

Attitudes of Tertiary Students towards Multitasking on Facebook: A Comparative Analysis

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ABSTRACT

Multitasking activities on Facebook have become very popular with the increased popularity of Facebook throughout the world. The present study aims to explore the attitudes of Eastern Mediterranean University students' towards multitasking activities on Facebook.

In this study, quantitative methodology has been favored. 150 students studying at the three faculties (Communication, Architecture and Engineering) of the Eastern Mediterranean University constitute the sample of the study. Data for the study has been gathered through an in-house questionnaire comprises 70 questions.

In the first section of the questionnaire, demographic information related to the participants; in the second section, information about the use of Facebook, and in the third section, attitudes of respondents towards multitasking on Facebook have been explored. The findings indicate that all three faculties' students are active users of Facebook. Both Faculty of Architecture and Faculty of Engineering students indicate that they use Facebook for academic purposes in addition to other reasons.

The data obtained for the study indicates that the responses of three faculties' students show similarities with respect to multitasking on Facebook. Research in the future can explore whether Facebook has an impact on academic success or not.

Keywords: Communication, Facebook, Motivation, Interactive.

ÖZ

Facebook'un popülaritesinin dünyada artması, Facebook'daki çok görevli aktivitelerin de popülaritesinin artmasına yol açmıştır. Bu çalışma, DoğuAkdeniz Üniversitesi öğrencilerinin Facebook'daki çok görevli aktivitelere karşı olan tutumlarını araştırmayı amaçlamaktadır.

Çalışmada nicel yöntem tercih edilmiştir. Doğu Akdeniz Üniversitesinin üç fakültesinde (İletişim, Mimarlık, Mühendislik) öğrenim gören 150 öğrenci çalışmanın örneklemini oluşturmuştur. Çalışmanın verileri geliştirilen bir anketle toplanmıştır. Anket toplam 70 sorudan oluşmuştur. Anketin birinci bölümü katılımcılar konusunda demografik bilgi, ikinci bölümü katılımcıların Facebook kullanımı ve üçüncü bölümü de katılımcıların Facebook'daki çok görevli aktivitelere karşı tutumunu araştırmaktadır.

Çalışmanın bulguları her üç fakültenin öğrencilerinin Facebook'un aktif kullanıcılar olduklarını göstermektedir. Hem Mimarlık hem de Mühendislik Fakültesi öğrencileri Facebook'u diğer amaçlı da kullandıklarını belirtmişlerdir.

Çalışmanın sonuçları her üç fakültenin öğrencilerinin Facebook'daki çok görevli aktivitelerle ilgili benzer görüşleri bulunduğunu göstermektedir. İlerideki araştırmalar Facebook kullanımının akademik başarıda etkisi olup olmadığını araştırmayı amaçlayabilirler.

Anahtar Kelimeler: İletişim, Facebook, Motivasyon, Karşılıklı.

DEDICATION

This thesis is dedicated to God Almighty

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Chapter 1

INTRODUCTION

Social Network Sites (SNSs) such as Facebook, Twitter, MySpace and Insatgram have become a common place for many users to attain different purposes. It has become an integral part of daily activities in modern society. Social network, particularly Facebook, has been used extensively as a tool for communication, education, entertainment and information. However, social network appears in varied forms such as forum, blogs, podcast and photo sharing (Rosen, 2012). Through Facebook, people begin to develop suitable strategies in relations to gratifications obtained and one of them is multitasking.

The present study sets out to investigate the extent to which university students make use of the Internet and also examine the task they carry out most while multitasking within Facebook. boyd & Ellison (2008) define social networking sites as web-based services that allow individuals to construct profiles, display user connections, and search and traverse with that list of connections. The level of interaction has become easier through this medium. It enables users to get in touch with people around the globe via various applications available for divers forms of communication.

The swift growth within the period of its existence demonstrates that social network may imminently supplant traditional way of communicating. Following a massive shift from traditional media by the audience, social network has been generating

various research topics for researchers and academicians to embark on in media related study to investigate the benefits and damages of SNS in various institution. The factor associated with students' academic performance may be in connection with spending much time on studying with devoted classmates, active participation in class discussion, effective participation in students' event and frequent interaction with lecturers and faculty members. However, high level of social network consumption may deprive students to actively participate in class discussion and other academic activities as expected of them.

Conversely, the advent of Social Networking Sites (SNS) has drastically reduced students' commitment to academics, influenced student to desist from extracurricular activities, isolated from faculty members and other students (Andie, 2011).

The present study seeks to explore university students' attitudes towards multitasking activities on Facebook. Within this framework, concepts such as 'multitasking' and "task-switching" will be taken into consideration.

Multitasking generally refers to handling multiple activities concurrently in order to optimize time (Burgess, 2001). Media multitasking is therefore described as participating in one medium along with other media or non-media activities (Lee & Taatgen, 2002). However, rapidly switching between two different tasks is known as task-switching. Juggling tasks appear in different ways such as when an individual flips through a newspaper, trying to concentrate on breaking news, wants to attend to someone knocking at the door; all at the same time.

Social Networking Sites (SNSs) are considered as a platform for social interaction, enhancing interpersonal communication and helps in disseminating information. It comprises blogs, Facebook, Twitter, MySpace, YouTube, Instagram and any other sites that possess user-generated content. With its possession of various technical features that facilitate users' interaction, the number of users tends to have increased beyond expectation within the short period of its existence.

Inevitably, several individuals remain unfulfilled without accessing social network on a daily basis. SNS serve as a medium used to meet new people, find old friends, keep in touch with current friends and family, get information, and it gives an opportunity to create a page for academic purposes, sharing political views, and other activities (Kennedy G. *et al.*, 2009). Through various applications available to meet different needs, many users have been fascinated and consequently spend hours on chatting, viewing and doing other activities on these sites which has become the order of the day for many.

Social network permits users to engage in several activities simultaneously (multitasking); this has caused people to evolve a new way of social behavior. With reference to the prior statement, multitasks are not only diverting their attention from lectures but also distracting those seated nearby. Nass, *et al* (1994) states that when any form of distraction occurs, it takes more than 20 minutes to recover from intrusions before getting back to the given task. Meanwhile, information lost within this period cannot be retrieved. Several findings by neurologists and psychologists have shown the functions and capabilities of brain regarding simultaneous activities (Nass, *et al*, 1994).

Involvement in multitasking may cause delay in learning as a result of engagement in multi activities leading to divided attention which has been the consequential factor causing human brain to function inappropriately (Burgess, 2001). When two different activities are carried out concurrently, the brain is likely to malfunction as it determines which task to carry out.

1.1 Background of the Study

The arrival of social network sites have massively contributed to multitasking in human behavior and also caused a shift in which human communicate with one another (Kennedy G. *et al.*, 2009). However, new communication tools have supplanted the values and traditional ways of communication skills that had been in existence. Verbal communication used to be a common medium for interpersonal communication between individuals, this entails conversation on the phone and face-to-face conversation through spoken words. However, the emergence of social network and communication technologies has disparaged verbal forms of communication as majority of people find it more comfortable, paving the way for absolute expression of thought and opinion to be shared.

The arrival of Social Network Site (SNS) is of great contribution to human interaction through various software and other communication devices for effective communication. The usage has become inevitable and uncontrollable in this generation of ubiquitous computing. This is a world that internet is imperative, where social being is learned and unconsciously changing the existing culture. The frequent usage of communication devices (laptop, iPod, iPad, smart phone, tablet etc.) has come to reinforce interaction and multitasking activities among the users. This

enables them to engage in instant messaging, downloading music, playing online games and updating blogs simultaneously as part of daily activities.

However, the extent to which the Internet is consumed among university students has demonstrated its essentiality in the lives of many. It is quite evident that SNS is a versatile medium serving various needs through several features attached to it such as information seeking, education and entertainment that can be achieved on Facebook.

The emergence of communication devices have immensely contributed to the inefficiency of active performance of students in various institutions around the globe. This has also paved the way for dual activities in the society chiefly among higher institution learners. Many students have become screen addicted to various communication technologies such as smart phones and computer (Nass, *et al*, 1994).

With reference to the preceding paragraph, screen addiction may be considered just like any other addiction. This encompasses inappropriate use of smart phones for instant messaging, excessive use of laptop for watching videos and playing games and so on. These tools are prone to serve as both positive and negative effects on the users but also depending on how it's been utilized.

Previous research shows that many people frequently perform two or more activities simultaneously to gratify their needs on daily basis. This is common mostly among young adults (Kennedy G. *et al.*, 2009). Research into neuroimaging studies unravels the dangers in performing dual activities stating that; divided attention occurs when engaging in two or more tasks at a time, leading to ineffective brain function

(Monsell, 2003). A multitude of students have confirmed their addictions to task-switching and findings revealed that majority of students indulge in several activities at once which is detrimental mostly to their academic outcomes. Many students believe to be capable of multitasking but some studies have revealed the consequences of carrying out multiple tasks, stating that it reduces the proficiency of the given task than when focusing on a single task (Heiberger, 2010).

1.2 Motivation for the Study

Several communication scholars have carried out a number of research works on internet and social network use but research on multitasking within Facebook and its achievement has not been conducted as at conducting this research study. This prompts the researcher to embark on this study in order to ascertain the activities being carried out on Facebook multitasking by the respondents. Eastern Mediterranean University (EMU) is an international institution having 16,000 students from 69 countries studying presently at the institution; students from Nigeria, Iran, Cyprus and Turkey were selected for this study. However, variables such as number of hours spent daily on the internet and tasks achievement were used in comparing three faculties at the EMU, Famagusta, North Cyprus, in the fall semester 2013-2014.

It is apparent that younger adults make use of social network more than any other beings. It provides effective tools for communicating with loved ones and keeping the existing relationships, many of whom believe that social network is a suitable medium to connect with their family members back home. Social network has made life easier for students at Eastern Mediterranean University (EMU), it's inexpensive and fast to connect with people.

The availability of the Internet both on campus and outside campus has made interaction among students easier with the help of gadgets such as smart phones, tablet and iPad, students can easily connect to the internet and converse with friends and family anywhere and anytime that is convenient.

It is suspected that students possessing and engaging in various communication devices are prone to negatively affected due to excessive use of gadgets. In order to avoid the consequential effect, it should be moderately utilized.

Scholars had previously carried out several research studies on relationship between multitasking and academic performance but this present research work will expand on previous finding by investigating various activities that students carry out while multitasking on Facebook (Bloxham, 2010).

Also, another motivation for embarking on this research work is because it has not been conducted at Eastern Mediterranean University. However, this is the motivational aspect prompting the researcher to commence this study.

1.3 Aims of the Study

Social network, particularly Facebook has generated several research topics for media scholars to embark on. Facebook attracts many people through its diverse activities provided for users in order to alleviate loneliness, communicate with friends and family and meeting new people. This study therefore, aims to broadly investigate the level of Internet consumption of tertiary students studying at the Eastern Mediterranean University.

The present study focuses on EMU students' (studying in the Faculty of Architecture, Communication and Media Studies and Engineering) attitudes towards multitasking on Facebook. Also comparing their achievement on the tasks they perform during multitasking, whether they are capable of engaging in dual activities simultaneously.

1.4 Research Questions

This study, as it has been mentioned earlier focuses on EMU (Faculty of Architecture, Communication and Media Studies and Engineering) students' use of Facebook and observing their multitasking activities within Facebook in fall 2013.

Within this respect, it seeks to find answers to the following research questions:

- 1 To what extent do students use Facebook?
- 2 Which tasks do they prefer most while using Facebook?
- 3 What are the attitudes of students towards multitasking on Facebook?
- 4 Is there a difference between the attitudes of 3 faculties' students toward Facebook?

1.5 Significance of the Study

This study investigates the activities performed by Facebook users while multitasking within Facebook. Consequently, it further examines respondents' attitudes in discovering whether maximum achievements on the given tasks are attained while multitasking. However, Internet can be served as both positive and negative effects on the users depending on how it has been employed.

Several studies have been conducted on student's multitasking activities on campuses and its consequential effects (Junco, 2012). Smart phone is one of the factors that enable student to engage in various tasks at a time while the internet

plays a crucial role not only in students' lives but also others. Apparently, gadgets such as laptops, iPods, iPads and cell phones are all handy; they are portable and flat in shape. This has also enhanced users' motivation to indulge in several tasks simultaneously as possible within a short time. Many students claim to be capable of task-switching but refuse to recognize its consequential effects (Kirschner & Karpinski, 2010).

However, this present study will explore the outcome of multitasking on the given tasks while engaging in two or more activities at a time on Facebook.

1.6 Limitations of the Study

The study is restricted to students from Architecture, Communication and Media Studies and Engineering Faculties at the Eastern Mediterranean University, Famagusta, North Cyprus, in fall term 2013-2014. Many of these students meet their communication need through frequent use of Facebook for various aims such as keeping in touch with friends and family, meeting new friends, receiving quick information and using it in form of entertainment.

Chapter 2

LITERATURE REVIEW

Doing two or more tasks simultaneously has become habitual practice in the lives of many people (Ulla, 2006). Some may consider task-switching a bad habit while others view it as an avenue to fulfill their daily need. Engaging in dual tasks may pose danger to concentration, leading to absent-mindedness (Kennedy G. *et al.*, 2009). This habit is common among higher institution students who believe they are capable of engaging in several activities at a time. The emergence of SNS has contributed to multitasking activities performed by students within Facebook (Kennedy G. *et al.*, 2009).

In this chapter, related literature has been analyzed on social network sites and its features. It begins with social network site, history of social network, influence of social network site, history of Facebook, features of Facebook, Facebook and tertiary students and Facebook and interpersonal communication.

2.1 Social Network Sites

Social Network Sites (SNSs) have gained extreme popularity among university students around the globe. This site allows individual to freely interact and eases interpersonal communication. However, SNS appears in varied forms such as blogs, content image and video sharing. Social Network Site (SNS) is a platform where people of shared interest converge for varied purposes in order to be satisfied. This platform enables virtual communication for people to connect with each other

(Wright, 2007). Social network occurs in divers ways such as comment posting, email and instant messaging which facilitate interaction and communication among people of shared interest to socialize with each other (Mooney, 2009). These purposes come in varied forms such as sharing ideas, communicate and discuss common interest. It allows users to create profile page, which enables them to disclose basic personal information (boyd & Ellison, 2008). SNS has continued to develop number of features particularly Facebook (Mike, 2013).

2.1.1 History of Social Network Sites

The history of social network can be traced back to 1969 when CompuServe was introduced as commercial online service in the United States. It was founded by Jeffrey Wilkins. The aim of CompuServe was to supply internet services to the owners of personal computers. Social network begins to gain recognition in 1997 when SixDegrees.com was emerged as first recognizable social network (boyd, 2007). This site enables individuals to create profiles and generate friends' list. In 1998, users were able to surf their friends' list. It later became an advanced tool for people to connect and communicate with others who are registered members. As other social networking sites begin to emerge, SixDegree.com was gradually becoming unrecognizable among other social network sites which eventually led to its closure in 2000 (boyd & Ellison, 2008).

SOCIAL MEDIA - A HISTORY



SOURCES: FindAndConvert.com • uncp.edu • CopyBrighter.com • MediaBistro.com • ViralBlog.com • mashable.com • forbes.com • WebDesignerDepot.com • InstantShift.com • CBSNews.com • ProductPlacePricePromotion.blogspot.com • SixRevisions.com

..... SOCIAL MEDIA - A HISTORY • © CendrineMarrouat.com 2012 • Design by KurosDesign.com

Figure 1: Social Media – A History

Retrieved from <http://www.mediabistro.com/alltwitter/files/2013/07/history-of-social-media.jpg>

Figure 1 illustrates that social networking site has been existing since 1969 but refused to gain recognition until 1997 when SixDegree.com was launched as first recognizable social network.

As stated in Figure 1, between 1969 and 2000, more than 20 SNSs were in existence such as CompuServe, First email, SixDegrees.com, MSN, Google, Usenet, Blogger and so on. However, the growth continues between 2001 and 2012 as the number of SNS has witnessed enormous growth within this period. Other SNSs were emerged such as Bebo, YouTube, MySpace, Twitter, LinkedIn, Friendster, Couchsurfing, Skyblog, Mychurch, Dogster and others.

2.1.2 Influence of Social Network Site

The rapid growth of social network has influenced users to indulge in dual activities concurrently. This has become habitual in this net generation to the level that people barely engage in non-media activities without surfing the internet and vice versa. Kennedy G. *et al*, (2009) discovered that active social network users are likely to display actions such as:

- Build their own skill and knowledge in new media spaces;
- Take on different identities and multiple roles;
- Voluntarily spend time working on a set of technology-based skills;
- Demonstrate fluency by simultaneously operating and managing multiple devices and Media types; multitasking and attention switching is common;
- Consume multimedia created by other and created by themselves.

The rapid growth of social network has taken away so many culture and self being (Lisa 2012). Cultural diversity in media could be considered as a factor responsible

for this transformation. This has also affected how youth relate with their parents and vice versa. Before the inception of new media, children were depending on their parents for information and enlightenment; this has changed as children now rely on the internet to seek information.

Individuals form and maintain relationship via social network site to enhance social interaction and bring together “consequential strangers” (boyd, 2007). This refers to people outside family members and close friends. These people can be helpful sometimes more than family and close friends through helpful information or ideas rendered by them to solve issues. Also some social network sites provide a platform for questions and answers where knowledge is being shared. The members of this site can decide to disclose personal identity or appear anonymously. According to a research study by boyd (2007), who described generational differences of social network opined that, young adults are heavy users of social network i.e. they spend more time surfing the internet mostly through online communication and are comfortable doing so as compared to older generations.

The rapid development of SNS has facilitated interpersonal communication among users. It simplifies dissemination of information; this also enables interactive communication among users. Many users have developed strong relationship through social network usually starts with friendship then gradually transform to a strong relationship.

Giffords (2009) expanded his research study on formation of relationship through social network and face-to-face conversation. Ulla (2006) suggests that younger adults extremely believe in the creation of online relationship through social

network. As a result of low self-esteem, individuals may prefer indulging in online relationship to express emotional feelings, thoughts, and ideas rather than engaging in physical conversation. Individuals are capable of revealing information they want the interactants to know about them. This paves the way for having a second thought before disclosing one's intention. This is also believed to facilitate appropriate and effective communication among the participants, it's easy to change one's mind before typing a message to the recipient and allow sufficient time to compose messages (Ulla, 2006).

The dominant sites among Social Network Sites encompass Facebook, Twitter, Instagram and MySpace. However, young adults are found to be active on these sites for varied purposes in order to gratify their needs through the help of technical concepts attached to it. Social Network Sites therefore, enable users to interact with their loved ones in abroad and within their vicinity for relationship maintenance while users feel relaxed when interacting with their friends and family to ease mental stress when depressed; also to give room for meeting new people with shared interests such as politics and music.

2.2 History of Facebook

The most used Social Networking Site is known to be Facebook with more than 1.1 billion active users (Alexa, 2013). It was founded officially in 2004 by Mark Zuckerberg when he was a second year student in Harvard University. This site enables participants to update personal profiles, receive and send messages and to add friends. In 2005, Facebook launched its high school version. It was primarily restricted to Harvard students when it was called Facemash where photos of the students were compared to determine the most beautiful one. Several controversies

and allegations were leveled against him by three Harvard seniors (Cameron Winklevoss, Tyler Winklevoss and Divya Narendra). They accused him of stealing their idea and the case was later dissolved. Retrieved from <http://inventors.about.com/od/fstartinventions/a/Facebook.htm>.

Facebook allows users to communicate with existing friends and to meet new people. This site also capacitates participants to join diverse groups based on commonalities between users, learning each other's avocation, interests, favorite songs and romantic relationship status (Reyno, 2012).

As mentioned earlier, Facebook is one of the leading social networking sites in the world. This site permits users to upload photos, relay information, notifying friends about forthcoming events and posting useful details of them.

2.3 Features of Facebook

Facebook is supplementing its features and tools to meet users' gratification in different areas. Few of these features are stated below:

WhatsApp: This is a new mobile messaging service acquired by Facebook to complement the existing chat and messaging services as well as providing new communication tools around the globe.

Photos and Videos: This enables users to upload limitless videos and high resolution photos. Users can tag their friends in the photo in order to access a shared photo or group photo.

Search: There is a search app on Facebook to facilitate searching for friends, especially new friends.

Notifications: Security notification get users informed when an unauthorized person tries accessing ones' account. This also helps users to be notified of latest updates in the profile.

Wall page: This allows Facebook friends to post comments on ones' profile. These comments could be in form of greetings, jokes, compliments, information and anniversaries.

Tag Posts: Facebook gives an option to manually approve or dismiss tags from people and friends on Facebook. Whenever the user is tagged in a photo, the tag would not materialize pending the approval.

Send a private message from a traditional email: Users can send a private message to someone on Facebook from Yahoo or Hotmail and so on. This can be accomplished by using username@facebook.com. The message will then be delivered directly to the receiver's Facebook account.

Gifts: Users can exchange gifts on Facebook either privately or publicly. When giving a private gift, it goes into the recipient's Gift Box, although others will see it but won't be able to identify the giver. On the other hand, when a public gift is given, the gifts appear in the Gift Box while message goes on the recipient wall. Retrieved from <https://www.facebook.com/notes/facebook/give-gifts-on-facebook/2234372130>.

Chat: Instant Messaging enables users to get immediate response while chatting with friends or group member. This was added to Facebook features in 2008, video calling and video were later added as a supplement to effective communication in 2011.

Games: Another important feature of Facebook is game app which permits users to play numerous interesting games available on this site as part of efforts to fulfill their gratification. These games include Mine Blocks, Big Farm, Mobster Roadster, Block

Story, TwinBots, 3D Speed Driver, Bubble Shooter, Apple Shooter, TU-46, Free Rider 3, Poop Clicker, Sniper Team, Frenzy Clinic and Family Barn.

2.4 Facebook and Tertiary Students

The use of Social Network Sites such as Facebook, MySpace, Twitter and Instagram has fascinated several users through various features that are employed for varied purposes. Several studies have been conducted to explore students' use of Facebook which shows that students are attracted to this site in order to enhance their social interaction (Dba & Karl, 2008). However, one of the most popular SNS is Facebook. Facebook can be used for different purposes in tertiary institution ranging from social activities, academic enhancement and communication between students and lecturers.

On the other hand, Facebook is prone to have both positive and negative impact on students. When Facebook is utterly used for non-academic related activities, this can result to poor performance in institution. However, those who utilize it wisely, it may be a great benefit to enhance their academic performance (boyd, 2007).

The evolution of social network has immensely contributed to the inefficiency and low academic performance of students in various campuses. This has paved the way for reluctance to provide quality work among young people, mostly students, to effectively conduct proficient research works by relying on the internet for information. On the contrary, before the invention of the internet, traditional learning was an effective way of learning among students. They were seen to be more dedicated to academic and do extensive research works to attain proficient results (Kirschner & Karpinski, 2010).

The adoption of new social network and internet has drastically diminished motivation for learning and concentration among students. Tasks given by the instructors in which they studied extensively by reading various journals, articles, magazines, newspapers, academic reports and books to acquire knowledge. This has also posed a threat to academic achievement because of excessive reliance on the internet for information and unwillingness to learn efficiently (Junco, 2012).

Traditional way of learning aids students' academic excellence and justify their efforts. The level of inattention in classroom learning begins to escalate as students become addicted to new communication technologies which can be related to inappropriate use of these tools.

Ubiquitous internet connection has enhanced students' inability to effectively participate in a related discussion to aid their studies due to excessive use of the internet that is accessible everywhere with the help of aforementioned communication tools prompting internet addiction, making it unavoidable for many (Bloxham, 2010).

The arrival of SNS has invigorated students' motivation to actively engage in the Internet environment. As the Internet become irresistible to many students, they have learned to live in an environment where internet accessibility is not far in order to be with their loved ones throughout the day irrespective of the situation they come across (Jones & Soltren, 2005).

2.5 Facebook and Interpersonal Communication

The emergence of social network sites (SNSs) has lessened stress and fear to engage in interpersonal communication (Mishna, et al, 2009). The swift development in

communication technologies has shaped both the social and educational lives of students. Interpersonal communication can be categorized into face-to-face and online communication. The use of social network may be detrimental or advantageous to the participants. However, it may be an effective tool for those who have difficulties in forming and maintaining relationship (Mike, 2013).

The available technical features on Facebook have continued to escalate users' motivation to continually engage in online interaction, like, posting photos of self, immediate dissemination of information and chat app. However, these benefits need to be observed in order to familiarize the threats it poses and gratifications derived from it. Some individuals prefer to engage in online conversation rather than face to face communication and vice versa. Online communication through social network site enhances social interaction in achieving effective communication between the interactants. This is considered as a platform for people to share ideas and build self-presentation with people of the same goals (Hinduja & Patchin, 2008).

Previous research reveals that online communication aids relationship in building and providing effective communication between parties. boyd (2007) points out that, possibly, women become involved in online communication to keep personal connection with friends and family while men are mostly using online communication to run after sexual interest and romance. Donath and boyd (2004) suggest that social network could help an individual form and maintain weak ties, also enhance these ties through its technical concept that is cheap and easy for effective communication and increasing social capital.

To expatiate on the prior statement, social capital literally refers to the resources accumulated through the relationships among people (Andie, *et al*, 2011). This is seen to have produced beneficial effects among the participants where they take advantage of the site to accumulate resources from members of a particular network. These benefits can be itemized as helpful information and personal relationships (Paxton, 1999).

2.5.1 Privacy Apprehension on Facebook

Several privacy concerns have been raised due to immoderate invasion of privacy occurring on different social network sites. Although, various privacy control settings are available on Facebook that permits a user to control and secure his/her profile. Despite this, many users encounter some unwelcome interruptions breaching their privacy. Some of the specific concerns creating anxiety among the users according to (boyd & Ellison, 2008), to wit:

- Unintended disclosure of personal information;
- Use of personal data by third-parties;
- Damage reputation due to rumors and gossips;
- Unwanted contact and harassment;
- Hacking and identity theft.

The concerns delineated above reveals that, third-parties can access user's Facebook account for malicious purposes. The disclosure of important information by the user on Facebook such as full name, date of birth and sexual orientation, has made it easier for potential hacker to access their profile. This can be done by impersonating the user of such account to indulge in fraudulent acts through exploiting user pictures, setting up fake user profile and posting information or comments that are offensive.

Consequently, Facebook's privacy inadequacy has been reported to the news media in order to raise public awareness on how to secure one's profile or account. According to a study on Facebook User's awareness of privacy by Jones & Soltren (2005), shows that more than 74 percent of the users had knowledge about the privacy settings in Facebook, but only 62 percent made use of them. Some users attempt to limit their profile to Facebook friends. This base on individual decision regarding what purpose is being utilized for. Facebook, therefore, offers strong gratifications. Due to this expected gratification, participants can voluntary disclose their personal information to online friends and overlook privacy policies as Facebook seems to meet their desired gratification.

Various research studies found that some users deliberately ignored the risks posed to their privacy and rather divert their attention to the expected gratification in order to justify their objective.

2.6 Task-switching in Facebook

Baddeley (2003) defines the function of 'Working Memory' as the ability to store and manipulate information in mind for a short time. The involvement in task-switching negatively affects retentive memory over short periods of time. Task-switching contributes negative impact on people to be inept at the given task due to lack of commitment and this can temporarily change the function of brain.

Researchers have ascertained that when single-tasking, frontal lobes can manage the work, but when two tasks are involved, each half of the brain is committed to manage each task. When a third task is involved, then subject brain begins to crash (Monsell, 2003). Therefore, performing dual activities simultaneously may cause

inability to derive a satisfactory result from the performed tasks. According to neuroscientists, juggling activities can influence how people think and behave. Task-switching puts more demand on human brain compared with when it's being done separately. As a result of this, continual involvement in this habit may cause inefficiency in the given tasks (Naish, 2009).

2.7 Multitasking within Facebook

Multitasking refers to handling multiple activities concurrently in order to optimize time (Burgess, 2001). To analyze the approach of multitasking, many factors behind this situation need to be considered in order to get a better understanding of how multitasking has become habitual behavior. As communication devices begin to grow in number and become portable, circumstances in which media are used become manifold (Ito & Okabe, 2006). The mobile communication technologies have facilitated multitasking among people which is relatively responsible for media multitasking skills. These technologies are portable and handy, making the accessibility easier for users by taking it everywhere suitable for its usage.

It is generally believed that students are capable of engaging in multiple activities simultaneously without a reduction in effectiveness of the given tasks. A number of research works have uncovered the implications of indulging in multitasking which may lead to brain dysfunction (Lauren, 2013). Several users, mostly young adults are depending on social network to fulfill their daily need. They are impatient to carry out single activity at a time to achieve proficient result. The initial motive for innovating new media was centered on positive impact on the users. This aim later metamorphosed to inappropriate usage among students leading to poorer learning, while weak attention is devoted to academics. Media multitasking is becoming

irrepressible in this net generation. This is common mostly among younger adults who wallow in multitasking activities. Facts and statistics from various sources have shown that task-switching habit becomes dominant among young people who spend most of their valuable time on media multitasking by simply engaging in one medium along with other media or non-media activities.

Ubiquitous internet accessibility, possibly, could be a factor that prompts multitasking habit. With several activities on Facebook, users can easily juggle tasks while using this site. As it was mentioned earlier, Facebook features include game app, chatting room, notifications. For instance, when surfing a friend's Facebook status, a new message pops up and at the same time playing Big Farm. Three activities are already involved and the user wants to satisfy himself or herself by completing the whole tasks involved. These features have triggered users' motivation to actively involved in Facebook task-switching.

2.8 Uses and Gratification Theory

The degree of the internet use as a new communication tool has changed the way people interact. This theory was initially emerged to explore traditional media like newspapers and television. It focuses on what users do with the media rather than the impact of the media on them (Katz *et al.* 1974). Audiences are capable of choosing any form of media text in order to fulfill specific gratifications. Uses and Gratification Theory presumes that user actively chooses a preferred media and how users utilize it depends on the social and psychological needs including gratification seeking for (Katz *et al.*, 1973).

The inception of SNS has caused massive shift from traditional media to social network among people. Previous research study shows that users are becoming familiar with social network because of its outstanding feature that capacitates users to communicate and get responses from the interactants, best defined as interactivity (Eighmey & McCord, 1998).

This theory therefore allows users to take charge of the preferred media to compensate their intention. It explores users' utilization of the media and focuses on the motivations and behavior of audience regarding why and how they use a given medium.

Uses and Gratification theory, therefore, can be grouped into "gratification sought (user motives) and gratification obtained (fulfillment of these motives). As stated earlier, participants deliberately use a particular medium to accomplish certain needs (Palmgreen et al, 1980).

Participants are conscious of their social and psychological needs, enabling them becoming active users on media in order to be contented (Palmgreen, 1984). These users become satisfied when the purpose of choosing such medium is fulfilled. Conversely, if the purpose is not attained, the users are likely to look for alternatives (Rosengren & Windahl, 1972).

Users' decision to choose a particular medium is self-explanatory, depending on the expected gratification seeking for by the user in such site.

Joines, Scherer, & Scheufele (2003), have expanded the gratification theory to:

- Information seeking;

- For entertainment;
- Interpersonal utility;
- Passing time;
- Convenience.

The above theory shows that users consume media for various purposes to fulfill their individual needs like communication and news updates. This theory gives free will of selecting preferable media by the user. Users are active rather than passive, they can decide to discontinue exploring unsatisfactory medium when their expected gratifications are not achieved.

Flanagin & Metzger (2001) also opined that traditional means interpersonal communication is less efficient as the emergence of new communication technology has bettered effective communication via social network. Flanagin & Metzger (2001) base their uses and gratification theories on:

- Information retrieval and advice;
- Problem solving;
- Learning;
- Play;
- Persuasion;
- Leisure;
- Relationship maintenance;
- Social bonding.

The above theories denote various usefulness of Facebook in different dimensions. This usage can be detrimental and can also be advantageous if effectively used. It

may be utilized to enhance learning through group discussion by creating a page. As mentioned earlier, Facebook also helps to maintain relationship especially when long distance is involved.

2.9 Cognitive Interference

Concurrent multitasking has become the order of the day where time is optimized to attain excellent result on the tasks at hand. Ran and Ven-Hwei (2006), “for every two tasks a different control is required”. When two or more tasks are being executed simultaneously, the probability of attaining expected results on the given tasks is slim. Brief examples of human multitasking include talking while eating, answering a phone call while driving and chatting while studying for exams. When a task is interrupted, to resume back to such task may be demanding and may also require extra efforts to complete it successfully (Nass, *et al*, 1994).

2.10 Attitude Formation toward Facebook

This part explains how individuals’ attitudes toward social network have an effect on the outcomes. Ledbetter (2009) defines attitude as “a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner”. This need for cognition seems to influence participants’ way of behaving regarding the attitude object. Various characteristics displayed by the participants can be predicted in response to social information and tasks they deal with. Furthermore, several research studies on need for cognition have connected the theory with information-seeking behavior. This need motivates users’ eagerness to make use of complicated interface system and applications (Ledbetter, 2009).

Attitude formation is established on personal traits. However, individual differences determine their construction of behavior toward social network. Participant’s

presentation of self-disclosure influences the interactant perception of them. A user's profile page may sometimes delineate the personality of such a user, depending on the content of information displayed. This is another form of presenting ones image to social network friends in order to reveal a good trait for social impression.

The personal information section on the profile page permits the user to reveal basic information about the self, and willingly share it among the social network friends. For instance, posting a nude or semi-nude picture of self depicts the persona (good or bad) of such a user. This picture will obviously get numerous attentions but mostly, people who are interested in online relationship, romance and sexual activity will be greatly fascinated by the picture to fulfill their anticipated gratification.

Related research studies have been conducted at the Eastern Mediterranean University (EMU) which include: A Comparison of Facebook Addiction between Social and Hard Sciences' Students by Riza Teke; The Role of Facebook on Nigerian Students' Personality Traits and Self-Views by Akpene Rose. However, nobody had studied multitasking on Facebook as of writing this study.

Chapter 3

METHODOLOGY

This chapter seeks to lay down the research procedures and methodology used in this study. To achieve this, it includes the following sub-section: research methodology, research design and context, population and sample and data collection and analysis procedures.

3.1 Research Methodology

Quantitative research methodology was considered appropriate for this study. The quantitative research gives room for the retrieval of survey data from participants with the aim of obtaining corresponding responses.

Stokes, (2003) explains that quantitative method is appropriate in analyzing respondents' information or quantities that are associated with statistical analyses. However, quantitative method is helpful in determining participants' behavior and attitude as well as their perspective towards the given subject.

Bouma & Atkinson (1995) defined quantitative research methodology as "explaining phenomena by collecting numerical data that are analyzed using mathematical based method". Quantitative method, however, deals with optional questions, allowing the respondents to choose appropriate answers. This method is useful to ascertain individual opinions as well as collecting data in order to determine respondents' attitude or behavior toward a particular circumstance. To accomplish quantitative

research, questionnaires are usually administered on a large number of people or group in order to obtain necessary information.

3.2 Research Design and Context

Since the study involved the comparison of a number of variables, the research could therefore be described as a comparative study. A comparative study was employed in this study in comparison of three faculties (Architecture, Communication and Engineering) pertaining to their frequency use of Facebook as well as maximum achievement while multitasking on Facebook. Other variables include level of education, gender, relationship status and age.

Eastern Mediterranean University (EMU) is an international institution located in Northern Cyprus. It was founded in 1979 as a higher education institution of technology for Turkish Cypriot and it was metamorphosed to a state university in 1986. As of this writing, the institution is currently running 11 faculties and 4 schools.

The present research intends to find out if there is a correlation between the hours spent and the realization of goals of respondents while multitasking on Facebook. The study therefore, looked at the faculties of Architecture, Communication and Engineering at the EMU in North Cyprus. The Architecture Faculty encompasses Interior Architecture, Industrial Design and Urban Design. Communication Faculty made up three departments which include: Public Relations and Advertising, Radio - Television and Journalism, Visual Arts and Visual Communication Design.

Also the Faculty of Engineering has various departments such as Computer Engineering, Industrial Engineering, Mechanical Engineering, Civil Engineering, and Mechatronics Engineering.

3.3 Population and Sample

As stated earlier, the sample of students used in this study was selected from Nigeria, Cyprus, Turkey, Iran and other nations (Azerbaijan, Cameroon, Jordan, Guinea, Tajikistan and Egypt) who made up the population of EMU North Cyprus.

Students make up a population of 16,000 studying currently studying at Eastern Mediterranean University (EMU) in Fall 2013. Faculty of Architecture have a total of 1289 while Communication and Media Studies have a population of 720 students while overall students in Engineering Faculty amount to 2795.

A non-proportional stratified sampling was employed for choosing the sample of the research study. To obtain reliable and spontaneous responses from the chosen participants, 50 participants from each faculty were selected in order to establish valid comparisons. A total of one hundred and fifty students were taken as the sample.

The present study was conducted through a questionnaire with items related to the research purpose. Research participants come from different countries such as Nigeria, Cyprus, Turkey and Iran. Tertiary students who study in three faculties: Architecture, Communication and Engineering faculties at the EMU, North Cyprus in the fall semester 2014, were chosen as the sample of the study.

This research was conducted between January and February, 2014 at Eastern Mediterranean University (EMU), North Cyprus in the fall semester, 2013-14 academic sessions.

3.4 Data Collection and Analysis Procedures

The questionnaire was administered on 150 students via their email and Facebook accounts; responses were retrieved after a week through electronic questionnaire using Google Docs. All data collated from questionnaires were entered in SPSS (Statistical Package for Social Sciences) software to facilitate the analysis. The comparisons between the 3 faculties regarding the level of multitasking within Facebook are detailed in the next chapter.

The questionnaire was grouped into three parts. The first section seeks to obtain demographic information of the participants and their frequency use of Facebook and multitasking activities.

The second section deals with students' use of Internet and Facebook which is divided into four sub-sections. The first sub-section aims to divulge respondents' multitasking proficiency on Facebook and contains 10 items. For the second section, it deals with respondents' motives for Facebook multitasking and includes 14 statements while third section intends to obtain information about respondents' attitude towards Facebook use with 14 items and the fourth sub-section details the attitude of respondents towards Facebook multitasking which consists of 13 items.

Chapter 4

ANALYSIS AND FINDINGS

As mentioned in the preceding chapter, this research was conducted in three faculties at the Eastern Mediterranean University (EMU), North Cyprus. The faculties include Architecture, Communication and Media Studies and Engineering. This section presents details of the research outcome. Descriptive statistics was employed to analyze the demographic information, their Facebook use and attitudes towards multitasking on Facebook.

4.1 Demographic Analysis of the Participants

As it has been mentioned earlier, 150 respondents participated in this research and 50 students were selected from each faculty. The total number of male participants was 82 while female participants amount to 68. Within the percentage of students from Architecture Faculty, the number of male participants recorded 27 (54%) while 23 (46%) participants were female. Communication Faculty, the number of male participants recorded 20 (40%) while 30 (60%) participants were females. However, for the 50 participants from Engineering Faculty, 35 (70%) were male participants while 15 (30%) were females.

More than half of the participant indicated single in their relationship status. The Faculty of Architecture had 5 married participants, Communication and Media Studied had 2 students who were married and 12 students from Engineering Faculty

also indicated that they were married. Other participants are single except those indicated “other (s)” such as engaged and divorce amount to 18 in total.

Majority of the participants were from the selected countries which include Nigeria, Cyprus, Turkey, and Iran. Out of 150 participants, 43 are from Nigeria, 20 from Cyprus, participants from Turkey recorded 24 while Iran had 38 and 25 for those indicated “other (s)” such as Azerbaijan, Cameroon, Jordan, Guinea, Tajikistan and Egypt. In Architecture Faculty, participants between the age of 15-20 amount to 11 (7.3%) while Communication Faculty 8 (5.3%) and Engineering recorded 11 (7.3%). Also, 12 (8%) of the participants from Architecture Faculty indicated 21-25, while Communication students were 8 (5.3%) in the age range of 21-25 and 12 (8%) came Engineering Faculty.

Participants within the ages of 26-30 were 12(8%) in Architecture Faculty, while those from Communication Faculty amounts to 17 (11.3%) and 11 (7.3%) represents participants Engineering Faculty. Those within the age range of 31-35 were 9 (6%) in Architecture while Communication students were 7 (4.7%) and 10 (6.7%) % came from Engineering Faculty. From the age range of 36 and above, Architecture Faculty had 6 (4%) participants while Communication recorded 3 (2%) and Engineering also had 6 (4%) participants in this category.

Table 1: Crosstabulation of Faculties and gender of the participants

			Faculty			Total
			Communication	Engineering	Architecture	
Gender	male	Count	20	35	27	82
		% within Gender	24.4%	42.7%	32.9%	100.0%
		% of Total	13.3%	23.3%	18.0%	54.7%
	female	Count	30	15	23	68
		% within Gender	44.1%	22.1%	33.8%	100.0%
		% of Total	20.0%	10.0%	15.3%	45.3%
Total	Count	50	50	50	150	
	% within Gender	33.3%	33.3%	33.3%	100.0%	
	% of Total	33.3%	33.3%	33.3%	100.0%	

Table 1 illustrates the percentage of participants by gender within the three faculties. The total number of male participants from Architecture Faculty amounts to 32.9% within faculty and females were 33.8%. The number of those in Communication Faculty recorded 24.4% as male participants while 44.1% represent females. However, male participants from Engineering Faculty were 42.7% female participants had 22.1%.

4.2 Descriptive Analysis of Respondents' Use of Internet and Facebook

The participants were all active users of Facebook as it was stated before. Facebook can be accessed through various communication devices to meet different gratification. The overall percentage indicates that 34.7% of 150 respondents accessed Internet to multitask through laptop and 30.7% represents personal computer. The collated information shows that 44% participants within Architecture Faculty accessed the Internet while multitasking through laptop and 26% represent

those who prefer to log in via personal computer. Respondents from Communication Faculty also had 34% in laptop and 28% for those who preferred to log on through personal computer while Engineering students had 38% representing personal computer and 26% in laptop. It can be concluded that both Architecture and Communication students preferred laptop over other communication devices to access the Internet while Engineering respondents inclined towards personal computer.

Out of 150 respondents, 64% of the total sample spend between 3-4 hours daily on the internet while 23% spend 1-2 hours. The results further showed that Architecture students claimed 20.7% in 3-4 hours and 8% represent those who spend 1-2 hours daily. However, 19.3% represents the frequency of those who spend 3-4 hours daily on the Internet from Communication Faculty and 8.7% amounts to those that spend 1-2 hours daily. In Engineering Faculty, 24% claimed they spend 3-4 hours daily while 6.7% constitutes participants who indicated 1-2 hours. The percentage of those in the category of 3-4 hours was higher in Engineering Faculty while Communication students outnumbered other participants in 1-2 hours.

This research was limited to participants with Facebook account. The overall participants have Facebook account. However, 49.3% of the total participants claimed that they have been using Internet for more than 3 years while 20% of the total respondents indicate more than 4 years. Majority of the participants were fascinated to join Facebook for effective communication. The results show that 34.7% of the total respondents joined Facebook to communicate with friends and 18.7% of the whole respondents represent those who joined Facebook to meet new people. Respondents from Architecture Faculty had 8.7% in the category those who

joined Facebook to communicate with friends and 6% represents respondents that were fascinated to meet new people. The results further show that Communication students had 12.7% in 'communicating with friends' and 8% in 'meeting new people' while Engineering respondents indicated 13.3% 'communicating with friends' and 4.7% in the category of 'meeting new people'. It can be concluded that the percentage was higher in Engineering Faculty concerning those who join Facebook to communicate with friends while Communication students had highest percentage in 'to meet new people'.

Regarding how often respondents access their Facebook profile, it becomes obvious that 35.3% out of the total respondents claimed they access their Facebook profile three times a day and 31.3% represent those who keep it open. The results further reveal that Architecture students had 10.7% in 'three times a day' and 8.7% represents 'I keep it open', while respondents from Communication Faculty indicated 16% in 'three times a day' and those who claimed they keep it open amounts to 11.3% and Engineering students had 8% in 'three times a day' and 11.3% represents 'I keep it open'. This implies that Communication students frequently visit Facebook more than other two faculties as shown in the result.

The collated results show that participants generally use Facebook to chat and communicate. Architecture students had 11.3% in 'chatting' and 8% in 'communicating' while respondents from Communication Faculty claimed 13.3% in 'chatting' and 8% represents 'communicating' and Engineering had 11.3% in 'chatting' and 8% in 'communicating'. This indicates that Communication students used Facebook more for chatting than other two faculties. Conversely, the item stating 'studying for classes' reveals that Architecture respondents were higher in

their response to the item with 6.7% of the total sample while Communication students had 4.7% and Engineering students with 2.7%. This shows that Architecture students partially used Facebook for academic related activities.

Table 2: Cross tabulation of Faculties with number of friends on Facebook

Faculty * How many friends do you have on Facebook? Crosstabulation

		How many friends do you have on Facebook?						Total
		Less than 100	101- 200	201- 300	301- 400	401- 500	501 and above	
Faculty Communication	Count	0	3	5	13	20	9	50
	% within Faculty	.0%	6.0%	10.0%	26.0%	40.0%	18.0%	100.0%
	% of Total	.0%	2.0%	3.3%	8.7%	13.3%	6.0%	33.3%
Engineering	Count	1	4	2	15	24	4	50
	% within Faculty	2.0%	8.0%	4.0%	30.0%	48.0%	8.0%	100.0%
	% of Total	.7%	2.7%	1.3%	10.0%	16.0%	2.7%	33.3%
Architecture	Count	2	1	2	18	25	2	50
	% within Faculty	4.0%	2.0%	4.0%	36.0%	50.0%	4.0%	100.0%
	% of Total	1.3%	.7%	1.3%	12.0%	16.7%	1.3%	33.3%
Total	Count	3	8	9	46	69	15	150
	% within Faculty	2.0%	5.3%	6.0%	30.7%	46.0%	10.0%	100.0%
	% of Total	2.0%	5.3%	6.0%	30.7%	46.0%	10.0%	100.0%

Table 2 illustrates that 46% of the total participants indicated they have 401-500 friends on Facebook. The percentage was higher in Architecture Faculty in the category of number of Facebook friends claiming 16.7% and 13.3% represents students from Communication Faculty while Engineering respondents claimed 16%. Furthermore, results reveal that Architecture students claimed 12% in 301-400 and

respondents from Communication Faculty who have 301-400 friends on Facebook amounts to 8.7% and Engineering students represent 10%.

Table 3: Cross tabulation of Faculty and how often do you update your profile on Facebook

Faculty * How often do you update your profile on Facebook? Crosstabulation

		How often do you update your profile on Facebook?					Total	
		Daily	Weekly	Monthly	Yearly	Never		
Faculty	Communication	Count	15	20	11	3	1	50
		% within Faculty	30.0%	40.0%	22.0%	6.0%	2.0%	100.0%
		% of Total	10.0%	13.3%	7.3%	2.0%	.7%	33.3%
	Engineering	Count	12	22	11	5	0	50
		% within Faculty	24.0%	44.0%	22.0%	10.0%	.0%	100.0%
		% of Total	8.0%	14.7%	7.3%	3.3%	.0%	33.3%
	Architecture	Count	18	22	6	4	0	50
		% within Faculty	36.0%	44.0%	12.0%	8.0%	.0%	100.0%
		% of Total	12.0%	14.7%	4.0%	2.7%	.0%	33.3%
Total	Count	45	64	28	12	1	150	
	% within Faculty	30.0%	42.7%	18.7%	8.0%	.7%	100.0%	
	% of Total	30.0%	42.7%	18.7%	8.0%	.7%	100.0%	

From Table 3 above, the percentage of frequency update on Facebook was higher in weekly. Almost half of the participants from Architecture Faculty update their Facebook profile weekly. Based on the information received, 44% of the Architecture participants update their Facebook profile weekly followed by 36%

which represents those updating their profile daily while 12% indicated monthly, 8% preferred to update their profile yearly and 0% in Never.

Communication students were ranked over other two faculties based on the collated responses. Within the Faculty of Communication, those who update their Facebook profile weekly amount to 40% while 30% of the participants in Communication indicated weekly. Furthermore, those who update their profile monthly were 22% while 6% represents yearly and 2% claimed never.

Those who update their profile weekly in Engineering Faculty had 44%, while 24% represent daily and participants who update their profile monthly 22% and 10% indicated yearly and Engineering students had 0% in Never.

Table 4: Cross tabulation of Faculty and information I consider most important in my Facebook

Faculty * The information I consider most important in my Facebook is? Crosstabulation

		The information I consider most important in my Facebook is?					Total
		Age	Relationship status	Educational status	Wall status	Other(s)	
Faculty Communication	Count	18	6	6	13	7	50
	% within Faculty	36.0%	12.0%	12.0%	26.0%	14.0%	100.0%
	% of Total	12.0%	4.0%	4.0%	8.7%	4.7%	33.3%
Engineering	Count	16	4	6	13	11	50
	% within Faculty	32.0%	8.0%	12.0%	26.0%	22.0%	100.0%
	% of Total	10.7%	2.7%	4.0%	8.7%	7.3%	33.3%
Architecture	Count	12	6	8	16	8	50
	% within Faculty	24.0%	12.0%	16.0%	32.0%	16.0%	100.0%
	% of Total	8.0%	4.0%	5.3%	10.7%	5.3%	33.3%
Total	Count	46	16	20	42	26	150
	% within Faculty	30.7%	10.7%	13.3%	28.0%	17.3%	100.0%
	% of Total	30.7%	10.7%	13.3%	28.0%	17.3%	100.0%

Generally, 30.7% of the whole participants preferred age as the most important information considered on Facebook followed by wall status claiming 28%. As shown in Table 4, Communication students indicated age as the information they considered most important on Facebook having 12% followed by wall status with 8%. Participants from Engineering Faculty also had similar response with 10% representing age and 8.7% for wall status.

On the other hand, Architecture participants preferred wall status as the most considered information indicating 10.7% while age represents 8%. However, 11.3% preferred general public to view their profile on Facebook from Communication Faculty while Engineering students opted for “Facebook friends” with 14% and Architecture Faculty had same percentage in both “my Facebook friend and general public” with 8.7% each.

This implies that majority of Communication students preferred general public to view their profile while Engineering participants would want their Facebook friends to surf their profile and Architecture participants were comfortable with both Facebook friends and general public to visit their Facebook profile. Virtually all the participants belong to other social network sites. In Communication Faculty 9.3% indicated Twitter while Engineering students preferred Instagram with 14% and Architecture students also preferred Instagram indicating 10.7%.

4.3 Descriptive Analysis of Respondents’ Attitudes towards

Facebook Multitasking

Following the questions about participants’ demography, other questions were provided to investigate how participants use Facebook using five point Likert scale to know their level of agreement and disagreement in relation to the statements.

4.3.1 Means and Attitudes of Respondents on Facebook Multitasking Proficiency

Analysis of participants’ responses to Facebook multitasking proficiency were detailed in this section for certain purposes on a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree): 1= Strongly Agree (1-1.79), 2= Agree (1.80-2.59), 3= Undecided (2.60-3.39), 4= Disagree (3.40-4.19) and 5= Strongly

Disagree (4.20-5) (Balci, 2004). Statements were proposed to indicate their level of agreement or disagreement with the provided items. This segment aims to provide details of respondents' attitude towards multitasking proficiency on Facebook and the comparisons between the three faculties in relation to the use are also discussed in this section.

The information retrieved shows that participants generally agreed with virtually all the statements stated in the table. It can be opined that participants have similar attitudes on multitasking proficiency. Out of 10 items in Table 5, participants generally agreed with 9 statements except one item showing different responses "I prefer to watch an interesting movie to the end before responding to my friend's message on Facebook". Although, their level of agreement and disagreement on the statements was slightly different but can be concluded that they have similar attitude towards multitasking proficiency. The below table explicitly details their variances.

Table 5: Means and attitude of respondents on multitasking proficiency

Statements	FCMS	FE	FA
20. I prefer to engage in more than three activities at a time.	2.30 (A)	2.18 (A)	2.04 (A)
21. I prefer to finish one task perfectly before paying attention to anything else on Facebook.	3.48 (D)	3.14 (D)	3.38 (D)
22. I lose concentration on tasks I consider less interesting while focusing on more interesting tasks.	2.20 (A)	2.18 (A)	1.94 (A)
23. I prefer to participate in more than one feature of Facebook to another at the same time.	2.08 (A)	2.48 (A)	2.08 (A)
24. I engage in more than two activities simultaneously.	2.18 (A)	1.91 (A)	2.00 (A)
25. I switch from one feature of Facebook to another.	2.10 (A)	2.20 (A)	2.02 (A)
26. I prefer watching movie and sharing links on FB at the same time.	2.16 (A)	2.26 (A)	2.30 (A)
27. I prefer to watch an interesting movie to the end before responding to my friend's message on Facebook.	3.30 (U)	3.14 (D)	3.44 (D)
28. I optimize my time by doing two or more tasks concurrently.	1.94 (A)	2.26 (A)	2.34 (A)
29. I achieve maximum result on all my tasks while multitasking.	3.28 (D)	3.36 (D)	3.30 (D)

The information on the above table reveals the means and attitude of participants towards Facebook multitasking proficiency. Majority of participants from the three faculties agreed on most of the items stated in the table such as switching from one feature of Facebook to another, optimizing time by engaging in more than two activities at a time and prefer to watch movie and share links on Facebook at the same time. Participants from the three faculties disagreed about achieving maximum result on their tasks while multitasking and finishing one task perfectly before paying attention to anything else on Facebook.

Participants from Communication Faculty indicated Undecided that they prefer to watch an interesting movie to the end before responding to their friends' message

while both Engineering and Architecture students disagreed on the statement. Furthermore, the overall participants equally disagreed that they achieve maximum result on their tasks while multitasking. However, participants' responses to the items became obvious that they have similar interest in Facebook activities as they agreed with majority of the statements.

Table 6: I prefer to engage in more than three activities at a time

I prefer to engage in more than three activities at a time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	39	26.0	26.0	26.0
	Agree	68	45.3	45.3	71.3
	Undecided	25	16.7	16.7	88.0
	Disagree	14	9.3	9.3	97.3
	Strongly Disagree	4	2.7	2.7	100.0
	Total	150	100.0	100.0	

From Table 6, it was observed that 71.3% of the participants agreed with this sentence "I prefer to engage in more than three activities at a time". However, it can be opined that multitasking seems to have become the order of the day among people. Participants rarely focus on a single task activity. Compared with other participants who disagreed on the item, it could be stated that few respondents preferred to finish one task completely before responding to other activities.

4.3.2 Means and Attitudes of Respondents' Motives for Facebook Multitasking

Out of 14 statements stated in Table 7, participants from the three faculties collectively agreed with eight items. However, the other four statements revealed their differences towards to given items. Concerning item 35 "Most of my problems are always solved through multitasking", it shows that Communication students were

undecided about this statement while both Engineering and Architecture students disagreed with the statement but higher in Architecture. Respondents from Communication Faculty agreed more on most of the items such as “It’s enjoyable and I’m active and I like it”. This section reveals participants’ responses on motives for Facebook multitasking and collated information is explained in the below table.

Table 7: Means and attitude of respondents’ motives for Facebook multitasking

Statements	FCMS	FE	FA
30. It saves time.	2.16 (A)	2.40 (A)	2.14 (A)
31. I’m active and I like it.	2.18 (A)	2.30 (A)	2.32 (A)
32. It’s enjoyable.	2.08 (A)	2.50 (A)	2.42 (A)
33. It helps me to get enough information from different links shared on Facebook.	2.26 (A)	2.14 (A)	2.36 (A)
34. It’s easier to get any enlightenment I want online from posts and comments of Facebook users.	2.18 (A)	2.32 (A)	2.36 (A)
35. Most of my problems are always solved through multitasking.	3.10 (U)	3.30 (D)	3.58 (D)
36. I feel more accomplished.	3.42 (D)	3.70 (D)	3.74 (U)
37. I have been able to keep myself occupied by actively participating in Facebook activities.	2.26 (A)	2.38 (A)	2.46 (A)
38. It motivates my interest to seek more knowledge.	2.30 (A)	2.46 (A)	2.34 (A)
39. It makes me work harder.	3.36 (D)	3.54 (U)	3.54 (D)
40. It enables me to find what I need quickly.	2.44 (A)	2.78 (U)	2.70 (D)
41. It eases my interaction with close friends.	2.16 (A)	2.18 (A)	2.36 (A)
42. It’s a form of medium distracting me from bad mood when I’m depressed.	2.42 (A)	2.70 (U)	2.70 (A)
43. It makes me become task proficient on Facebook.	2.32 (A)	2.24 (A)	2.40 (U)

From the Table 7 shown above, participants generally reported enjoying Facebook multitasking for varied reasons. Based on the collated information, it becomes evident that participants generally multitask while using Facebook. The above table shows that they agreed with most of the statements except few items that participants did not indicate same response. However, Facebook is helpful in providing multitasking activities for its users. As shown in the above table, 23.5% of respondents from Communication Faculty agreed on the statement 'It helps me to get enough information from different links shared on Facebook' while 22.1% also agreed from Engineering faculty and 20.8% in Architecture Faculty.

Communication students agreed that multitasking enables them to find what they need quickly while Engineering students were undecided and Architecture students disagreed with the statement. Furthermore, both Communication and Engineering Faculties also agreed that multitasking activities make them become task proficient on Facebook but Architecture students were undecided about the statement. However, the overall participants also agreed that Facebook multitasking eases their interaction with close friends but the percentage was higher in Communication Faculty. This can be concluded that participants engage in Facebook multitasking mostly to communicate with people and obtaining necessary information through multitasking activities.

4.3.3 Means and Attitudes of Respondents on Facebook Use

The collated information shows that participants collectively agreed with 5 statements and indicated undecided in 5 statements while their dissimilarity responses occurred in 4 items. Results of means and attitude of respondents towards Facebook use are explained in this section. However, 14 items were employed in below table to ascertain various activities they carry out on Facebook.

Table 8: Means and attitude of respondents on Facebook use

Statements	FCMS	FE	FA
44. I chat and play online games.	2.22 (A)	2.36 (A)	2.32 (A)
45. I comment on posts and e-books.	3.24 (U)	3.48 (D)	2.46 (A)
46. I check messages and view streaming movies.	2.10 (A)	2.50 (A)	2.22 (A)
47. I listen to music and search for new friends.	2.18 (A)	2.40 (A)	2.06 (U)
48. I send offline messages and take part in birthdays organized on FB.	2.76 (U)	2.74 (U)	2.79 (U)
49. I surf my friend's profile and get involved in online discussion.	2.60 (U)	2.48 (A)	2.75 (U)
50. I view my friends' photos and send private messages.	2.18 (A)	2.02 (A)	2.12 (A)
51. I play interactive games and send instant messages.	2.91 (U)	3.32 (U)	3.16 (U)
52. I tag photos and listen to audio books.	2.68 (U)	3.06 (U)	2.96 (U)
53. I participate in class-related discussion and updating my social status.	3.32 (U)	3.32 (U)	3.26 (U)
54. I spend more time on multitasking than I ought to spend on one task.	2.10 (A)	2.26 (A)	2.36 (A)
55. I multitask only to avoid getting bored.	2.84 (U)	2.62 (U)	3.08 (U)
56. I multitask to improve my affective domain.	2.30 (A)	2.30 (A)	2.42 (A)
57. I multitask to acquire more general knowledge.	2.06 (A)	2.34 (U)	2.40 (A)

Based on the results displayed in Table 8 above, the similarity between the three faculties became evident that Facebook can be employed for varied purposes as shown in the above table. Communication students use Facebook more to chat and play online games while Architecture and Engineering had lower responses toward the same item.

Generally, participants from the three faculties have similar attitude toward Facebook utilization except few items they didn't agree with. The three faculties were undecided about "I tag photos and listen to audio book" but respondents from Engineering Faculty had the highest number of undecided on this statement.

However, both Communication and Engineering students agreed on “I listen to music and search for new friends” while Architecture students were undecided on this item. It can be understood that both Communication and Engineering students use Facebook more for recreational purposes but Architecture respondents slightly utilized it for academic related activity. Furthermore, both Communication and Engineering agreed to use Facebook in order to escape from being bored while Architecture students claimed undecided.

4.3.4 Means and Attitude of Facebook Respondents on Multitasking Gratification

The gratifications obtained on multitasking activities are similar among the three groups. Participants generally agreed with most of the statements displayed in the table. Out 13 items, participants collectively agreed on 10 statements and were undecided about 1 item. This section aims at clarifying gratifications obtained by the respondents while multitasking on Facebook. However, means and attitude of respondents are detailed in the table below.

Table 9: Means and attitude of Facebook respondents on multitasking attitude

Statements	FCMS	FE	FA
58. I receive quick information from various sources while I chat with my friends.	2.22 (A)	2.12 (A)	2.06 (A)
59. It makes my learning easier and faster through group discussion on Facebook.	2.84 (U)	3.08 (U)	2.64 (U)
60. I get entertained through listening to music.	2.06 (A)	2.38 (A)	2.08 (A)
61. I obtain information about products I need to buy on Facebook advertisements.	2.44 (A)	2.46 (A)	2.69 (U)
62. I re-unite with my previous friends and former acquaintances through the search application.	1.86 (A)	2.16 (A)	1.91 (A)
63. Changing my profile pictures indicate my positive well being.	2.10 (A)	2.52 (A)	2.46 (A)
64. It's easier for me to get information about my friends' birthday through Facebook notifications.	2.02 (A)	2.08 (A)	2.20 (A)
65. Facebook chatting gives me the opportunity for interpersonal communication.	1.92 (A)	1.90 (A)	2.02 (A)
66. I can always search for goods to buy on Facebook through the advertisement links.	2.20 (A)	2.30 (A)	2.40 (A)
67. It's been helpful in enhancing my social interaction as my circle of friends grow bigger.	2.12 (A)	2.36 (A)	2.32 (A)
68. It serves as a platform for entertainment and its activities are helpful for occupying time.	2.22 (A)	2.38 (A)	2.42 (A)
69. It helps me to acquire information and aiding discussion with others through Facebook chatting.	2.18 (A)	2.16 (A)	2.24 (A)
70. It helps in reducing loneliness and consequently supplants idleness through constant uploading of my recent pictures.	2.52 (A)	3.02 (U)	2.38 (A)

Results presented in Table 9 shows that majority of the respondents obtained a variety of gratifications on Facebook. The findings show that 34.2% were male participants who agreed they received quick information from various sources while chatting on Facebook and 27.5% represent the percentage of female participants. However, gender dissimilarity is not correlated with gratification obtained. As shown in the above table, participants from the three faculties agreed on most of the statements related to gratification obtained. Students from the three faculties agreed

that they get entertained through listening to music. Also, participants' response to "It helps me to acquire information and aiding discussion with others through Facebook chatting" is not different as they all agreed on the item. On the other hand, the faculties indicated undecided about "It makes my learning easier and faster through group discussion on Facebook" but it was higher in Engineering Faculty.

From the table above, both Communication and Engineering students agreed on the item "I obtain information about products I need to buy on Facebook advertisements" while Architecture students were undecided. On the other hand, Communication students were ranked over other participants pertaining to item 'I get entertained through listening to music' this implies that they use Facebook more for social activities than other two faculties.

The little difference of gratification obtained between the three faculties could be view from the item that indicates 'It makes my learning easier and faster through group discussion on Facebook' which implies that both Engineering and Communication students barely use Facebook for academic related activities but Architecture participants were lower in overall response regarding the statement.

Chapter 5

CONCLUSION

This section presents a general review of the study. The research questions are reviewed and suggestions are proposed for future studies.

5.1 Summary of the Study

The study reveals the usage of Facebook between the respondents of the three faculties participated in this research. Social network has provided enormous opportunities for its users through extensive features it possess.

For this study, 150 students were chosen from three faculties at the Eastern Mediterranean University, North Cyprus, Turkey. The selected faculties include Architecture, Communication and Engineering. It was restricted to 50 students from each faculty. From the retrieved data, both demographic information and participants' Facebook usage were discerned. Facebook attracts many of its users in different dimension. Facebook eases stress for interpersonal communication; it has helped many users to re-unite with old friends by using the search application.

Young adults may find social life difficult without visiting the site at least once a day. Facebook serves as a platform for information, entertainment and education. It allows users to update their current status daily such as, I am cooking, I am driving, and I am lonely. It also enables people to get up-to-date information without paying any fee. Facebook features also enable users to present themselves in the best way

they like through constant uploading of pictures and writing on their walls mostly to reveal positive part of themselves and how they want other people to perceive them.

The present study seeks to unfold the activities that students from Faculty of Communication and Media Studies, Engineering and Architecture carry out on Facebook. Also to present the gratifications derived from multitasking activities on Facebook. Students from three faculties were purposively selected to participate in this study. However, their attitudes towards Facebook use were compared in relation to the provided items.

5.2 Conclusions Drawn from the Study

As mentioned earlier, 150 participants were selected from three faculties. Out of 150 participants, 50 students from each faculty were chosen. All participants are studying at the Eastern Mediterranean University, North Cyprus. The majority of the participants were from Nigeria, Cyprus, Turkey, Iran and Others (Azerbaijan, Tajikistan, Cameroon, Guinea and Jordan).

However, the study unveils that students from Engineering and Architecture students spend more hours online than Communications students. Conversely, Communication students were ranked higher regarding questions on how often participants access their Facebook profile. As discussed in the preceding chapter, male participants enjoy using computer and engaging in multitasking activities than female respondents. Based on previous research works, men have significantly positive attitude toward social network and capable of using them. Men are active participators of social network activities while female users are not encourage to effectively involve in online activities (Levin & Gordon, 1989).

It can be opined that Communication students spend most of their time on frivolities while students from other two faculties partially used it for academic achievement which support their responses regarding the number of hours spent daily online. On the other hand, Communication students are ranked lower concerning the question pertaining to maximum achievement that participant attain while multitasking. Based on the collated data, participants from Communication Faculty are socially inclined than other two faculties.

However, Architecture students spend more hours online than other two faculties and partially use Facebook for academic related activities. Participants are generally active users of Facebook but their attitude towards Facebook use is slightly different.

5.2.1 Research Questions and Answers

In this section, the research questions will be revisited and answers will be given from the findings.

1. To what extent do Students use Facebook?

According to findings, participants in general are frequent users of Facebook. Participants from Communication Faculty are higher than other participants in terms of how frequently they access their Facebook account. It was observed that 16% from Communication Faculty go online “three times a day” while 11.3% represented “I keep it open”. However, Engineering students shared the same percentage with the Communication Faculty by also recording 11.3% in “I keep it open” and 8.7% represented the percentage of those that go online “three times a day”.

Students from Architecture Faculty also claimed similar percentage pertaining to how often they access their Facebook profile. Although the percentage was a bit lower than Communication Faculty but higher than Engineering Faculty. The results

showed that Architecture students revealed 10.7% in “three times a day” and 8.7% in “I keep it open”.

It should be noted that students from Communication Faculty found Facebook helpful in enhancing their social interaction as their circle of friends grow bigger. This lent credence to their claim in the above item as they were ranked highest as shown in the results.

2. Which task do they prefer most while using Facebook?

Results revealed that students from Communication Faculty were ranked over other participants regarding the activity they carry out most on Facebook. It was obvious that Communication students were active on Facebook chatting with the total of 13% representing the percentage of participants from Communication Faculty followed by 8% that preferred the label “communicating” as the activity they carry out most.

However, 11% from Engineering Faculty also asserted that they were engaged in “chatting” more than other activities on Facebook while 6% preferably used Facebook to “check their friends’ profile”. According to the results of the findings, Architecture students also used Facebook for chatting more than other activities which represented 11.3% while 6.7% from the faculty asserted to have used to “study for classes”.

3. What are their attitudes towards multitasking on Facebook?

The means and attitudes of respondents from the three faculties were almost related. They agreed with most of the questions indicated in the questionnaire such as “it saves time” and “It eases my interaction with close friends”. They also agreed that Facebook multitasking motivates their interest to seek more knowledge and also helps them get enough information from different links shared on Facebook.

However, both Communication and Architecture students agreed that Facebook multitasking distracts them from bad mood while Engineering students' responses indicated undecided.

4 Is there a difference between the attitudes of 3 faculties' students toward Facebook?

The responses showed that participant generally have similar attitudes toward Facebook. However, an overwhelming majority of the participants make use of Facebook on a daily basis. Participants from Communication Faculty used it more for social activities and are socially inclined than other participants from both Architecture and Engineering Faculties. Results also showed the learning differences between the three faculties stating which faculty uses it most as a learning tool. It became obvious that both faculty of Engineering and Architecture slightly used it for academic achievement. Generally, Facebook has undoubtedly become an essential part of their daily activities.

Facebook is quite significant for varied activities. Due to its various features, tertiary students are fascinated to engage in multitasking activities to fulfill their individual needs. These needs may come in form of education, entertainment and information. Majority of the students are active users, accessing the site various time a day and averagely spend 3-4 hours daily. While logged on to Facebook, 56.8% of the total participants agreed that they chat and play online games while 14.9% strongly agreed. Participant generally agreed that Facebook gives room for interpersonal communication which is another motivational factor tickled their interest in multitasking activities on Facebook. The collated results reveal that respondents from Architecture Faculty partially use Facebook for academic achievement while Communication students frequently visit Facebook more than other two faculties as

shown in the results. On the other hand, results show that Engineering students updates their profile daily on Facebook more than other two faculties.

As stated in the previous chapters, Facebook has some motivational factors attracting tertiary students to engage in frequent usage of this site. Based on 51 Likert Scale questions related to Facebook use, participants generally agreed with 30 questions, disagreed with 2 questions and were undecided about 6 statements. Furthermore, their dissimilarities occurred in 13 items. This implies that participants have similar attitudes towards Facebook multitasking. One of their differences in response to Facebook multitasking show that Architecture students disagreed with this item “It enables me to find what I need quickly” while Communication students agreed with it and respondents from Engineering Faculty were undecided about this statement.

5.3 Suggestions for Further Research

This study was limited to only Facebook and recommends several avenues for future research consideration. Future studies should focus on other social networking sites and its usage purposes of the university students. The present study focused on 150 participants from Architecture, Communication and Engineering Faculties at the Eastern Mediterranean University, future research should employ more various populations for comparative analysis on Facebook usage and should be conducted on students from other universities and compare various group of students based on ethnicity and gender.

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APPENDICES

Appendix A: Questionnaire Form

The purpose of this study is to examine students' activities on Facebook multitasking. Please fill out this questionnaire and indicate all that apply to you. Simply put a tick or circle the answer of your choice and write in the space provided if necessary.

- 1) Gender: a) Male b) Female
 - 2) Age: a) 15-20 b) 21-25 c) 25-30 d) 31-35 e) 36 & above
 - 3) Nationality: a) Nigerian b) Cypriot c) Turkish d) Iranian e) Other(s) (please specify).....
 - 4) Relationship status: a) Single b) Married c) Other(s) (please specify).....
 - 5) Faculty: a) Communication b) Engineering c) Architecture
 - 6) C.G.P.A: a) 1.5-1.99 b) 2.00-2.49 c) 2.5-2.99 d) 3.00-3.49 e) 3.5-4.00
 - 7) Education level: a) Undergraduate b) Master c) PhD
- The questions below aim to examine students' utilization of the internet in addition to the activities they carry out on Facebook.
- 8) How do you access the internet through? a) Personal computer b) mobile phone
 Laptop c) University's computer lab d) other(s) (please specify)....
 - 9) How many hour(s) do you spend daily on the internet?
a) never b) 10-30 min c) 1-2 hrs. d) 3-4 hrs. e) 5 hrs. and above
 - 10) Do you have a Facebook account? a) Yes b) No
 - 11) How long have you had a Facebook account? a) Less than 1 yr. b) 1 yr. c) 2 yrs. + d) 3 yrs. + e) 4 yrs. +
 - 12) How many friends do you have on Facebook?
a) Less than 100 b) 101-200 c) 201-300

d) 301-400 e) 401-500 f) 501 and above

13) The information I consider most important in my Facebook profile is

- a) Age b) Relationship status c) Educational status
- d) Wall status e) other(s) (please specify).....

14) How often do you update your profile on Facebook?

- a) Daily b) Weekly c) Monthly d) Yearly e) Never

15) Who can view your Facebook profile?

- a) My Facebook friends b) general public c) Friends of my friends
- d) Only my family members e) Others (please specify).....

16) What attracted you to join this site?

- a) To meet new people b) To search for old friends c) For latest Information
- d) To overcome boredom e) To communicate with friends
- f) Other(s) (please specify)

17) How often do you access your Facebook? a) Less than thrice a day b) Everyday

- c) Once a week d) Monthly e) Barely f) Never

18) What activity do you carry out most on Facebook? a) Chatting b) Playing games c) studying for classes d) checking my friends' profile e) Exploring f) Communicating

19) Which other SNS do you belong to? a) MySpace b) Twitter c) Instagram

- d) LinkedIn e) other (s) (Please specify).....

Questions 20 to 30 aim to explore students' understanding of Facebook multitasking					
Please mark the applicable option					
Strongly Agree (1), Agree (2), Undecided (3), Disagree (4), Strongly Disagree (5)					
The following activities indicate my multitasking proficiency:	SA	A	U	D	SD
20) I prefer to engage in more than three activities at a time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21) I prefer to finish one task perfectly before paying attention to anything else on Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22) I lose concentration on tasks I consider less interesting while focusing on more interesting tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23) I prefer to participate in more than one feature of Facebook to another at the same time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24) I engage in more than two activities simultaneously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25) I switch from one feature of Facebook to another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26) I prefer watching movie and sharing links on FB at the same time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27) I prefer to watch an interesting movie to the end before responding to my friend's message on Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28) I optimize my time by doing two or more tasks concurrently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29) I achieve maximum result on all my tasks while multitasking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This section assesses respondents' usage of Facebook multitasking and it contains 14 questions. Please mark or circle only one option for each question.

I PREFER MULTITASKING ON FACEBOOK BECAUSE:	SA	A	U	D	SD
30) It saves time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31) I'm active and I like it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32) It's enjoyable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33) It helps me to get enough information from different links shared on Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34) It's easier to get any enlightenment I want online from posts and comments of Facebook users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35) Most of my problems are always solved through multitasking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36) I feel more accomplished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37) I have been able to keep myself occupied by actively participating in Facebook activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38) It motivates my interest to seek more knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39) It makes me work harder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40) It enables me to find what I need quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41) It eases my interaction with close friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42) It's a form of medium distracting me from bad mood when I'm depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43) It makes me become task proficient on Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions 44 to 58 will investigate various activities that students carry out on Facebook multitasking. Please answer each question to the best of your ability.

WHILE MULTITASKING ON FACEBOOK.....	SA	A	U	D	SD
44) IChat and play online games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45) I comment on posts and e-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46) I check messages and view streaming movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47) I listen to music and search for new friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48) I send offline messages and take part in birthdays organized on FB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49) I surf my friend's profile and get involved in online discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50) I view my friends' photos and send private messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51) I play interactive games and send instant messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52) I tag photos and listen to audio books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53) I participate in class-related discussion and updating my social status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54) I spend more time on multitasking than I ought to spend on one task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55) I multitask only to avoid getting bored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56) I multitask to improve my affective domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57) I multitask to acquire more general knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This part of the questionnaire will investigate the gratification participants obtain while multitasking on Facebook. Please tick or circle your level of agreement or disagreement in the following questions.

I OBTAIN THE FOLLOWING GRATIFICATIONS ON FACEBOOK MULTITASKING:	SA	A	U	D	SD
58) I receive quick information from various sources while I chat with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59) It makes my learning easier and faster through group discussion on Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60) I get entertained through listening to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61) I obtain information about products I need to buy on Facebook advertisements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62) I re-unite with my previous friends and former acquaintances through the search application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63) Changing my profile pictures indicate my positive well being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64) It's easier for me to get information about my friends' birthdays through Facebook notifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65) Facebook chatting gives me the opportunity for interpersonal communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66) I can always search for goods to buy on Facebook through the advertisement links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67) It's been helpful in enhancing my social interaction as my circle of friends grow bigger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68) It serves as a platform for entertainment and its activities are helpful for occupying time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69) It helps me to acquire information and aiding discussion with others through Facebook chatting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70) It helps in reducing loneliness and consequently supplants idleness through constant uploading of my recent pictures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B

CONSENT LETTERS