facebook translates knowledge into action for decisions and modifies behaviors in order to achieve their self-presentation. It has therefore become evident that the Facebook social network is an effective knowledge sharing media for learning among university students in Saudi Arabia. However, knowledge sharing emerges from online members only. This limits the way knowledge sharing can be generalized and replicated in other network media settings (Ferreira & Neto, 2005). It was claimed that the outcome of knowledge sharing is similar to interest found among members. Grover and Davenport (2001) define a knowledge sharing as the process of creating value to the recipient directly or indirectly. In the present book, knowledge sharing is as the process through which existing knowledge is made available to university students in Saudi Arabia through Facebook in order to utilize it to enhance their performance.

According to Pelunchette and Karl (2010), individual or group presence on a social network determines how student benefits from interaction with other friends. Interpersonal relationship and maintaining of privacy and the use of fake identity, attitude and individual/group self-presentation could have a negative effect on members of the network. The use of face-to-face interaction medium such as Facebook is important because it supports indirect human contact at distant when it is not possible with other means of communication (Gefen& Straub, 2004). The face-to-face social networking site enables users to communicate in a style to interact and shared knowledge about their daily life activities. Research found that media with a higher

social presence is preferred as a platform for communication settings where the task is uncertain (Straub & Karahanna, 1998).

### **3.4.2 Information Management on Facebook**

Facebook information management and control is initiated based on the number of users that have access to view profile information. Only registered members with valid email address usually have access to Facebook account. However, there are three management choices on the information posted on the user's profile which include making a profile visible to all the network users and all friends, to some networks or to online friends only (Farkas, 2007).

Other privacy management options in Facebook are relative to searching certain users for specific activities such as users on the same profession or companies selling certain products. For instance, any Facebook user can send a message of post images to other users on the same site, however; by unchecking a box other users are restricted from sending a message to that particular user profile. Facebook's privacy management options confines online services to certain users. The privacy features are documented under the Privacy link at the top of the user's Facebook home page and under specific topics in the Help index (New Media Consortium and EduCause Learning Initiative, 2007).

## **CHAPTERFOUR**

### **FACEBOOK CONSUMPTION BY UNIVERSITY STUDENTS**

#### **4.1 INTRODUCTION**

Facebook has changed the way students communicate, divulge personal information, develop and maintain their social relationships with fellow classmates, friends and family members. Eberhardt(2007) found that Facebook has changed the way students communicate and socialize with others. Facebook allows its users to effectively interact in an online environment and act on posting images and comments that they would not divulge in person. The articles demonstrated that students were using Facebook as a method of determining the likelihood that they would get along with their roommate. The approach used for data collection and analysis is shown in Appendix A.

#### **4.2 FACEBOOOK CONSUMPTION**

Analysis on Facebook consumption is thematic. Themes that best describe Facebook usage pattern among the undergraduates were used to explain differing views of the informants. The themes for the undergraduate students Facebook consumption are presented in Table 4.1.

Table 4.1 Themes on the frequency of Facebook usage by the undergraduate students

No	Themes
1	Spend extra time
2	Interaction with friends
3	Update information

#### 4.2.1 Spend Extra Time

Undergraduate students admitted that Facebook online forum presents interactive features that are better than face to face classroom interaction and are used to socialize among friends in various universities in Saudi Arabia and other parts of the World. An in-depth interview result showed that spending excessive time on Facebook, social networking sites have become part of university student daily activities in Saudi Arabia.

When the students were asked “How often do you log onto Facebook and how are the activities affecting their daily life? R1, R3, R13 and R15 admitted that they use Facebook every day for a minimum of half an hour to read article online to enable them increase increases ininformation. R2 and R14 used Facebook every day for an hour to read articles online and to increase their knowledge while R4 and R16 used Facebook twice a day. Informant R5, R6, R7, R8, R9, R17, R18, R19 and R20 used Facebook Four times every day to read online news and to increase their knowledge based on theinformation available online. R10, R11 and R12, used Facebook two times daily to read articles and to increase their knowledge based on the information provided online.

Facebook users will undoubtedly continue to comment, chat and consume user-generated content, creating what Arvidsson (2006, p. 96) refer to as “non-hierarchical participatory engagement” that seems set, despite fears about privacy and the prospect of youthful indiscretions which grows exponentially yearly (Leadbeater, 2009). The new reality is that Facebook consumers in Saudi Arabia are using virtual forms of community to form their own

people-powered social and global transformation which is open to other media network (Chaney, 2009).

When the students were asked how many hours on average do they spend on daily bases using the Facebook social network? They few students admitted that they used Facebook an average of 30 minutes every day (R1, R13 and R15), while others used an average of one hour a day (R2, R3, R4, R9, R14 and R16), while R5 and R17 used 4 hours a day and R6, R8, R18 and R20 spent an average of 2 hours daily on Facebook social networking site. R7 and R19 use Facebook for about 15 minutes a day, R10 use it for an hour and half; R11 and R12 exhaust 3 hours a day on Facebook social networking site. They students admire using Facebook because of its ease of use in terms of sending information back and forth. All the students acknowledged that they learn all Facebook features quickly and uses it independently to socialize. Varying average number of hours was spent on Facebook daily and the frequency at which they log on to the site differs.

The enormous time spent via online in trying to know more about their social surroundings which Facebook has leveraged on this need and provided an online space where such motivation can continue to exist (Cachia, 2009; Hart et al., 2008) consumes students' time. The zeal to know about their friends and relatives events, including interest in browsing and monitoring social information and lives of friends and acquaintances were considered as a major motivation to hook up with other online members to socialize and share information. Previous studies found that interaction among online members often involves excessive time (De Souza & Dick, 2007; Java et al., 2007, Sas et al., 2009; Tufekci, 2008). This is because most users are satisfied through a range of different information depending on their need (Hart et al., 2008; Tufekci, 2008). Java et al., (2007) demonstrated that an information seeker is an individual who follows postings by other users regularly but does not post personal information in frequent time intervals.

Present findings revealed that the information shared among university students in maintaining a sense of social connection with other online users is important in determining the nature of social knowledge shared and the consistency of their interaction. This is because the online interaction involving sharing of experiences and knowledge about and event or program is

confined to a season or specific time in the year and this makes student interaction more excessive during their school days as in the case of Saudi Arabia university students.

The in-depth interview revealed different interpretation arising among the student on the usage time and the importance of Facebook based on their experiences on daily usage of the social networking site. The differences in their usage experiences can be explained on their sociological and psychological consequences of Facebook usage accorded by their self-presentation. The undergraduate students used Facebook at home and in school to socialize with their friends and family to post mostly games except R1 and R13 that used it more for searching information and read articles through their Smartphone. The excessive time spent using Facebook was as a result of it useful in accessing information and communicating with other users especially family members. Although Facebook is also used for making new friends and searching for old friends, undergraduate students in Saudi Arabia spent enormous time in connecting with other users.

*“Facebook is used for news. But at the early day it is used more often to look for my old friends. But there have been arguments concerning how since all the information presented online is correct. People are not always sure the people they interact with are sincere and willing to reveal correct information immediately they initiated or accepted to be friend online”.*

*“It is clear that not all Facebook users are looking for students to friend. Facebook is a strong means of communication everywhere and for this reason many uses it. Personally, Facebook has been confirmed by my online friend as good and they use it anytime they wanted. Most uses the social network to let dad and mum know what they need in the school..., and also family members like using Facebook”.*

*“Facebook social networks enable users to look for old friends; every user knows this is one reason people use it for so long every day.... Actually the excessive time is because they likes it and gets what they wanted out of it. More often, users feel that the time they spend on Facebook affect other of my school activities... yes, performance in school to some extent affect rating in some subjects especially science that need more time and*

*experiments. This is true, 'I know this... I don't give equal attention mostly to laboratory work which is always after normal school hours'.*

Spending so much time in online social networking sites such as Facebook has become a common activity performed among young adults especially among students. Communicating with other users necessitates for the inclusion of users' personal data which could be at the risk of being used by other users for online crime such as theft, hacking of information and data (Ellison et al., 2006). Users' information used for registration in Facebook social networking site are displayed on a range of websites which possess significant security risk leading to stalking (Whelan, 2005), identity theft, harassment, blackmailing (Gross & Acquisti, 2005) and use of other users' information by unintended users (Schweitzer, 2005).

Although various activities performed by social network users involve enormous time, lurking has also become another well-known and a common activity that consumes students' time (Suzuki & Calzo, 2004). The unprecedented opportunity for social interaction and connectedness afforded by Facebook depicts dimensions online social network promotes interactive platform for sharing information and data (Angeli, 2009; Papacharissi, 2009).

#### **4.2.2 Interaction with Friends**

The Facebook social network is centered on user-to-user communication, networking, self-evaluation, and presentation. Important features comprise contact lists and profile information of the user is used for identification purposes. The social networking site is used by various individuals for various purposes mostly among friends. Based on the in-depth interview conducted in the present book, undergraduate students in Saudi Arabia indicated different interests interacting with other users especially classmates and their faculty members. In an attempt to understand how the undergraduate students interact with their online friends, the in-depth interview results shown that R3, R5, R8, R9, R12 and R18 use Facebook occasionally to meet people or do things with other online friends and to make an announcement of meetings or events because they found that it is convenient and cheap to use Facebook for such purposes. They added that it provides an additional way of contacting groups of university students during a school program, class activities and sports events. The students reported that the Facebook

social networking site is used by organization in searching for students who are competent in their area for employment. In a way, relying on Facebook to find the right people that best fit into a job seems to be more efficient since the media services requires only a computer and internet connection.

At this, interaction with online friend provides easy access to job opportunity and online friends can also recommend part time job vacancy to their friends before and after school since they always communicate using online communication platform. However, the social implications of the Facebook social networking site relate to things which are not entirely new. There have been a number of surveys which ask “do online relationships, destroys offline relationships and estrange people from the rest of the world”? The people who had the highest number of online relationships were also the ones that had the biggest number of offline relationships (Abida&Bokhari, 2013). This implies that online interaction with friends can build or destroy other online users. The level of impact of the relationship between online users depends on the intimacy and the subject of discussion in question. It is important therefore to ensure that subject of discussion among users is limited to academic issues, especially school activities so as to curtail or reduce the negative impact associated with online interaction with unknown users.

In this,R6 and R9 acknowledged that most of their online members prefer sending offline messages.When asked,they answered that they have limited time to hang online with other members. The online members comprise those who are working and those doing business but as for students, the majority is always available especially in the day time. It then appears that Facebook social networks have created another kind of social difference or could compound existing differences, as much as the others since most interaction are in the form of an answer to a request or question.

Asked whether the Saudi Arabian government should intervene in the development of the Facebook social networking, culture, most students believe that it would be better if they look at the security issues. Fulfilling this need will improve the outcome of social networking site and its effectiveness (Chou & Edge, 2012). Before Facebook, most of the other social networking sites were passive and static. Facebook is the first application which allows updates and communication with a friend's relative who are listed in the user account (Abida&Bokhari,

2013). Although face-to-face interaction is more real than virtual interaction, however; virtual interaction is pleasurable and rewarding. As most people seem to like talking to other people and technologies are becoming more creative, Facebook has become stronger with the consistent modification of its communication channels.

*“Information sharing using Facebook effectively improves the way I communicate presently with other online users. Many users of Facebook have daily access not only to online information, but shares knowledge with other users. Yes..... most online friends communicates and are not shy because it is easy for users to say their mind and nobody sees them. Unlike face-to-face interaction many people can be shy or afraid to discuss sensitive issues but Facebook is open for any discussion.*

*“Honestly, users learn better with Facebook. The information peopleshares with their online friends are very relevant to building their future career”.*

*“Posting of images using computer network at all time in all places, sending offline messages to my online members using Facebook helps me to know their send messages, poke, see friends' suggestions, understand friends update and notifications. Initially, it is not easy to predict what Facebook users can benefit from other users in the same group. It was later I realize that Facebook can expose users to knowing much about friends' activities, this..... can improves knowledge and experience among those who shares information regularly”.*

*“Yes using Facebook adds more skills to acquiring knowledge and experience useful in coping with others views especially discussion with new friends. It's true that most people spend much time in interacting with other Facebook friends, but it is necessary to share regular time and interact with new friends to know them more. This has helped most users a lot in building confidence in interacting with their old friend, classmates and in answering questions confidently. In the classroom environment knowledge and experience from Facebook is helpful because online discussion improves knowledge and provides the opportunity to explain strange concept in different subjects”.*

It becomes evident that the usefulness of Facebook extended to improved friends interaction. Burge (2014) found that the intimacy between friends on the same social network was stronger. The result of the interview result similarly supported that the Facebook played essential role in reaching out to friends and sharing of knowledge. Therefore, the effectiveness of online interaction can be used to revive a broken relationship.

### **4.2.3 Update Information**

Updates are short public declarations in response to most questions that Facebook perennially asks when you log in what's on your mind? Some people never announce anything; others update their status hourly. The informants admitted that Saudi Arabia undergraduate student update their information sometime except R1 and R13 who uses the social network for entertainment and search for information to increase their knowledge. It was admitted that they update their Facebook account to continually have fun (R2, R3, R4, R6, R9, R10, R11, R14, R17, R18 and R19), while fewer undergraduate students in Saudi Arabia Facebook social networking sites, mostly to learn and to share information with other online users (R5, R7, R8, R12, R15, R16 and R20). All the students perform update to watch video using Facebook except R1 that reported that viruses attack his computer during when he updated his computer in late 2012 and that led to his formatting the computer. Games and other online applications available for use on the Facebook social networking site are developed by external companies. Creating such an application is so popular that there is a guide to their use (Wagner, 2008). Applications allow users to do a multitude of things like taking quizzes, such as 'which Disney character are you?' or 'pick your top celebrities', in addition to throwing virtual sheep, sending virtual cupcakes, giving virtual hugs, and playing Scrabble (Shih, 2009). Consistent modification of online applications resulted to frequent update and downloading of plugin to support their usage. The frequent update enabled the students follow the advertisement through Facebook.

Facebook messages are essentially like emails, just that they automatically link message to the profile of the sender and omits the need for long and complex introduction. In the university campuses across Saudi Arabia as well as in America and Europe, Facebook messages are swiftly becoming the preferred means of communication. E-mail still gets used, though, only to check after Facebook notifications and to communicate with other professors, potential

employers and the like (Shih, 2009). The easy communication access accorded by Facebook enabled the students to follow their online members. Following online friends enable them to have access to information and events organized by others online members.

*“Because of multiple functions of Facebook... many users of the network update their account frequently at worst weekly..... Yes, because they know that social networking improves their access to online materials and lecture notes that available online and friends suggestions also help”.*

*“Yes., many users of social networking especially Facebook knows that frequent update is very important to improve performing and security features. The update also enables users to access new information and new services. To many that uses Facebook knows that it’s ok to update the features to improve communication. Information communicated through Facebook is instant at lower cost compare to other means of communication. Many confirmed that they know..... because they understand because many friends are using it because it satisfies their communication needs. It’s unique in a way to use Facebook because the platform of communication enables those in the same group to contribute. What other friends are doing can be accessed if users updates their account. When they update their account Facebook always sends me updates message ..., it’s a reminder that confirms accounts validity”.*

*“Although many users found Facebook useful in their daily conversation with online friends, every user experience differs depending on their usage and online friend’s knowledge about Facebook. In late 2012, there was a sort of fear among users about viruses especially in downloading video and games. Yes.... almost everyone was about to lose interest about the social network. All the information and files in most users’ computer were backed up or stored in a hard disk”.*

*“This did not mean that Facebook is not helpful..., because it was still very new to some users. It’s a better experience still to remember of protecting information online. That makes update very necessary and also using a strong antivirus daily. Many users in different Facebook page witnessed a need to use antivirus because it is difficult to retrieve information attacked by virus. Downloading information from Facebook attracts*

*online viruses especially games. This is true..., many user confirmed that playing games too often causes virus attack”.*

### **4.3 SUMMARY**

Facebook consumption among the university students in Saudi Arabia entices them to spend extra time because it is user friendly. Most students are conversant with the usage of Facebook and communicate frequently with their online friends. Another way the students in Saudi Arabia consume Facebook is through their interaction with their online friends and family members. Facebook becomes more attractive because it is user friendly and cheap. Students have realized that Facebook is a good communication alternative in every location worldwide. Saudi university students are increasingly using Facebook to widen their communication platform. Because of the new features being added to Facebook frequently, users are encouraged to update their account regularly. Accepting to update more frequently enables Facebook to work more smoothly and secure from online virus. Viruses enter computers that play games through Facebook more frequently. This makes it important to install antivirus even with frequent update.

## **CHAPTER FIVE**

### **SELF-PRESENTATION AND CONSEQUENCES OF FACEBOOK**

#### **5.1 INTRODUCTION**

This section tends to understand self-presentation and the consequences of Facebook by the undergraduate students. They were different view from individuals that participated in the discussion among the university students reported in this book.

An in-depth interview discussion conducted among Facebook user's revealed that undergraduates display their personal information to strangers on a range of websites. R1 admitted he reveals personal information to all online members and have never had any trouble in viewing other user profile. The extent of information provided in online website is not detailed as some are limited to, name, age and sex (R2 to R20). However, Facebook wall posts are publicly broadcast messages that appear not only on the recipient's profile page "wall" but are also inserted into the News Feed. Usually, the information is used to congratulate, wish happy birthday or share other newsworthy items (Wiley & Sisson, 2006; Posey et al., 2010). Self-presentation of the undergraduate is an important factor that request a stringent understand because it explains the image or personality the students reflect when they socialize with other online users. To understand this, several themes were used to explore the students' views while interacting with other online users.

## 5.2 SELF-PRESENTATION OF FACEBOOK

The themes on Facebook self-presentation by the undergraduate students in Saudi Arabia were presented in Table 5.1.

Table 5.1 Themes of self-presentation on Facebook

No	Themes
1	Portray fake self-image
2	Self-presentation to attract other users
3	Communicate to improve relationships
4	Self-presentation image to impress other users

### 5.2.1 Portray Fake self-image

In an attempt to understand the character of undergraduate students in Saudi Arabia when they socialize with other online members via Facebook the informants were asked “Is your character different from your real behavior when socializing with online member, Do you like pretending to be someone else”? The character of all the students was not different from their real action when socializing with online member. Public social networking site though provide features that enable users to socialize via online, exposes users personal information and has been consistently used for theft (Ohbyung&Yixing, 2010). The students admitted that the students supported that Facebook social networking site fosters interaction in a virtual environment by facilitating information posted on the member's wall.

The information posted on Facebook walls of the undergraduate students contributed towards enhancing their knowledge about people’s intention and can be surmised as a positive

learning tool in this direction because, it describes others users view and perception in different situations. This was their most impressive part of the Facebook social networking site usage, as they were privileged to express themselves in a form they prefer. In addition, R1 added that privacy as well as the information richness attracts most of his online members because the Facebook community comprises mainly of information sharing. R2 to R20 indicated that they are impressed mainly by Facebook privacy setting as well as the follow-up of news related to sports especially football. It then implies that the self-presentation of the undergraduate students is confined to these mostly impressed services afforded by Facebook. The result of the in-depth interview among the undergraduate university students have shown that the interaction with other online members seems to be difficult, especially among users who are communicating for the purpose taking other information and this affected how often they socialize with most online members.

R1 admitted that he uses Facebook from week to week and mostly on Fridays to post publications and engages in conversation with other members, especially with those who requested for it. R2 to R20 usually socialize regularly and that the interaction is always between them and their online friends. Self-presentation via Facebook has shown to be an ideal online mass media tool that enables undergraduate students to socialize regularly and disseminate information at their convenience in a format that best explain their intended purposes of interacting with others.

Although there has been limited study about the character of students when they socialize and interact with other friends on social networking site, a study has found that many visitors spend considerable time reading other users' posts without posting any reply (Suziki&Calzo, 2004). This could be because, social networking sites allow other users to look at what others posted on their Facebook wall, without requiring any specific response. This is consistent with report presented in this book. This depicted that Facebook sites facilitate social interaction however; it also allows users to lurk while looking at others' content. It becomes evident that undergraduate students in Saudi Arabia do communicate with their online friends by posting information on Facebook although they spend much of their time reading articles and viewing information about sports without directly interacting with other users in any way. When the student socializes with other online members and are satisfied with their interaction they usually

thank their online members with a special message to express satisfaction. The essence of the messages was to show appreciation and encourages their online members to feel free in contacting them via their online account.

The self-presentation seems to be a very private phenomenon because it emphasizes people's thoughts about themselves which are hidden and are often personal and it is also a social phenomenon because it is used for social representativeness as well as for identification. Self-presentation could include social identities and roles, and it guides in explaining the perception of university students' behavior in Facebook social settings in Saudi Arabia in the present study.

In this section, self-presentation is used to explore the social side of the 'self-presentation' in the context of behavior and the intention of the students to create, modify, or maintain an impression of oneself in the minds of others which socializing via online among Saudi Arabia undergraduate students. This tends to 'identify undergraduate students self-presentation and altitude posted on their Facebook wall". Management of self-presentation especially in a Facebook network is an important aspect of online socialization because most interaction with others via online consumes time. Self-presentation is a pervasive feature of social life that can be used to rehearse what we are going to say or do in public, molding our behavior to an imaginary or anticipated audience (Roblyera et al., 2010).

Self-presentation is not only a prevalent aspect of our daily lives but also very important aspect that leads others to believe that we possess profound characteristics that influence our outcomes in life. Sometimes this rehearsal is deliberate and noticeable and was investigated in this research based on undergraduate student's perception in Saudi Arabia universities.

Self-presentation to a great extent reflects the ability to convince people such as friends, that we trust, cares and respect them. Therefore, to understand the impression undergraduate create while interacting with their online friends. Self-presentations by undergraduate students are concerned with how users engage in behaviors that enhance their appearance and interaction with other users. The chapter begins by considering the nature of self-presentation behavior. Why do people engage in self-presentation, and when and how do they go about creating impressions of themselves in the minds of other people.

In an attempt to explain the impression created using self-presentation, R5 added that he was urged to use Facebook because it involves displaying information about oneself and seeking information about others. However, it is important to have a basic understanding of Facebook's intricate system of privacy options in order to protect user's personal information. Because the Facebook social networking site allows users to have a great deal of control over their information, I am motivated to use it to share information and socialize with my online friends especially those that are far from me.

*“Many students confirmed that they have a large Facebook social networking connection. Most online friends and other users outside Facebook network are always eager to accept invitation to be friend before they start to share information. As soon as they accept the friendship request, Facebook usually sends a message to the registered e-mail address, informing them of my request and providing a hyperlink to a Facebook page on which they can confirm or reject the request. It is also possible for us to provide information about how we know the other people users wanted to friend such as from school, work, etc. and to request confirmation of that information”.*

This form of interaction enables me to have enough control to people I want to access my profile information and also people that want me to have access to their online personal information. By this way my self-presentation is maintained to impress my online friends.

This could be because self-presentation focuses on establishing and maintaining relationships and intended action which can be viewed as one's perception. Online user's perception can be framed from their presumption of the other's view.

At this, it can be surmised that self-presentation represents building of an impression of oneself by adjusting their own behavior to obtain that sociologically accepted image of their self in the public social network such as Facebook. In a study, impression in Facebook online social was maintained by consistently performing coherent and complementary behaviors (Blattner&Fiori, 2009).

In an attempt to take adequate control of the self-representation via Facebook social networking site, R7 reported that controls of online information and manages self-presentation begins with limiting “who sees the user’s profile and who will not”. Average users tend to restrict unknown users that ask for their contact information especially those that are not in their profile.

*“An average of the university students make their profile visible to all friends in their Facebook networks. By this measure, users can control who can see certain features of their profile. One can also restrict contact information from people in other groups that is connected to people outside theirs. ‘Some other parts of my profile can be restricted even more, so that other users can be seen by only me or even by no one. I can also mark one or more checkboxes to indicate what types of people in my network can see my profile. For instance, in my school Facebook network, the types of people are listed as undergraduates, graduates, alumni, faculty, and staff’. Other privacy options in Facebook include those related to searching who can find you and what actions they can take within Facebook when they do”.*

*“This is because anybody with a valid Facebook account can send a message to anyone else on the site; therefore by unchecking a box, it is possible to restrict the people who can send messages to you to only those I allowed to see my profile. Facebook online social networking privacy options are clearly and thoroughly documented under the Privacy link at the top of the user’s home page and under specific topics in the Help index. These options enable me to manage my self-presentation by limiting access to my profile to those I know and also controlling the people and wish to receive messages from. This measure I have used for the past two years to reduce unknown strangers that previous accesses my account”.*

Several considerations brought about the desire that many users know the special features to reach out to other users and to learning resources that is available online. Although academic library have always sought an innovative ways to reach out to students, but the need to do this is more pressing at present days than ever before. Not only do students have an unprecedented amount of information available to them, but mediated via the internet. The existence of the perceived wealth of resources available on Facebook and has caused significant decreases in the

visits to the library and the reference desk in most schools (Sheldon, 2008). R5, R7, R8 and R9 noted that the increasing tendency of students to overlook previously electronic content licensed by the King Saud University libraries in Saudi Arabia was in favor of the free information they find using commercial search engines via Facebook.

Facebook is where university students are presently using to communicate with other users. This makes it a natural choice as a medium for use by others wanting to reach them. A practical difficulty could also play a role in inspiring this effort of locating the undergraduates who are in need of library assistance in most faculties.

*“In some school, most departments are still small and it has been easy for the students to get acquainted with other users and become aware of their needs”.*

In fact, the academic department maintains an e-mail distribution list of graduate students and forward messages to them about their academic need including library request. Graduate students in other departments involves in Facebook social networking sites because it is common among those in mass communication and media studies, history, education and cinema studies have managed to effectively use Facebook to seek for learning content (R8). R19 and R20 noted that how undergraduate student manage their self-presentation is entirely another matter, despite continuous efforts to provide the latest scientific methodologies to improve the educational process and how student present themselves via online social networking. This is because the Facebook social networking site allows users to list multiple academic concentrations and displays information about the students that they have chosen to disclose it to making it an ideal learning site that seeks students who need assistance in various fields (Ross et al., 2009).

Self-presentation can be used to explain a social situation in which every member of the online social networking site plays a unique role that enables the interaction to proceed smoothly when these rules are enforced effectively.

*“Handful of the university students manage their self-presentation in such a way to create the impressions of themselves in the mind of other users. Facebook users especially the people they are interested to be friends easily give out their personal information”.*

This impression enables them to gain learning material and social rewards such as getting approval of sending their learning materials, assist in answering questions especially those relating to school activities and exams.

*“Usually, it is in the best interests of students to have others view them in a particular way to test how others see them. Users portrays fake image when they found out that users intending to be their friend are not real. They acknowledged that their relative and family members communicate freely with them. This they do because many of the online users have personal interest and shows up as bright, committed and promising relationship.*

*“Personally, some students like to connect with lecturers. They do this to induce the impressions offriendship to enable them ask questions and relate closer than in classroom environment. The student’s relationship with lecturers in online social network is relevant. This adds to the understanding that Facebook social interaction sites partly depends the relationship need between users. However; the ability of online friends to convince other users that they possess a particular quality contributes towards building a lasting relationship to enable them share certain information and ideas that could be helpful”.*

This type of self-presentation represents a form of social influence in which undergraduate students in Saudi Arabia attempt gain power over other online users. This approach assumes that a particular user is in a better position to influence social interaction in a manner that suits their purposes or controls how others see them. This type of influence is apparent in a book titled “Winning through Intimidation” by Ringer (1973).

*“Some think based on personal view that ‘self-presentation’ whether real or fake implies that a social networking site user tends to deceive or convince others to believe that they are real. To some extent, this could mean that genuine attempts bring self-perceived positive qualities to the attention of others may lead to fake presentation to reflect what seems to be right. It is evident that unfair behavior..., could potentially pose physiological consequences to student’s lives, especially those who like to show off or*

*reflect their intended image during when interacting with other online friends”. It is therefore important to understand the intention of online users who are friends in a social network before sharing information.*

### **5.2.2 Self-presentation to Attract Other Users**

Online users are encouraged in a way to behave contrary to their real life way of expression. In an attempt to be accepted by other online users, there is a tendency for Facebook users to pretend assume to be or possess a particular quality that others desire so as to be accepted or valued. Self-presentation motivates others to interact and socialize with other online users (R12). This is partly because self-presentation causes other users to become highly aware of their public image. The result revealed that R11 and R16 observed that the images they posted on their Facebook wall reveals their public appearance shows how other users sees them. This would make Facebook users feel aware of the other user’s presence and motivate them to make a positive impression.

This largely occurs in the Facebook social network because individual user tends to demonstrate a specific self-presentation that reflects their intended image and can be seen as intimidating. R5, R8 and R11 reported that their self-presentation depicted user’s intention especially when they discuss with their classmate regarding class assignment and how the answers to exam questions should be presented. In more general terms, it can be seen that the motive to actively engage in self-presentation increases whenever users encounter obstacles to creating a desired impression (Ross et al., 2009). Although there are exceptions, people are generally more attentive to the impressions they are creating when they are interacting with close friends, family members, and loved ones. Most people tend to be more modest when interacting with their close to relative than when interacting with people they don’t know well. This implies that socializing with close relatives and friends constitute most interaction that undergraduates in Saudi Arabia involves in in their daily live.

Result has shown that motivation to assume a particular self-presentation is to create a particular impression requiring the awareness of how the impression can best be created to attract and convince other users. This is needed in order to successfully create a desired impression that

will motivate others to interact and socialize via online. R16 noted that to achieve a desired impression involves adopting the perspective of other users and inferring what particular behaviors will give rise to a particular impression in their minds. This finding depicted the self-presentation and attitude of undergraduate students posted on the wall. This implies that self-presentation motivates online users to communicate effectively and anticipate how their own online image was interpreted by others. To achieve this requires that online users should be able to discern on other behaviors to produce a given impression. Behavioral skills constitute a component of a successful self-presentation to create a desired impression.

*“Most of the students are motivated to create the impression that other users can easily recognize them. In order to create such an impression some need to exhibit a desired behavior such as showing appreciation for a help and to be thankful after interacting with my online friends”.*

It was observed that most online friends selectively disclose and overtly boast as a means of creating a particular impression. Others use their hairstyle; images, and color of clothing to create a particular impression in the minds of others. Although we may deny that self-presentation is the most important consideration that guides our decisions in such matters, few people claim that such decisions are made without any regard for the sociological consequences (Ellison et al., 2007). Those that do make such claims always try to create an impression of independence from other people inferences about what I like. Being aware of this, I think most of my people actively regulate their self-presentation to control the impressions others form of them.

Although every online user engages in a particularly self-presentation, but they vary with respect to how concerned they are with their public intended image and with the kinds of impressions they try to convey through to other users. This tends to influence their social behavior

Based on the in-depth interview result, it can be observed that a successful self-presentation involves a mix of motivation and ability to impress other Facebook users. Online users can be motivated to make a particular impression they may be unaware of what behaviors that are needed to perform the appropriate behaviors. In this, it can be seen that successful self-

presentation is a complicated issue that requires a good deal of skill and sophistication. Recognizing the complexity with self-presentation in online social networking, Hoyle and Leary (2009) theorized that social anxiety arises when individuals are motivated to make a positive impression, but they see little likelihood to do so. This attitude of impressing other online users has been found among Saudi Arabia undergraduate students and was basically used to attract other for interaction and to share knowledge. This enables them to extend their relationship and to accept their online members view. This depicted appreciation and encourages their online friends to freely communicate and air their view based on the context of the discussion usually academics.

*“Students enjoy seeing what other users are up to. Something about online friend.....they appear to be good all the time, how can it be? There’s no with any fault; but they all request for others friendship”.*

*“The students are very eager to know why most users are always better online, that is..., their presentations are cute. They assume that the essence of request for friendship is like to communicate, socialize and just to see what others are up to. But this helps me to understand more about others feeling and it is represented in the real life expression”.*

*“Usually, they chat with other university students on Facebook. Is surprising that students discuss issues they do not fully understand or areas that are not related to their study that seems so difficult for them to understand just to keep friendships. This is a sort of motivation to accept others and allows interaction. Some students present themselves as a learner in this case when they are seeking for knowledge about a subject. It’s encouraging to be humble as student said seek help from others in their studies. They acknowledge that they improve through online interaction with others. They become better, especially on how to do things and their understanding changes. Because of the willingness to learn, Saudi university students present themselves on Facebook the way learners do and to be accepted by others”.*

### 5.2.3 Communicate to Improve Relationships

Facebook has grown to be a major means of communication among students. The communication platform afforded by Facebook enabled students to socialize and develop friendship with students in from other institutions and by this way, learns together and shears their views. Based on the context of communicating with other students as friends, the students responded that they consume Facebook a lot especially in trying to communicate and make friends. The frequency of the reports of the undergraduate student in Saudi Arabia for using Facebook showed that most students use Facebook to communicate with friends who are not in the campus. In Illustrating on the social interaction with their peers, various responds were noted.

*“Students use Facebook because it is good and a simple way to keep them informed about whom their friends.They find it interesting to interact and associate with other users having similar interest as their as students. The nature of information they share differs and the time they spend together online. This was very clear from the perception that they share recent update and information they often receive from other users”.*

*“Through Facebook social networking site, students can choose to communicate with friends by messages, wall posts and even inform friends about and upcoming events. Majority of the studentshas been able to keep most of their friends through Facebook, which is the biggest reason why they use it”.*

*“Signing a new Facebook account is easier and consumes less time and can be used for phone calls to a friend.That is why most students use it to communicate with friends and relative. Not many students in the campus can afford to spend much money through phone calls. To consistently reach out to all their friends through phone calls is expensive compared to Facebook call s and messages”.*

*“Reconnecting with friends is one of the most interesting things about using Facebook social network to communicate with friends.Facebook allows users to get in touch and receive other friend requests. It is amazing how connected Facebook has improved students socially. In reading information about others, “students are able to see who*

*their friends are and what they are doing when not spending time with them online.” However, the possibility of Facebook addiction is that it can make someone obsessed with using the sites as you said.....but there is no need for email with Facebook. Self-presentation is the most interesting thing about Facebook social networking websites. This is because it provides users with the possibility to present them as how they want others to perceive they are”.*

As Facebook has become a part of new academic environment, students are exposed to different practices capable of changing their perspectives from their real life experiences. For most people, a major practice is that socializing with other online friends via Facebook; some users are exposed to corruptible life changing activities. Social networking sites such as Facebook is rippd with cues encouraging users to accept friendship with others whose background and intention are hidden. User’s intention often leads to changing personal identification information such as photos, name, contact number and sex.

Facebook wall post concentrates on bringing online events and invitations together especially in extreme cases where is difficult to communicate face-to-face. The level of accessing online information has increased as users are provided with features to join fan page of their interest.

Facebook is trusted to provide individual and the community with accurate information and allows them to make an informed choice among Saudi Arabians by providing in-depth information on specific context. It is believed that Facebook enables the public to make decision. Therefore by completing this book, overview information of Facebook usage by students will provide body of research with substantial information to enhance and develop an effective communication channels

#### **5.2.4 Self-presentation Image to Impress Other Users**

Self-presentation images of Facebook users explain who they assumed to be when they communicate with other users. In an attempt to understand the self-presentation images of the undergraduate students in Saudi Arabia, the informant was asked “What self-presentation images did you post on your Facebook wall and what is your intention for posting them”? It admitted

that he uses pictures and his personal goals to represent his personality while other students (R2 to R20) used their personal goal and for self-presentation images when socializing with other online members. R1 intended image during socializing with family members was in memory of a specific thing while other students (R2 to R20) socialize with their family members on occasion such as a graduation ceremony and other school events. The intention of the students self-presentation was to be fair to every of their online members and to interact based on the real situation of things using true picture when there is a similarity in names learn through real picture. This explains how undergraduate students manage their self-presentation on Facebook and has satisfactorily explained Facebook user's image.

Communicating with online users one has never met before in person is different. To freely express oneself like in the real-world through social networking site could be very challenging (Buffardi & Campbell, 2008; Sas et al., 2009; Posey et al., 2010). Since other users can post anything about themselves, studies have questioned whether real identity and accurate personal representation honestly is the current behavior on the social networking site (Dwyer et al., 2007; Posey et al., 2010).

Studies have found that social network users often present themselves using deceitful information to protect their privacy (Dwyer et al., 2007; Lewis and George, 2008; Posey et al., 2010). This was done to satisfy their psychological needs and for others to appreciate, and respect them (Cachia, 2009; Papacharissi, 2009). Previous studies demonstrated how online users created their own avatars using physical attributes of others, they admire (Cachia, 2009; Jin, 2009). The university students use their real life image while socializing with other online members.

*“It's not really the real picture of online users that matters on Facebook, but the intention behind the photos that are posted and changed every time. student affirmed that most classmates has one time use a very old picture of theirs that presently does not match with his appearance to post information online. Most students do such a thing as fun stuff on Facebook so as to amuse old friends. It attracts other friends to interact more lively..., and also makes discussion more entertaining and enjoyable”.*

*“Self-presentation is very important image that makes other people to first be attracted to join a group or discuss with online users. Student confirmed that sometimes, their self-presentation images to their friends weren't real in a way to explain to them what exactly they are up for. Often the comment on photos...; It's pretty good, it's small, it's dark, are expressing that are common among students. However, for other users, they seldom post frequently and students have different views about self-presentation”.*

### **5.3 SUMMARY**

Analysis on self-presentation and its consequences on Facebook social networking site among the undergraduate students in Saudi Arabia have been reported. The main self-presentation common among the student were to portray fake self-image, to attract other users, communicate to improve relationship and to impress other users. Fake images are portrayed when online users not very familiar. Using an expression that slightly differs from their real life identity is commonly used to verify how close the online friend knows them. Often, the self-presentation of the student was to attract other online users especially when they are seeking for help or assistance. This they do to improve their relationship so as to continually receive from the trusted friends who are higher in knowledge and experience such as lecturers. By communicating with those higher in experience, the students improve their relationship and the friends are impressed because of their humble self-presentation. The consequences of self-presentation based on the analysis are that the impression to communicate and share knowledge is relative to how relevant friends are to each other. Being humble with the intention to receive help is very deceitful because it does not reflect a true self-image of online students.

## **CHAPTER SIX**

### **CONCLUSION**

#### **6.1 INTRODUCTION**

Prompted by the widespread use of Facebook usage in Saudi Arabia among university students to socialize with their online members and improve relationships between relatives (Mohammed, 2011).The present study tends to investigate its usage pattern and consequences. This is necessitated by the dominant platform afforded by the social networking site over e-mail for communication over the Internet. Social media sites such as Facebook that allow users to create and share their media content (Balter& Brunet 2012; Kaplan &Haenlein, 2010) are connected to many types of Internet-based applications such as online personal writing spaces known as blogs. However, the widespread usage and proliferation of the Facebook site labeled it “a mass social phenomenon” (Acquisti& Gross, 2006; Chakrabarti&Check Facebook, 2012) and is increasing attracting other researchers to capitalize on its effectiveness tool for information dissemination (Brickman-Bhutta, 2009).

#### **6.2 CONCLUSION**

The significance of online relationships and virtual social networking such as Facebook has become an important topic of discussion, especially in the context of how various services provided by the social networking site are consumed by undergraduates. The result of twenty (20) in-depth interviews conducted in the course of this book has been presented and discussed

in this Chapter. In-depth interview result and discussion from the informants were used to determine the usage, self-presentation via Facebook and its psychological and sociological consequence towards undergraduate students in Saudi Arabia. The self-presentation and the consequences of Facebook were evaluated based on the in-depth interviews. The findings were presented based on the information obtained from the informants and were supported using previous literature studies. The key accomplishment of this book is that it provided sufficient knowledge about self-presentation of undergraduate on Facebook and the consequences.

Analysis of Facebook purported to be principally about building relationships with friends, but actually a considerable portion of a user's attention is concentrated on the narcissistic cultivation of self-presentation. Hipps (2010) insightfully noted that Facebook, in effect, is “a mirror masquerading as a window.

Although the prevalence of Facebook online social networking appears to be limited, the number of individuals using Facebook as a communication channel has continuously changed interpersonal relationship of online users and is growing yearly (Mauk, 2011). Because friendships include a multitude of psychological and sociological factors, examining online friendships within an online context and highlighting the nature of interactions among university students in Saudi Arabia may serve to expand the literature on the development of contemporary friendships in general online with respect to revealing the psychological and sociological consequences.

However, this research has yielded abundance of evidence with conflicting patterns of how Facebook such as using excessive time, frequent login in and out while in school and online theft and using other people personal information (Fink, 2015). The undergraduate students in Saudi Arabia responded different on their intended image from their real self-presentation although this differs across different online friends.

Online social networks represent a fast growing phenomenon and are emerging as the web's top application. The most popular online networking sites, Facebook, serves as online directory that connects people through social networks. Social networking site such as Facebook provides numerous advantages to its users among which include exposing the users to meet new people, interact cheaply with friends and family when circumstances make face-to-face contact

difficult, reach a sizable population of other network users when posting information and images, tap into other services provided through the site and access other users globally. However, the glaring problems associated with online social networks confines to trust and security. The increasing risk with trust and security is being triggered by sharing of a wide variety of information among the users which record all interactions and retain them for potential use in social-data mining.

However, this book showed that undergraduate students are not using Facebook for any incriminating attitude, however, uses it to socialize with online friends, family members and their respective faculties. The undergraduate students invite other users to become their friends and respond to other's requests to be friends. On acceptance of a friendship request, accepted member/s can post pictures and videos of themselves and their friends. A study on Facebook by Hoy and Milne (2010) have shown that male between the ages of 18-24 years old feel unconcern about their personal information. Similarly, the present findings showed that undergraduate male students between the ages of 18-24 years display their personal information online without any concern. Although no negative consequences have been reported, such risky behaviors can initiate unwanted harassment as has been found by other studies (Mitchell et al., 2010;Hoy & Milne, 2010).

This book reported Facebook usage, self-presentation and its consequences on undergraduate students in Saudi Arabia. This book identified the key factors that influence the undergraduate socialization through Facebook social networking site. These factors are incorporates important features and extends to explaining the users' perception towards social website and to satisfy their intended needs. The interrelationships between various social networking website and users' perception of self-presentation can be linked to users' perception. In the other hand, online privacy affects certain aspect of Facebook usage such as acceptance of membership, sharing and distribution of information (Kim et al., 2010). The issue of privacy is important and has been highlighted to have caused by distrust.

This book showed that Facebook social networking site contributes to students' commitment to learning and impact their day to day life. Facebook and other social network sites do hold a threat to the learning ability of users, due to the fact that many use the sites to keep in contact with their friends and to procrastinate from their academic activities. However, study

showed that if utilized properly, social network sites such as Facebook can be valuable to the development user's personalities and can improve their confidence both in the classroom and in later life. A major point that has been highlighted in this book is the ability of social network site's users to access other user's real information. This is argued as being psychological and sociological wrong but does occur in society so students must be aware of this and make sure that all information that is openly accessible online is coherent with the self-presentation they want to portray; otherwise postings information and images may have devastating effects on their daily life as well as in the future career.

The book also illustrates that undergraduate students in Saudi Arabia are not ignorant of the dangers associated with other social networking site's users especially Facebook media networking site. Although most students take active role in the privacy of their personal profiles by only allowing friends to access their pictures or information, this should be the subject of a further study to highlight the attitudes of students towards security issues. Cyber bullying problem related to Facebook social networks is another serious issue that has been noted in this study and the increasing number of students who have suffered this issue is replicated throughout the world (Abida&Rahat, 2013).

The development of social networks has shifted from a niche online activity to a phenomenon in which millions of internet users are engaging and interact with one another. With the development of more social networks recently such as twitter, and Facebook still expanding exponentially, the effect of these sites is going to be a subject of discussion by scholars for many years to come. There is highlighting the need for social network sites to help protect their users, and a further study in this area in the future is recommended, to expose members of the sites of the risk associated with online interaction.

The Facebook social networking site combines a list of contacts and a profile from other applications in the way they support users' self-presentation and depicted a new ways of community formation. Facebook social network users can easily consolidate their close social relations and extend to other social networks. This makes it easier for members to extend their influence to other users which are viewed as consequence in this book. This is because what other users want has an influence on how they behave and how they interact with the social networking sites (Leary, 2012). Though the social networking site appears, many of them are

different in terms of their purpose and the types of users they attract. This research highlights the significant role of Facebook social network usage among the undergraduate students in Saudi Arabia, their self-presentation in the site and identity redefinition as well the consequences of the socializing with their online friends.

This is necessary because young adults often experience a shift in their relationships from parents to friends through social networking sites (Leary and Allen, 2011). Cognitive effects on patterns of thinking and identity development may be observed during this shift requiring further exploration. Therefore the present study provides a better understanding of whether such distinctions exist amongst undergraduate students in universities in Saudi Arabia. This is especially important to know how the students perceive the influence of Facebook technologies has affected their daily lives.

The social implications of disclosure of private data are mainly related to the fact that it is not always clearly known who owns the data that are published on the Facebook social networking site because it is not easy to delete one's profile and most of the data on profiles can be accessed by other users. As with any other social network, threat related to undergraduate usage of the social networking site, banning access to use Facebook is not the best solution. This is because of the benefits the site provides to its users providing the platform to find new friends, solve academic problems collectively with other colleagues, disseminate information and share idea. It is therefore important that university students in Saudi Arabia learn how to manage their online profile information. In this case, parents should also be involved in educating their children on their limit of their interaction with unknown guest and how their information should be used especially for events outside their control.

Facebook is a network of people is technologically enhanced however; it only works if people actually connect to each other, providing information about themselves. Because it is all about exchange it is a reciprocal relationship between networks. The interaction around Facebook has been triggered by its exponential growth. This because the social network has changed the way information about people is given away to others. The network is self-presentation which in the real sense about “saying who wish they are, what they do, what they listen to, what they read, who they relate to, who their friends are and other representation of such kind”. This is one of the most interesting phenomenon why people believed that a need to

communicate about themselves, as the supposedly real, in contrast to other users. This aspect of Facebook reflects not only who people usually are but also how they really want to be. It also reflects how often users change their self-perception and perception of what is important in terms of social networking in the wider sense. This change was supported by the technological possibilities mediated by the communication features of the social networking that is being modified at an astonishing growth rate.

Like email address and web address, Facebook address could replace the two. What is interesting is what will replace Facebook? It seems to be a life-phase-related phenomenon that is changing from youth related phenomenon to a more widespread network involving adults. Facebook is becoming more relevant to certain professional areas than they are to others. It would be interesting to research the specificities geographical areas of Arab countries and other social groups based on the dominant social network use.

In this book, social networking site has shown to be important communication platform appreciated and used among students, organization and government to provide cheap and efficient service. Social networking sites allow users to conveniently interact with millions of other users instantaneously. The technological features of online networking site support information sharing, posting of images and allow users to socialize with other users who are at distant locations. Various service features of networking sites were supported by information and communication technology and allow users to communicate, interact and socialized. This is among the main attraction for the university students to use Facebook. Online social networking extends from family circle to other agents of socialization such as mass media, peers groups and school system. The interactive services provided by online social networking system are supported by technology and determines the size and nature of information communicated across users. Developmental consideration of online social networking services is proposed to concentrate more on security issues, especially in protecting users personal information across widespread search engines that provides access to social networking sites

Self-presentation attempts to lead people to think in a particular way of engaging others in online social networking site. Management of Facebook social networking account starts by creating a profile consisting of filling out a series of forms. The amount of information users provide in the profile, particularly focuses on their personal data such as name, age, gender,

religion and nationality. Findings showed undergraduate students create impressions of themselves in the minds of others users by constructing a particular identity that reflects their intended images. This type of self-presentation behavior serves a more private and personal function and were used to convince others that they possess some quality or attribute.

Self-presentation can be initiated among the undergraduate students in order to create an impression that will convince others. Rosenberg (1979) noted that this type of self-presentation is particularly prevalent among adolescents in the universities. They adopt the dress of various social types and studiously note other people’s reactions and attempt to fashion an intended image that fits into their discussion. This book surmised that self-presentation in socializing with other online users establishes self-view of the undergraduate students.

Self-presentation depicted that most undergraduate students think of themselves as being competent, likable and talented by trying to convince others that they possess positive attributes than other people. This, in turn, makes some Facebook users feel better about them. In this sense, it can be surmised that people seek to create impressions in the minds of others because it makes them feel good about themselves to do so. Therefore, self-presentation can serve a motivational function during when undergraduate students in Saudi Arabia socialize with their online friends. This is because; people are expected to be who they claim to be since their physical features can be hidden. When they publicly announce an intention or otherwise stake a claim, other users' experiences additional convincing pressures to accept their claims.

Table 6.1 Forms of self-presentation common among Saudi Arabia undergraduate students

Self-presentation Strategy	Impression	Behavior	Risk of self-presentation
Ingratiation	To be liked	Favor, respect	Deceitful
Self-promotion	Decent	Boasting	Untrustworthy
Intimidation	Influential	Blackmail	Criticize

Exemplification	Upright	Selflessness	Insincere
Supplication	Unable	Despise	Challenging

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Ingratiation appears to be the most familiar impression strategy. The goal of undergraduate students in ingratiation is to get the other online users to like them. Since we tend to like people who agree with us, say nice things about us, do favors for us, and possess positive interpersonal qualities such as kindness, it is no surprise that ingratiation can be accomplished through imitation, doing favors for others, and posting positive personal characteristics on the Facebook walls. However, if other users know that you are trying to manipulate them, they may distrust or dislike you. Since people want to be likable by others, consequently, they can disincline to believe that a show of affection for other people is inauthentic even when such a motive is obvious to an impartial observer. For this reason, ingratiation seems to be a highly successful self-presentation used by undergraduate students in Saudi Arabia to socialize with online members via Facebook networking site.

Self-promotion is another common self-presentation strategy that was used among the undergraduate student in an attempt to convey their view to their friends. To achieve this, they seek to convince online members by showing kindness and appear to be open minded. This differs from ingratiation because in ingratiation, people try to get others to like them while with self-promotion; the undergraduate students are trying to get other online friends to think that they appreciate them and are talented. In most situations, it is beneficial to be seen as both likable and competent. Unfortunately, it is not easy display both of these qualities during online interaction with others. For this reason, people are often forced to blend to balance these two self-presentation strategies.

Although ingratiation and self-promotion appears to be the most common self-presentation strategies among undergraduate students in Saudi Arabia, sometimes the students want to be feared and respected by others. This is termed intimidation is usually common among users who are of different same age.

Another form of self-presentation that was observed among the undergraduate student is exemplification. This form of self-presentation exists when users attempt to create an impression

that they are morally superior or preferred than others. Exemplification was portrayed by exaggerating how most undergraduate students were not accepted by other online users.

A last form of self-presentation Saudi Arabia undergraduate student showed was supplication. Supplication occurred when the undergraduate students publicly exaggerate their weaknesses and deficiencies to other online members, especially in situations when online users appear to be helpless rather than competent in order to attract others. This can be observed when one claims to not know how to use or do something especially during when undergraduates interaction and extends their class discussion via online. The more general point is that people often exaggerate their weaknesses to get them what they want. In extreme cases, these tendencies may underlie psychological consequences.

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## **APPENDIX A**

### **DATA COLLECTION AND ANALYSIS APPROACH**

This study focused on registered undergraduate university students between the ages of 18 and 24 years in King Saud University and King Khaled University in Saudi Arabia. Criteria for inclusion are that the informant must have a Facebook account with a minimum of two years' experience in the social media networking services. Twenty (20 informants) students were used to investigate the usage of Facebook, self-presentation and its consequences for undergraduate students. The informants were identified as R1 to R20. The research items used for the interview were developed using the interview protocol questions guided by social influence theory, technology acceptance model and uses and gratification theory.

All the transcripts were accepted by the informant and it represents the views they communicated during the in-depth interview. On confirmation of the transcripts, the researcher reviewed the collected data severally to ensure proper organization for analysis. Data is already saturated at the 20<sup>th</sup> informants.

### **ANALYSIS OF EMPIRICAL MATERIALS**

All the empirical materials gathered were coded to explain view and contribution of the informants. The codes were very useful for interpretation and to make meaningful conclusions. The "R" depicted informant and was used in accordance with the number of informants that were analyzed in this thesis and ranges from R1 to R20 constituting the total number of informants that contributed to the study. A successful explanation of Facebook usage, self-presentation of the undergraduates and their sociological and psychological consequences of Facebook were used to enhance the accomplishment of the research purpose. Hence, by keeping the targets of this research in view, emerging codes, categories, and themes that provided explanation on the self-presentation and the consequences of Facebook.

This book sought to answer the question: How undergraduate students do consume Facebook? In what condition do undergraduate students need Facebook? How do undergraduate

students manage their self-presentation via Facebook? What are the experiences obtained by the undergraduate students from Facebook? How have Facebook activities affected the undergraduate students?



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