

**Communication of Kazakh Students in EMU with
Families through SNS:
Facebook and Alternatives**

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ABSTRACT

Social Network Sites (SNS) are a great technological achievement that has expanded the daily interaction of people and turned the world into one big virtual platform for communication. One of the biggest advantages is that SNS have reduced the distance between people who are located in different parts of the world. This technological progress can be especially beneficial for students who left their parents' home to continue studying at the university. The use of SNS among young generation started to attract attention of scholars all over the world. However, there is small number of research about SNS as one of the communication tools between adolescents and their parents, especially as far as Kazakhstan is concerned. Therefore, the present study tries to find out whether Kazakh students at the Eastern Mediterranean University (EMU) communicate or not with their families on SNS while they are studying abroad.

By adopting the Uses and Gratifications and Communication Privacy Management perspectives as the theoretical foundation, this research seeks to provide a better and more comprehensive understanding of Kazakh parent/child relationships through SNS. For this study, an online survey was conducted among 115 Kazakh students at EMU.

The data suggests that along with Facebook, Kazakh students use alternatives to SNS. Moreover, they prefer to divide and use different platforms to communicate with families and friends. Since respondents are studying abroad, they don't feel like family member violate their privacy on Facebook.

Keywords: SNS, Facebook, tertiary students, family communication, Uses and Gratification Theory.

ÖZ

Sosyal Ağ Siteleri, insanların günlük iletişimine kadar uzanan ve dünyayı iletişim açısından büyük sanal platforma çeviren büyük bir teknolojik başarıdır. Sosyal ağ sitelerinin en önemli avantajlarından biri, dünyanın farklı yerlerinde yaşayan insanlar arasındaki mesafeyi azaltmalarındır. Bu teknolojik gelişim ana-babalarının ülkesini, üniversiteye devam etmek üzere terkeden öğrenciler için bilhassa faydalıdır. Sosyal ağ sitelerinin gençler tarafından kullanılması, dünyanın her yanındaki akademisyenlerin ilgisini çekmiştir. Ancak, ergenler ve ebeveynleri arasında bir iletişim aracı olarak, özellikle de Kazak öğrencilerle ilgili pek az sayıda araştırma bulunmaktadır. Buna dayanarak, bu çalışma Doğu Akdeniz Üniversitesi'ndeki (DAÜ) Kazak öğrencilerin, yurt dışında eğitim görürken aileleri ile iletişimde Sosyal Ağ Sitelerini kullanıp kullanmadıklarını araştırmaktadır.

Kuramsal altyapı olarak Kullanımlar ve Doyumlar ve İletişimde Mahremiyet kurami perspektiflerini kullanarak, bu çalışma Sosyal Ağ Siteleri kullanımıyla ilgili Kazak anne/baba-çocuk ilişkisine daha iyi ve kapsamlı bir anlayış getirmeyi amaçlamaktadır. Bu çalışma için, DAÜ'deki 115 Kazak öğrenciye çevrimiçi bir anket uygulanmıştır. Veriler, Facebook'un yanısıra Kazak öğrencilerin alternative Sosyal Ağ Sitelerini sosyalleşme gereksinimlerini karşılamada kullandıklarını ortaya koymaktadır. Dahası, öğrenciler farklı platformları kullanarak aile ve arkadaşları ile iletişimde bulunmayı tercih etmektedirler. Katılımcılar denizaşırı bir ülkede eğitim gördüklerinden, aile üyelerinin kendi özelliklerini Facebook'ta ihlal ettiklerini hissetmemektedirler.

Anahtar Kelimeler: Sosyal Ağ Siteleri, üniversite öğrencileri, aile iletişimi, Kullanımları ve Doyumlar Kuramı.

DEDICATION

To my dear father Azamsho Sharifi

*For the right to choose, confidence in the future and for everything you
do for us;*

To my beloved mother Dana Omarova

For this life and unconditional love;

To my wise and the most beautiful sisters Aliya and Dinora

For the best role model;

To the pieces of my heart: my nephews Zhamilya, Danial, Damir,

Daniya, Samina, Amira and my Goddaughter Amina

For whose I want to try to make the world even better.

I love you with all my heart.

You are my sources of inspiration.

All my achievements are because of you.

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Chapter 1

INTRODUCTION

Social Network Sites (SNS) are a great technological achievement that has expanded into the daily interaction of people, thereby turning the world into a global village (McLuhan, 1968). In time, SNS have changed the way people communicate. In the past five years, SNS became increasingly popular all round the world and enabled people to communicate with one another around the globe in a new and unique way. Currently, SNS give opportunities to receive information, communicate, establish and maintain relationships at any time. One of the biggest advantages is that, SNS have reduced the distance between people who are located in different parts of the world. This technological progress can be especially beneficial for students who left their parents' home to continue studying at the university.

Popularization and multifunctionality of SNS attract more and more users to become a part of it. The number of SNS users from different demographic, social status and field of activity are increasing every day (Ndubisi et al., 2005; Pfeil et al., 2009). Billions of people cannot imagine their lives without SNS, especially the young people, who constitute a significant part of the most active users of Internet. However, recently a new trend has emerged and now parents and older generation are one of the fastest growing categories of SNS's users (Lenhart, 2009; Hampton, Goulet, Rainie, & Purcell, 2011). Tendency to create a profile and to send parental

friend requests to children prompted the emergence of a new type of family relationships through SNS (Ball, Wanzer, & Servoss, 2013).

The use of SNS among young generation started to attract attention of scholars all over the world. However, there is small number of research about SNS as one of the communication tools between adolescents and their parents. Thus, Child & Westermann (2013) captured communication between parent and child on Facebook, while Quan-Haase & Young (2010) defined that university students use SNS to be in communication with family, friends and sometimes even with strangers. Jeffrey T. Child, Angela R. Duck, Laura A. Andrews, and Maria Butauski (2015) focus on how young adults' use of Facebook as a tool for maintains relationships and communication with family.

In the contemporary world, SNS have become an integral part of people's life. There are various types of SNS which can satisfy humans' communication requirements and there are different reasons why people want to spend their time in SNS such a Facebook, Twitter, Instagram etc. However, nowadays, because of its multifarious features, Facebook remains as the most popular SNS and the leading online platform in the world.

Nevertheless, the topic of relations between parents and children trough Facebook remains unexplored, especially from the students' perspective that live and study away from home. Therefore, this research tries to find out whether Kazakh students in the Eastern Mediterranean University (EMU) in North, Cyprus communicate or not with their families on Facebook or not while studying abroad. If no, to discover the main reasons and alternatives that they use; if yes, to explore which methods are

more preferable to maintain relationships with families. By adopting the Uses and Gratifications and Communication Privacy Management perspectives as the theoretical foundation this research seeks to provide a better and more comprehensive understanding of Kazakh parent/child relationships through Facebook and alternatives.

1.1 Background of the Study

Patently, technological progress and the emergence of the Internet have changed the life of mankind. Nowadays, it is easily to find any information on the Internet; hundreds of new websites are registered every day; people find work and even love there, acquire new habits. Virtual reality has replaced face-to-face communication with loved ones and reality with online mode.

However, virtual communication has a number of advantages in comparison with the real. For instance, to communicate in one dialogue with several participants or through video communication you can talk to a person from anywhere in the world. Initially, the Internet was envisaged as a way of exchanging information, but eventually the information function gave way to entertainment and communication.

According to a leading research company specializing in media research and advertising in Kazakhstan, TNS Central Asia (2016), the Internet is the only growing media channel in Kazakhstan, whose coverage exceeds the coverage of the press 2 times. In May 2016, the number of Internet users in Kazakhstan reached 8.2 million. As in any growing Internet market, more than 60% of users in Kazakhstan are residents of large cities. According to TNS media consumption analysis, the Internet

in Kazakhstan is used minimum once a month by 63.3% of the population between 12 and 54 years for information retrieval, work with e-mail and communication.

It is important to note that Kazakhstan is not behind the world trends and is actively using the Internet with the help of mobile devices. According to TNS Central Asia (2016), in June the penetration of mobile Internet in the country was 69%. On average, 64.3% of mobile Internet users spend on the network from 30 minutes to 2.5 hours per day.

According to SimilarWeb rating, the most popular sites in Kazakhstan are Social Networks (Vkontakte, Odnoklassniki, Facebook), search engines (Google, Yandex), Mail.ru portal, and YouTube video hosting. However, in the top 10 favourite sites of the country are representatives of other categories. For example, the 6th place is occupied by the local auto portal Kolesa.kz, 8th - service for the exchange of photo and video content Instagram.

1.2 Motivation for the Study

The researcher was motivated to conduct this research by several reasons. First and the most important is that other interest in the study of SNS especially Facebook is constantly growing. However, in Kazakhstan research on this topic is almost absent. The researcher decided to explore the topic of relations between child and family members on Facebook while they study abroad, because this topic has not been studied thoroughly by world's scientists, and in Kazakhstan it was not touched at all.

In addition, studying at the EMU and communicating with people from different nationalities, the researcher noticed that the relationships and reaction of people to their parents in Facebook completely differs. Someone accepts only brothers and

sisters, while blocking parents or creates another Facebook account only in order to communicate with the family. Some people prefer to be friends with their parents rather than with other family members. Other type divides Social Network Sites into two groups for parents and friends. It all depends on what kind of information and in what amount they are ready to share with family members.

For these reasons, the researcher became interested in how EMU students from Kazakhstan relate to the presence of parents and family members on Facebook and whether it helps them to keep in touch with the family while they are studying abroad or they prefer to use alternative SNS. Thus, the present research focuses on students of EMU from Kazakhstan and tries to identify and determine the relationships between them and their families in the leading SNS – Facebook. Furthermore, this study seeks to find out the main reasons why they use Facebook and attempts to identify alternative Social Network Sites that may be also popular among Kazakh students and may help them to connect with families while they are away from home.

1.3 Aims of the Study

Since research into SNS almost do not cover Kazakhstan and Kazakh people and the popularity of Facebook as an SNS is growing every day, as a result a new type of parent/child relations appears within SNS. Therefore the study seeks to:

- To explore to what extent and why Kazakh students of Eastern Mediterranean University in 2017, spring use Facebook;
- To understand how students from Kazakhstan react to the presence of family members in SNS, especially in Facebook;

- To establish whether Facebook is a helpful instrument for Kazakh students for maintaining relationships with family while studying abroad or whether they prefer to use alternatives.

1.4 Research Questions

The present study is based on registered Kazakh students of Eastern Mediterranean University spring semester 2016/2017 and seeks to find out the answers to the following research questions:

RQ1: What is the most popular social network site among Kazakh students at EMU?

RQ2: What are the main reasons and purposes of using Facebook among Kazakh students at EMU?

RQ3: In what aspects do students feel tense to have family and friends on the same platform at the same time?

RQ4: Do Kazakh students at EMU use Facebook to communicate with families while studying abroad?

RQ5: Do Kazakh students at EMU feel that parents or family members violate their privacy on Facebook?

RQ6: How do Kazakh students at EMU react to the presence of parents and family members on Facebook?

RQ7: Do Kazakh students at EMU use different SNS in order to separate parents and family members from friends?

RQ8: Do Kazakh students at EMU have alternative way besides Facebook in order to communicate with families while studying abroad?

1.5 Significance of the Study

Facebook is a very useful social networking site and it has numerous benefits to people in general, especially for students. However, there is a relatively small

number of research on topic of the relationship between youth people and parents in SNS and yet the topic remains unexplored, especially in Kazakhstan. This study is important because it provides uncovered information that will benefit from further research. Moreover, the study will provide an extensive review of the literature on a topic that can also be useful for prospective researchers.

1.6 Limitations of the Study

The study is limited only to population of Kazakh students within the 18 to 35 years registered and studying at Eastern Mediterranean University in 2016/2017 academic year in the Turkish Republic of North Cyprus, Famagusta.

Chapter 2

LITERATURE REVIEW

To examine deeply the topic of the present study a Literature Review was conducted by the researcher. First of all, before exploring the theoretical framework of this research, it makes sense to understand the field of Social Network Sites. Therefore, this chapter accommodates general understanding of the emergence and significance of SNS on the Internet, concentrates on the Facebook as the most popular SNS and then provides an explanation to alternative SNS, which are popular in Kazakhstan. In the second part of this chapter, the researcher moves to the theoretical framework. As the sources for literature review, the researcher used the secondary data from books, articles published in scientific journals, online and offline resources.

2.1 Social Network Sites (SNS)

Social Network Sites have changed and have become an integral part of modern people's lives. There are SNS in which number of registered users exceeds the population of some countries. According to several surveys, the amount of SNS users is regularly increasing (Lenhart, 2009, Lenhart & Madden, 2007a, Lenhart et al., 2010). The majority of SNS are open to all users and do not require money for use. Their technical features can satisfy a wide range of interests and purposes (Valkenburg, Schouten, & Peter, 2005). Nowadays, there are numerous SNS of different directions, such as status change services, sites which help to find old friends and make new acquaintances or for uploading photos and video files.

Jose van Dijck (2012) states that SNS, such as Twitter, LinkedIn and Facebook, as well as user-generated content (UGC) sites such as Wikipedia, Blogger, YouTube and MySpace divided the communication space into specific parts for microblogging, exchanging pictures, video sharing, social networking and that these platforms are constantly evolving.

Over the past few years, the amount of time spent by users in Social Network Sites is increasing: people communicate there, share information and thoughts, use them for entertainment or for even looking for a job. Accordingly, SNS unite individuals into communities whose interests and activities coincide or with the aim of studying each other's interests (Kwon & Wen, 2010). The huge advantage of SNS is that it enables the user to interact and communicate on the Internet immediately and directly with one another and with mutual friends (Correa et al. 2010).

boyd and Ellison (2008) maintain that, SNS are “Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system”. In other words, SNS allow people to create profiles with information about themselves and build a chain of relationships with other users within one site, thus creating personal connections in an online environment.

Currently, SNS has become the most widespread online channel, covering more than 70% of the Internet audience over the age of 18 (Perrin, 2015). In this regard, there are a large number of studies which concentrate on young people. However, recently the trends in the SNS have changed. Despite the fact that most users of the SNS are

young people, the number of users of the older generation is growing steadily. As a result, young people began to meet more often with representatives of the older generation, for example with their parents, through SNS (Yang, 2016).

2.1.1 Brief History of SNS

The concept of “social network” appeared in 1954, but this concept differed from what we mean in it in the modern world. Definition of this phenomenon was given by a sociologist from Manchester: James Barnes. He developed and supplemented the approach invented in the 1930s, to the study of interrelations between people with the help of sociograms or visual diagrams in which faces are represented in the form of dots and the connections between them are in the form of lines.

Undoubtedly, the concept of a “social network” has changed since that time. An important role was played by the development of technologies, for instance, the invention of the Internet, which became public in 1991, due to which SNS appeared. It is important to note that the main inflow of users into SNS began with the active dissemination of the Internet, including Wi-Fi and mobile Internet with access of 3G and 4G standards. Today almost every person constantly uses computers, many use smartphones with Internet access; Wi-Fi can be found almost everywhere, even in the subway which allows to have constant access to SNS accounts. Thus, it is necessary to emphasize the level of importance of modern technologies in the spread and growing popularity of SNS.

The first Social Network Site in the modern sense of this term is Classmates.com website, which appeared in 1995. The site was created by the engineer Randy Conrad, in order to find his classmates. Classmates.com is still very popular and has more than 50 million registered users and helps them to find and maintain contact

with friends and acquaintances, with whom a person has communicated throughout his life during studies, at work or while in army. However, Classmates showed their low competitiveness and reluctance to adapt to modern trends; as a result new SNS have appeared.

The following popular SNS was the dating site named SixDegrees.com, created in 1997. However, unlike to Classmates.com, this resource existed only until the year 2000. This site was considered as special because it had a number of tools that allowed users to create personal pages, add friends, and since 1998 to make a search of friends through this site (Ellison, 2007). According to Angwin (2009) Youth Stream Media networks paid \$ 125 million to become the owners of this site in 1999. At that time, many well-known sites offered similar services separately, but only SixDegrees.com combined all these features together. From this moment, rapid development of SNS on the Internet has started.

Close to SixDegrees.com were other SNS that arose one after another between 1997 and 1999. Thus, in 1997, appeared a universal organizer AsianAvenue, which subsequently transformed into a social network site. In 1999, several social network sites started at once: Cyworld launched as a forum; QQ started as an instant messaging service; Blackplanet is launched as an online community.

One of the most significant events was the creation of the Livejournal. On March 18, 1999, American student-programmer Brad Fitzpatrick created the Livejournal. Later the service became a mass hosting of blogs and gained great popularity in the Commonwealth of Independent States countries. The Livejournal first provided the opportunity to create communities and communicate in them.

In 2001, a resource for finding business contacts Ryze.com arose. In fact, this network in the future gave impulse to the development of the already widely popular LinkedIn.

Ellison (2007) asserts that along with Ryze.com there were also other popular sites such as Friendster, LinkedIn and Tribe.net. Thus, in 2002, Jonathan Abrams developed Friendster's dating site. It is noteworthy that this social network has been adapted to help people find new friends and acquaintances in the lists of their friends. And do not try to get acquainted with a stranger. This innovation made this site very popular in the first months of its existence. Cohen (2003) states that Friendster was the main competitor of another dating site named Match.com. In December 2002, LinkedIn appeared. In May of the next year, it started to work and took a worthy place among networks for professionals.

In 2003, a new SNS MySpace was created. The ability to create personal profiles, convenient customization settings, community by interests, photo placements, as well as the video and audio recordings of famous artists, and owning a blog attracted the attention of a huge number of users. All this enabled MySpace to turn into the most famous SNS around the globe in 2006. Many famous musicians began to use the network to present themselves and for their fans MySpace gave the opportunity to communicate with their idols (Ellison, 2007). In the same year, networks such as Hi5, OpenBC and Tribe were created.

According to Safko and Brake (2009), in 2004 the first social network site for photo sharing Flickr was created by a family of gaming entrepreneurs Katrina Fake and Steward Butterfield (Safko & Brake, 2009). Moreover, the developers added a

function of the “geotagging” that allowed to indicate the geographical location of the taken photo.

In the same year, in 2004, several SNS appeared at once. One of these was Facebook. In 2006, Jack Dorsey launched the Twitter project, which immediately became a rapidly growing new social networking project. For the space of post-Soviet countries, 2006 is significant for the emergence of Odnoklassniki and VKontakte.

YouTube is the first great video hosting website. It was launched in 2005 by three former employees of PayPal Chad Hurley, Steve Chen and Jawed Karim. Any user can view, add and comment on any video material posted on the service. Simplicity and convenience in use made YouTube one of the most popular in the world among video hosting. The service has both amateur videos and professional films. In November 2006, the project was bought by Google for 1.65 billion dollars.

A few years later, in 2010, an application Instagram was created after a long time of testing by Kevin Systrom & Mike Krieger (Cutler, 2012) to exchange photos and videos with social network elements, which allows taking photos and videos, applying filters to them, and distributing them through the profile and a number of other social networks. By 2013, Instagram has become one of the most popular social networks. The number of users has exceeded the mark of 100 million, more than 1 billion photos have already uploaded, every second 1 user is registered and about 58 photos are uploaded (Silva, Melo, Almeida, Salles,& Loureiro, 2013). After the owner of the photo service became Facebook, new developments were introduced that made the application not only a photo service but also a platform for communication.

2.1.2 Facebook as the Leading SNS

Facebook is currently the most popular SNS that enables people interact and communicate all over the world. It was founded by Mark Zuckerberg and his roommates during his studies at Harvard University in February 2004. Facebook it is a social service that gives to people an opportunity to communicate with families, friends and co-workers (Facebook Factsheet, 2010).

Facebook allows to create a profile with information about yourself, invite friends, exchange messages with them, change status, leave messages on own and others' walls, upload photos, create photo albums, add videos, create communities of interest. One should notice here, that in order to manage privacy, users can control the level of access to information published in their profiles and determine who has access to any part of the page. In addition, Facebook allows to block people with whom the user does not want to communicate, as well as complain to the administration. However, the main function of Facebook remains to maintain a social network with one's social connections (boyd and Ellison, 2007; Raacke and Bonds-Raacke, 2008).

Facebook has evolved from a service for a small circle of friends to a global platform for communication for several years. Because of its multifarious features, Facebook has become the leading online platform, and gradually Facebook becomes an inalienable attribute of people's life and it's not accidental that every representative of the progressive young generation uses it. Thus, according to Statista (2017), the number of Facebook users around the world in this year reached 1.97 billion people.

As it can be seen from the statistics below, which provides information on the most popular networks worldwide as of April 2017, among all SNS, the largest number of active users belongs to Facebook.

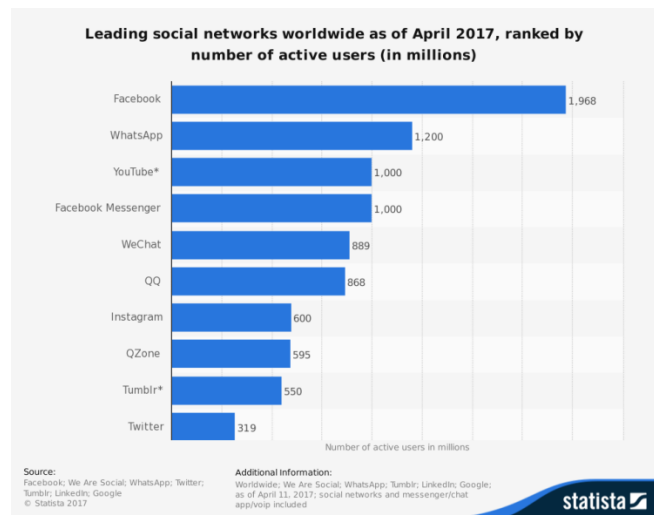


Figure 1: Leading SNS Worldwide

According to the results of the first quarter of 2016, users who log into their account at least once a month were 1.65 billion. Consequently, the number of users increased over the year by 17%. Facebook is used by 1.18 billion people daily. This indicator also showed an increase of 18% compared to 2016 (Social Bakers, 2017). Thereby, one can conclude that the audience of Facebook is growing every day.

Everything new that appears on Facebook is copied by others and becomes the standard. Using the example of Facebook, the experience of creating a perfect new service, the experience of developing and implementing social services and the experience of interacting with huge masses of users were studied. That's why the history of Facebook attracts so much attention. The history of the creation of Facebook began before the concept of Social Network Site was formed. The development of Facebook is at the same time the history of development of Social

Network Sites. Therefore, it is important to consider in greater detail and in more detail the history of the creation of Facebook.

2.1.2.1 Brief History of Facebook

The history of Facebook began at the Phillips Exeter Academy. Mark Zuckerberg, being a pupil of this school, received a “Photo Address Book” which was a textbook for students with photographs, phone numbers and addresses of classmates. Data in it was updated annually, which was very convenient for each student. Then, after entering Harvard, Mark Zuckerberg discovered that there was no such service at the university. In February 2004, he initiated the creation of an online guide to the type of “Facemash” which was originally focused only on Harvard University (Safko & Brake, 2009). For the first month of the existence of the social network, about half of Harvard students registered in it. However, in March 2004, Facebook went beyond Harvard and connected to students from almost all universities in Canada and the US. Afterward, all schools of the Ivy League and Boston District joined the list of places available for registration.

In the summer of 2004 the Facebook Company was founded, led by entrepreneur Sean Parker, who for a long time gave advice to Mark Zuckerberg. At the same time, the company moved to Palo Alto, California. In 2005 the company acquires the domain “Facebook.com” for 200 thousand dollars. In September of the same year, the possibility of registration appeared among high school students in the United States. However, at the beginning it was indispensably to receive an invitation from someone already registered. Then, the circle expanded to workers of some companies, such as Apple and Microsoft.

On September 26, 2006, the site opened a registration for all who have a valid e-mail address. There was only an age limit of 13 years. Since then, the site and company are actively developing, and huge investments in the world's most popular Social Network Site have only proved this. In October 2008, the international headquarters of Facebook moved from Silicon Valley to Irish Dublin. In September 2009, the company for the first time received a profit from the site. However, this is not surprising, since in 2009-2010, despite small growth rates of the audience, Facebook was used especially actively.

In March 2010, Forbes magazine recognized Mark Zuckerberg as one of the youngest billionaires with a fortune of \$ 4 billion (Forbes, 2010). According to Dolan and Kroll (2017), for the first time the founder of Facebook took the fifth place in the list of the world's richest people after his fortune increased by 11.4 billion dollars in 12 months. The net worth of the 33-year-old billionaire is estimated at \$56 billion.

2.1.3 Facebook and Alternatives in Kazakhstan

According to the report prepared by the agency "Media-Systems" in the winter 2015-2016 with the help of the service of Brand Analytics, active users of social networks in Kazakhstan are 3.3 million people; this is one fifth of the country's population. In Kazakhstan, the number of the active users of the Facebook reached 125.8 thousand people; most of these are women - 60.3%. It is noteworthy that the basis of the audience (57,4%) is people from 18 to 34 years and about 5% of users are over 55 years old (Social Bakers, 2015; Brand Analytics, 2015). However, despite the growing popularity of Facebook among users from Kazakhstan, nowadays, the most popular Social Network Site remains VKontakte.

VKontakte is the largest SNS of the post-Soviet space. It was created in 2006 by Pavel Durov. Developers from Russia used Facebook as a base for creating VKontakte, since initially Facebook did not have a Russian interface (Durov, 2007). VKontakte users have the following options: create a profile with information about themselves, manage the access settings for information on their page, interact with other users privately (via private messages) and publicly (using records on the wall, and also through the mechanism of groups and meetings), track the activity of friends and communities through the news line. Moreover, the user can leave comments under the already published content. VKontakte allows users to attach photos, audio tracks and videos, graffiti and surveys to their messages. The number of users from Kazakhstan in this Social Network Site is about 1.945 million, who generate 45 million messages every month. Among users 53.8% are male and 46.2% are female. Most of the audience is users under 18 years, slightly less users are between 18 and 24 years and less than a quarter of active users are people over 25 years old. Therefore, it can be concluded, that VKontakte is a Social Network Site for the young people.

On the contrary, the leader among SNS for the older generation in Kazakhstan is Odnoklassniki. It is multi-lingual project was launched on March 4 of 2006. Its author is the Russian web developer Albert Popkov. Translated from the Russian language, Odnoklassniki mean “classmates”. The site is mainly used to find classmates from school or university, as well as relatives, in order to maintain communication with them. Users have a fairly large range of options: creating personal profiles, messaging, adding photos, music, videos. Furthermore, there are a number of additional functions, such as exchanging gifts, evaluating photos, etc.

There are 69.3 thousand users from Kazakhstan; most of them are older than 25 years. In addition, every fifth person using this SNS is over 55 years old (Brand Analytics, 2015).

It is important to note, that Instagram is gaining popularity in Kazakhstan. According to Hochman and Schwartz (2012) Instagram allows users not only to take pictures but also apply various filters to change the image and instantly share it with friends both in the application itself and in other linked Social Network Sites such as Facebook or VKontakte. Recently, the application has new functions for downloading stories that are automatically deleted within 24 hours, loading multiple photos at once into the album, as well as the function of live broadcast. The service is used by 1.336 million people in Kazakhstan. This SNS in Kazakhstan is most popular among women, which constitute 71.9% of the audience. Accordingly, men in Instagram are only 28.1% (Brand Analytics, 2015).

2.2 Theoretical Framework

Several theories can be applied to this work. However, the researcher decided to concentrate on two mass communication theories Uses and Gratification Theory and Communication Privacy Management Theory as the most suitable for the topic of this research.

2.2.1 Uses and Gratification Theory (UGT)

Uses and Gratification Theory developed in the 1940s from the functionalist approach to communication studies and concentrates more on the media audience instead of media channels and messages that they provide. The theory focuses on what and why people do with different types of media rather than what the various media do to the users (Katz, 1959). This approach suggests that media consumers

such as readers, viewers, listeners and now internet users are the main part of an active audience who know exactly what they want and more than, they are aware of how to get it and how to satisfy their needs. One of the primary aims of Uses and Gratification Theory is to explicate the causes why persons select a particular medium in order to gratify their social and psychological needs.

At first, UGT was formulated to analyse how traditional media have employed to satisfy the demands of the audience (Katz et al., 1973; Katz et al., 1974). Katz, Blumler and Gurevitch (1974) state that there are five groups of needs, that media caters for its consumers. The first one is cognitive needs, when people use media because they want to be informed or educated; the second one is when users want to obtain affective or emotional experiences; the third one is integrative, when audience want to rise their social interaction, sense of belonging and stability; the next one is escapist, when people try to get away from the reality and stresses of daily life; the last one is just for entertainment.

This approach has been studied for various types of mass media such as television, radio and also print editions (Palmgreen & Rayburn, 1979; Kippax & Murray, 1980; Bantz, 1982; Rubin, 1983). With the fast development of Internet, Uses and Gratification Theory (UGT) became more relevant in modern-day society. Internet has opened for communication scholar new way to analyse this theory. Thus, Newhagen and Rafaeli (1996) apply UGT as the key concept in research of Internet. Afterwards, other scientists are also interested in the idea that UGT can be applied to the Internet. For instance, Ruggiero (2000) suggests that individual users apply a specific medium to fulfill their needs and gain their goals; moreover, he argues that with rapid growth of communication technologies, including Internet, mass media

consumers are having more choices and it is crucial to explore their needs in order to understand Internet audiences. It means that active users of Internet have a lot of choices and they can decide which link they want to open or which one they want to close, what kind of information they want to find using a search engine and which application is more reliable.

When it comes to employment of Uses and Gratification Theory in the Internet, one should note here that the Internet is associated with another term – social media. Most popular social media platforms in present-days are SNS which includes Facebook, Twitter, Youtube, Periscope, Instagram and others. It would be unfair not to mention the fact that, Social media users do not limit themselves in utilization of one of these social network sites. Moreover, they do not replace one social network to another; they can use different types of SNS for the different purposes at the same time (Quan-Haase et al., 2002).

According to the facts that were mentioned earlier in relation to the roots of Uses and Gratification Theory lies in communication studies and SNS is a tool of communication mechanism, one may conclude that, it is possible to apply Uses and Gratification Theory to the SNS. Furthermore, this theory has special importance in the field of SNS, which helps to understand popularity of SNS uses.

Along with the growing daily popularity of SNS, scientists started to demonstrate more interest in this new type of media. Thus, some of them focus on their recent studies on the application of Uses and Gratification Theory framework to SNS.

2.2.1.1 Research into UGT and SNS

Raacke and Bonds-Raacke (2008) apply Uses and Gratification Theory to the friend-networking sites MySpace and Facebook. They argue that these types of sites satisfy social needs of individuals suchlike making friends or interacting with old ones. Quan-Haase and Young (2010) also analyse how Uses and Gratification Theory relates to Facebook but in comparison with Instant Messaging. These scholars point out six gratifications that are: pass time, sharing problems, sociability, getting social information, affection and fashion.

Another author, Chunmei Gan Weijun Wang (2015) compares Microblog and WeChat. Based on the results of the research he find three types of gratifications obtained from these sites: content gratification (seeking and sharing information), social gratification (social interaction, social networking, convenient communication) and hedonic gratification (entertainment, passing time).

Nevertheless, while some authors attach importance to definite sites, other are concentrating on all SNS. For instance, Whiting and Williams (2013) argue that there are ten types of gratifications for using SNS. This was examined through 25 interviews: social interaction, pass time, entertainment, information seeking, information sharing, relaxation, communicatory utility and convenience utility, expression of opinion.

Studying SNS as the main part of social media, Bradley (2014) conducts research about Uses and Gratification Theory and Instagram. His findings showed that the most popular gratifications from this SNS is to keep up with friends, to promote and advertise themselves and to pass the time.

Omar et al (2014) categorize the following needs: seeking information and entertainment, social interaction, personal identity, self-disclosure. The results of research conducted by Ersoy and Korhan (2015) are almost the same. They indicate that to keep in touch with friends and family, to get the news, to learn, and entertainment are the most preferable needs of use for SNS.

2.2.1.2 Research into UGT and Facebook

Previous studies have identified several purposes why people use Facebook and how Facebook is used to gratify their needs. Thus, Sheldon (2008) introduces six main reasons for using Facebook: relationship maintenance, passing time, virtual community, entertainment, coolness and companionship. Other scholars state that there are five major purposes: efficient communication, convenient communication, curiosity about others, popularity and relationship formation and reinforcement (Urista et al. 2009). According to Debatin et al (2009) Facebook provides gratifications for users in their needs for entertainment, social relationships and for identity construction. Furthermore, Baker and Oswald (2010) state that for some individuals, especially for the young generation, Facebook is helping to overcome their shyness. Therefore, one can conclude that psychological traits can also be included in the reasons why people use Facebook.

2.2.1.3 The Uses of Facebook as a Communication Tool with Family

As it was noted earlier, SNS are becoming increasingly popular also among older generations. According to several studies, young users often began to meet representatives of older generations, such as their parents, on the expanses of SNS (Zickuhr, 2010; Perrin, 2015; Yang, 2016). Thus, becoming a friend with a child on Facebook parents have an opportunity to observe from the side all the actions of the child, moreover, monitor the activities of child's friends. This situation can lead to

problems, because children do not want to unite friends and family members in one place and prefer to communicate with them separately from each other. As a result, they can prohibit parents from contacting their friends or even block parents in Facebook in order not to violate children's private lives (Özad & Gümüş, 2014). In another case, in order to avoid the presence of parents, according to Wiederhold (2012), children start looking for alternative SNS to communicate with friends.

However, according to Child and Westermann (2013), the use of Facebook as a communication tool with parents can have both positive and negative consequences for children. For instance, a friend request from parents on Facebook can be perceived by children as an attempt to intrude into privacy or infringement on confidentiality and autonomy (Hawk, Keijsers, Hale, & Meeus, 2009; Petronio, 1994). Likewise, Özad and Gümüş (2014) suggest that the common use of SNS, especially Facebook, by children, their parents and family members might have undesirable consequences, such as conflicts and misunderstandings. Kanter, Afifi and Robbins (2012) suggest that friendship with parents on SNS may make it difficult to maintain confidentiality and in the future may have a negative impact on the relationship between children and their parents. However, the results of their experimental study showed the opposite results, after the parent started to use Facebook, the relationship between the child and the parent improved, the number of conflicts decreased, and the child did not take this situation as intrusion into personal space.

The results of qualitative research conducted by Özad and Gümüş (2014) discover that teenagers do not like when their parents are active on Facebook, moreover, male adolescents do not want to be friends with fathers on Facebook. Another quantitative

research on this topic was conducted by Özad and Uygarer (2015). They point out that young adults overall do not know how the friendship with parents on Facebook affects them.

Furthermore, one should not forget that SNS can serve as a useful tool for communication between young people and their family members while studying abroad. Studying away from home, the youth becomes more independent and autonomous. After they leave the family, parents are less aware of the way of life of children, therefore, they are less likely to criticize them, which lead to improvement of relations between parents and children (Arnett, 2014). Furthermore, while being in an unfamiliar environment and away from home, students miss their families and try to contact their parents and loved ones as often as possible. Thanks to communication technologies, this physical distance between students and their parents can be reduced by electronic channels (Miller-Ott, Kelly, & Duran, 2014; Schon, 2014). The SNS is the most convenient way to fast information exchange and to stay informed about life events, where parents can observe the updates of their children and give timely feedback even when children are engaged in lessons or student activations (Yang, 2016). In particular, Facebook is easy to use and does not require much effort to share information. Thus, Burke, Adamic and Marciniak (2013) conclude that the communication of parents and children on Facebook has a noticeable growth at the situation when children leave home to continue their studies.

It should be noted that for the Kazakh people the family occupies a leading place in life, and the attitude to the values of the family is special. It is difficult to find other people where the family ties will be so important. Family traditions allowed the Kazakh people to survive for centuries as a unified national entity. The general

principle of relations both within the Kazakh family and in general in relations between people is the principle of "senior - junior", when it is necessary to respect any person of the older generation. It is very important for the Kazakh people to maintain contact with relatives throughout their lives. Moreover, most Kazakhs can not imagine their lives without communication with family and relatives. Therefore, the present study seeks to explore the communication of Kazakh students with families in SNS while they are studying abroad in Eastern Mediterranean University, Famagusta, North Cyprus. The use of SNS as a communication channel to liaise with parents and siblings creates the need to build the boundaries of privacy in unique ways (Child, Duck, Andrews, Butauski & Petronio 2015). Therefore, for the present research, it is important to consider the interaction of young adults in SNS with parents, close relatives and friends within the Communication Privacy Management (CPM) theoretical framework (Petronio, 2002).

2.2.2 Communication Privacy Management Theory (CPM)

Communication Privacy Management evidence-based theory (Petronio, 2002) serves as a useful theoretical basis when considering disclosure of information, boundaries and privacy rules in SNS. Communication Privacy Management theory supplements Uses and Gratification Theory, since both of them are user-based theoretical frameworks, and suggests that productive control of personal information consists of three principal standards, privacy ownership, privacy control, and privacy turbulence (Child, Haridakis, & Petronio, 2012).

First of all, CPM states that if individuals are ready to share private information with others, then they should be ready to give them the right to co-own this confidential information, which can also manage and control it. This principle of ownership rights

should be considered through privacy rule system, which includes two types of privacy boundaries, individual and collective (Petronio, 2002). According to Child et al. (2012), information considered as private and secure if it is within an individual privacy boundary. When private and secure information is disclosed to other people, it moves from an individual privacy boundary to a collective co-owned privacy boundary, and now all co-owners have the responsibility for storing and disseminating this information (Petronio & Caughlin, 2006; Petronio & Gaff, 2010). If they consider principle of ownership rights through Facebook, then personal information that the user does not want to share with the audience remains in his individual privacy boundary. However, if the user on own page publishes information such as a photo, update of the status or allows to leave comments it is the collectively managed privacy boundary (Child & Petronio, 2011). If the user deletes the published private information, he returns it to individual privacy boundary.

Secondly, CPM argues that individuals control their privacy and decide what information to hide and which to disclose using the privacy rules that serve to manage both individual and collective privacy boundaries (Petronio, 2002; Petronio & Reiersen, 2009). According to Petronio (2002) at the individual level, individuals are tending to spread or defend private information as a product of cultural, gendered, motivational, contextual, and risk-benefit ratio criteria. In regard to collective privacy boundaries, co-owners must examine the boundaries of privacy and disclosure according to boundary permeability, boundary linkage, and boundary ownership rules (Petronio, 1991). This is a fairly complex process since each owner will refer to their personal criteria for developing privacy rules and draw their boundaries for common shared information.

The final principle of CPM is privacy turbulence or breakdowns. Privacy turbulence can arise between owners in the case when shared boundaries are not clear and the rules for managing private information are not mutually understood by all owners (Petronio, 2002). For this reason, when there is no effective regulation of private information, individual or collective turbulence takes place, which requires the owners to re-examine and correct the privacy management system (Child & Petronio, 2011; Child et al., 2011). In addition, privacy turbulence may occur for other reasons. For instance, when the co-owner purposely violates the established boundaries in order to disclose private information (Afifi, 2003) or when these boundaries did not exist initially for a particular situation. Thus, boundary rules were not established for SNS, in particular for Facebook, immediately with their emergence. At a time when parents started to use Facebook and add children to their friends list, the children felt privacy turbulence and this was perceived by children as an invasion of privacy (Kanter & Robbins, 2012). Thereby, Facebook users had to adapt their privacy rules due to emerging problems, in order to prevent breakdowns in the management of their private information (Child et al., 2011). As noted earlier, one way to return private information to individual privacy boundary is to delete posted information; this method is mainly used by most SNS users (Child et al., 2011).

2.2.2.1 Research into CPM and Facebook

Facebook is a unique platform on which one can simultaneously communicate with people from completely different social groups, for example, friends and family, teachers and colleagues or neighbours, who in terms of real life, most probably, could not interact with one other. However, on Facebook they can share and contribute content within an individual's collective Facebook privacy boundary

(Child et al., 2009; Child & Westermann, 2013; Frampton & Child, 2013; Webb et al., 2015).

Due to the fact that the older generation is a fast-growing part of Facebook's audience, the topic of applying CPM theory to Facebook is becoming more popular among scholars. Thus, according to several researchers the creation of a Facebook page establishes a collective privacy boundary with the privileged community given access to an individual user's site (Child et al., 2009; Child & Petronio, 2011). Thus, if representatives of the older generation create a page on Facebook, they also establish and manage the privacy boundaries. According to Petronio (2002), during the life experience, individual privacy boundaries become thicker. Consequently, the private boundaries of the older generation differ from the boundaries of young adults. Young adults are more likely than older generation to use SNS for explore and development, therefore they manage their privacy less on Facebook and ready to disclose more private information (Livingstone, 2008; Christofides, Muise, & Desmarais, 2012; Shapiro & Margolin, 2014).

The results of the research conducted by Kanter, Afifi and Robbins (2012) show that the interaction of parents and children through Facebook reduces conflicts and increases relational satisfaction. On the one hand, interaction via Facebook leads to positive consequences, and on the other hand, it expands access to parents and gives them an opportunity to monitor and control their children. It is obvious, that such parental supervision on Facebook will not be pleasant to the child and will be accepted as an attempt of parents' intrusion into private life (Hawk, Keijsers, Hale, & Meeus, 2009; Ledbetter et al., 2010; Petronio, 1994).

Family relationships affect the privacy management on Facebook. Child and Westermann (2013) determine that when the relationship in the family is less trusting young adults engage in more Facebook privacy management, being less open with parents through Facebook. However, not in all cases, adult children feel the necessity to regulate their privacy settings on Facebook page (Ball et al., 2013; Child & Westermann, 2013). According to Madden, Cortesi, Gasser, Lenhart and Duggan (2012) some young people sincerely rejoice that they are friends with parents on Facebook. When in families where parental relationships are built on trust and mutual understanding, children engage in less Facebook privacy management with parents (Child & Westermann, 2013).

2.3 Conclusion

As it can be concluded from the Literature Review, despite the fact that the active users of the SNS in Kazakhstan constitute one fifth of the all population, there is limited information and research on this topic about Kazakhstan and Kazakh people. Moreover, research examining Kazakh students and SNS are completely absent. Therefore, the present study based on UGT and CPM theory will try to identify main gratifications of the use of Facebook among Kazakh students at EMU and to understand the different ways that Kazakh students may perceive and react on the presence of parents and siblings on Facebook. Moreover, this study attempts to identify alternative Social Network Sites that may be also popular among Kazakh students and may help them to connect with families while they are away from home.

Chapter 3

RESEARCH METHODOLOGY

In order to understand the field of Social Network Sites and find out the main purposes why and how people use it, especially from the parent/child relationships perspective, the secondary data from books, journals, scholars' articles, previous research and the materials from the Internet were used to obtain facts which helped to write the first and second chapters. For acquiring primary data for the present study, quantitative research methodology was used for this study and this chapter concentrates on the research methodology. Thus, this chapter includes six parts: research methodology, research design, data collection instrument, population and sample, data collection and analysis procedures and validity & reliability of data collection instrument.

3.1 Research Methodology

The methodology of this research is based on quantitative methodology. According to Neuman (2014), quantitative methodology allows exploring many cases, subjects by separating theory from data. Moreover, based on numerical data quantitative methodology gives the opportunity to reach a large amount of respondents and provides the possibility to use statistical analysis for numerical data.

Quantitative research methodology was used for the present study among Kazakh students from different departments in the Eastern Mediterranean University. The questionnaire technique was selected from the quantitative research methodology in

order to collect data to identify how Social Network Sites (Facebook and alternatives) are used as a tool for communication for Kazakh students with families while they are studying abroad. To get the information needed and to gather primary data, an in-house questionnaire was prepared and published during the spring semester, in the beginning of April, 2017.

3.2 Research Design

For the present study, a quantitative methodology was used. The researcher decided to use the questionnaire as a tool for data collection. The link to the online questionnaire was published during the spring semester of 2016-2017 academic year in the "Kazakhstan Student Society" group, in order to reach as many students as possible from the population of Kazakh registered students from various departments in the Eastern Mediterranean University.

Based on the statements above, it can be concluded that the present research is a case study of Kazakh students studying in EMU in 2016-2017 spring term. According to Stake (1995), the study of the particularity and complexity of a single case coming to understand its activity within important circumstances. Furthermore, case study research includes an inclusive survey with collected information over a period of time with the purpose to examine the particular situation (Cassell & Symon, 2004). The case study includes qualitative data, as well as quantitative data and it is related to the theoretical framework (Tellis, 1997). According to Zainal (2007), more often, in case study research a limited number of people or a small geographical area are used as a subject of the study, this allows the researcher to carefully analyze the data in a specific context.

3.3 Data Collection Method

In order to find out the answers to research questions of the present study quantitative survey was applied. Surveys is the most widely used social research technique, which can provide accurate, reliable, and valid data from large number of people in a short time frame (Neuman, 2014). According to Babbie (2012), there are several advantages of using surveys, first, it is a low cost method for a large population, and secondly it is relatively fast. Gnams and Kaspar (2015) stated that the computer “creates an illusion of privacy”, and since the research concerned private issues, online survey was chosen as a method of data collection in order to collect honest answers.

According to official information from Registration Office of Eastern Mediterranean University, there are 115 registered Kazakh students in University in the 2016-2107 academic year. The questionnaire survey was administrated to the population of Kazakh students in EMU by sharing the announcement with the link to online questionnaire survey (from Google docs) in the “Kazakhstan Student Society” group, which exists in Social Network Site called “VKontakte”.The “Kazakhstan Student Society” is a closed group only for Kazakh students in EMU. It was established in November 2014 by students from Kazakhstan in order to share the news and study issues; to communicate with each other and to plan collective activities. Anyone who is a member of this society can share information on the wall of the group. At the time of publishing the link to the online survey by the researcher, the group consisted of 199 participants. Since some members of the group have already graduated from the Eastern Mediterranean University, and only the current students are needed to study, brief explanation and instructions were given. Additionally, the link to the

survey with an explanation was published twice on the group's wall before the midterm exams for the first time and the second time after midterm exams. At the request of the researcher, the group's administrator stuck up a post on the top of the group for 3 weeks. In addition, from all the students of the group were selected those who are currently studying at the university were selected and the personal messages with a short description of the study and the invitation to participate in the survey were sent. Those who participated in the study could optionally send the survey's link to their friends from Kazakhstan at EMU. It took about 10-15 minutes to fill out a questionnaire.

3.4 Data Collection Instrument

The main data collection instrument of this study is an online questionnaire which consists of 75 closed-ended questions. Questions were prepared based on the Uses and Gratification and Communication Management Privacy theories and were divided into 4 sections. In the first section, there were 9 general questions about the demographic characteristics of respondents, which include gender, age, faculty, current education, and the household composition, which are also important and could affect the results of the study.

The questions in the second section helped collect data on the duration and frequency of use of the Internet and Facebook, as well as which devices are more preferred. Moreover, questions from the second section collected information about the use of Facebook by respondents' families and the use of alternative Social Network Sites. In total, the second section consisted of 10 questions, 9 of which were multiple choice style questions and one question number 14 was five-point rating scale

question (namely from 1 – most to 5 – least) about the devices that are mostly used to access Facebook.

The third section of survey included the five-point Likert Scale questions, namely from 1 - Strongly Agree to 5 - Strongly Disagree. According to recommendations of Balcı (2004), the score range was divided as the following scale: from 1.00 to 1.79 – Strongly Agree; from 1.80 to 2.59 – Agree; from 2.60 to 3.39 – Undecided; from 3.40 to 4.19 – Disagree and from 4.20 to 5.00 – Strongly Disagree. Questions of the third section from 20 to 70 were divided into 8 subsections. First subsection consisted of questions about the use of social networks in general and the popularity of Facebook and its alternatives. The second subsection collected information about the main reasons and purposes of using Facebook. The third subsection and questions 34 to 45 helped to understand in what aspects respondents feel tense to have family and friends on the same platform at the same time. The questions of next subsection provided data on the use of Facebook as a tool for communication with families while respondents studying abroad. The fifth subsection and questions from 50 to 53 were about privacy boundaries on Facebook. The following subsection tried to identify the respondent's attitude to the presence of parents and family members on Facebook, moreover whether the respondent's behavior changes depending on their presence on Facebook. The last subsection was about the use of different SNS in order to separate parents and family members from friends.

The fourth and the last section was about the use of alternatives Social Network Sites and sought to find the other ways to communicate with families while being far from home. This section consisted of 5 seven-point rating scale questions (namely from 1 – always to 7 – never).

3.5 Population and Sample Size

The target population for this study was Kazakh students between 18 and 35 years studying in the different Faculties at the Eastern Mediterranean University, North Cyprus, Famagusta. At the time of conducting the research in the spring semester of 2017, participants who met the selected criteria according to information provided by the University are a total number of 115 students. 97 of them are Undergraduate students, 13 are Masters and 5 are seeking to become a PhD.

Due to motivation, research questions and aims of this study, the population of Kazakh students at the Eastern Mediterranean University can serve as the main sources of essential data. The target population of this study in the same situation: they are students from one country Kazakhstan, and because they are far from home they have to use various tools to maintain communication with relatives.

3.6 Data Collection and Analysis Procedures

The questionnaire helped to collect the data required for the survey, which was conducted in the spring semester of the year 2017. First of all, when survey questions were prepared, a pilot study was done among 18 students of the Faculty of Communication and Media Studies at the PhD level in the Eastern Mediterranean University from students who are not Kazakh in order to provide feedback with respect to the understandability of the questionnaire for the respondents. T the latest corrections and changes to the questionnaire were made; all questions and instructions for them were uploaded to the online survey of Google.docs. After creating a short link for quick access to the online questionnaire, the link was published with a manual in Russian in the group "Kazakhstan Student Society" on the social network site "VKontakte". The Russian language was chosen because it is

the primary language of inter-ethnic communication in Kazakhstan. The obtained data was analyzed using the computer program Statistical Package for the Social Sciences (SPSS) and whether there is a statistically significant difference in term of gender was explored.

3.7 Validity and Reliability of Data Collection Instrument

For determining the validity of this study a pilot study was conducted. After the questions for the survey were prepared according to supervisor's instructions, the survey was first tested among 18 PhD students who filled it personally. The reliability of the survey's questions of this study was tested by using Cronbach's Alpha. Cronbach's Alpha is calculated with computer program, which divides all questions from the survey in different ways and computes the correlation values for all of them. In other words, reliability demonstrating that research operations, such as data collection procedures, can be repeated with the same results. According to Cortina (1993), the alpha coefficient is useful for estimating reliability for item-specific variance in a unidimensional test. The closer alpha coefficient is to one, the higher the reliability estimate of the data collection instrument. Cronbach's Alpha of this study is 0.87, which is considered as “good” in most social science research (Cortina, 1993; George & Mallery, 2003; DeVellis, 2012).

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.868	18

Chapter 4

ANALYSIS AND FINDINGS

The chapter presents the Analysis and Findings of the study. This chapter is based on 102 valid questionnaires, which were filled out by Kazakh students of the Eastern Mediterranean University. Analysis sections is organized under three parts; the first is the analysis of participants' demographical characteristics; the second is the analysis of frequency of Internet and Facebook usage. The third part is analysis of gratifications obtained from using Facebook. This section is based on the Likert Scale, where attitude questions were organized according to the following scale: Strongly agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly disagree (SD). Balci's (2004) suggestions were followed for the cut points.

4.1 Demographical Characteristics of Participants

This part of analysis provides information about respondents' demographical characteristics such a sex, age, faculty, educational level, marital status, joint or separate living with parents, as well as questions about the composition of the family. In order to analyze demographic profile of the current study, descriptive statistical analysis was used. The results of the demographical characteristics of participants are represented in Table 2 and Table 3. It can be observed from the Table 2 that the number of surveyed students is divided into 37.3% male; and 62.7% female, 38 and 64 representatives, accordingly. The majority of the students 87.3% (n=89) are between 18 and 24 years old. Participants between 25 and 30 years old are 11.8% (n=12), and one (1%) participant between 31 and 36 years old. It was observed that

39.2% (n=40) of the students are studying Business & Economics, 27.5% (n=28) are students from the Faculty of Tourism, 12.7% (n=13) respondents are from the Faculty of Engineering, 4.9% (n=5) are studying Arts & Sciences and Communication & Media studies, 3.9% (n=4) are students from the Faculties of Education and Architecture, 2% (n=2) are studying in the school of Computing and Technologies and 1% (n=1) is the student from the Health Sciences Faculty. Most of the respondents 87.3% (n=89) are Bachelor students, 11.8% (n=12) are Master students and 1% (n=1) are PhD students.

Table 2: Demographical Characteristics of Participants

	<u>Frequency</u>	<u>Percent</u>
Sex		
Male	38	37.3
Female	64	62.7
Total	102	100.0
Age		
18 – 24	89	87.3
25 – 30	12	11.8
31 – 36	1	1.0
Total	102	100.0
Faculty		
Communication and Media studies	5	4.9
Business & Economics	40	39.2
Tourism	28	27.5
Engineering	13	12.7
Architecture	4	3.9
Arts & Sciences	5	4.9
Education	4	3.9
Health Sciences	1	1.0
Computing and Technologies	2	2.0
Total	102	100.0
Current education		
Bachelor	89	87.3
Master	12	11.8
PhD	1	1.0
Total	102	100.0

Table 3 shows that 56.9% (n=58) of respondents are single and the rest 43.1% (n=44) are in relationship. Out of the 102 respondents who involved in the current study, 92 of them (90.2%) are living separately and the rest 10 students (9.8%) are living together with parents. Marital status of participants' parents is divided in two groups; the first, 79.4% (n=81) of them are married and living together and 20.6% (n=21) are divorced. According to Table 3, 70 (68.6%) of the respondents have brother(s) and 64 (62.3%) have sister(s).

Table 3: Demographical Characteristics of Participants 2

	<u>Frequency</u>	<u>Percent</u>
Marital Status		
Single	58	56.9
In relationship	44	43.1
Total	102	100.0
Living with parents		
Yes	10	9.8
No	92	90.2
Total	102	100.0
Marital status of parents		
Live together	81	79.4
Divorced	21	20.6
Total	102	100.0
Brother(s)		
Yes	70	68.6
No	32	31.4
Total	102	100.0
Sister(s)		
Yes	64	62.7
No	38	37.3
Total	102	100.0

4.2 Usage of Internet, Facebook and Alternatives

Table 4 provides the information about Internet and Facebook use. Thus, all 102 participants (100%) have access to the Internet and 46 (45.1%) of them state that they spend between 4 and 6 hours daily on the Internet, 30 (29.4%) are those, who use the Internet more than 7 hours every day. Also, 19 respondents (18.6%) use it between 1 and 3 hours, while the percentage of those who use Internet less than an hour is very low is just 7 (6.9%).

Table 4: Internet Use

	<u>Frequency</u>	<u>Percent</u>
Access to the Internet		
Yes	102	100.0
No	0	0
Total	102	100.0
Time on the Internet daily		
Less than 1 hour	7	6.9
1-3 hours	19	18.6
4-6 hours	46	45.1
More than 7 hours	30	29.4
Total	102	100.0

According to results that are presented in Table 5, 42.2% (n=43) of the respondents are using Facebook more than 4 years, 26.5% (n=27) of them are using it for last 3 years, 20.6% (n=21) registered in Facebook 2 years ago, 9.8% (n=10) students are using it less than year and one respondent don't use Facebook at all. In addition, respondents were asked about the number of their friends on Facebook. The same number of respondents 25 (24.5%) have between 50 and 99 friends and between 100 and 199 friends on Facebook. In addition, 24 (23.5%) of students have between 200

and 399 friends on Facebook, 19 (18.6%) respondents have between 1 and 49 friends and 9 (8.8%) students have more than 400 friends on Facebook.

Table 5: Facebook Use

	<u>Frequency</u>	<u>Percent</u>
Years of use of Facebook		
None	1	1
Less than 1 year	10	9.8
For last 2 years	21	20.6
For last 3 years	27	26.5
More than 4 years	43	42.2
Total	102	100.0
Amount of friends on Facebook		
1 – 49	19	18.6
50 – 99	25	24.5
100 – 199	25	24.5
200 – 399	24	23.5
More than 400	9	8.8
Total	102	100.0

In order to find out which device is more popular among Kazakh students at EMU to access Facebook, rank question (from 1 – most to 5 – least) was asked. According to Table 6 above the most popular device is mobile phone and the least often, respondents use all listed devices.

Table 6: I have an Access to Facebook from:

<u>Device</u>	<u>Means</u>
Mobile	2.61
Laptop	2.67
IPad	3.15
PC	3.26
All of them	3.33

Table 7 below presents the information about the presence of participants' family members on Facebook. The results from the Table 7 show that, 45 (44.1%) respondents noted that their fathers are registered in Facebook and 59 (57.8%) respondents confirmed that their mothers have an account in Facebook. It is important to note that 48 (75%) of the 64 respondents who have sister(s) answered that their sister(s) have a Facebook account and 47 (67.1%) out of 70, who have brother(s) confirmed their brother(s)' presence on Facebook.

Table 7: The Presence of Family Members on Facebook

	<u>Frequency</u>	<u>Percent</u>
Father's presence on Facebook		
Yes	45	44.1
No	57	55.9
Total	102	100.0
Mother's presence on Facebook		
Yes	59	57.8
No	43	42.2
Total	102	100.0
Brother(s)' presence on Facebook		
Yes	47	67.1
No	23	32.9
Total	70	100.0
Sister(s)' presence on Facebook		
Yes	48	75
No	16	25
Total	64	100.0

In order to reveal which alternatives SNS respondents use along with Facebook, five statements were proposed, four of them are Likert Scale statements. On the first statement "I use following Social Network Sites along with Facebook", students gave the answers, which are reflected in Table 8. It is clear that, the first place is

taken by Instagram, it is used by 48 (47.1%) respondents out of 102, with a small difference the second place is occupied by VKontakte which is used by 41 (40.2%) respondents. The remaining 13 (12.7%) students responded that they use all SNS listed in the questionnaire, such as VKontakte, Odnoklassniki, and Instagram.

Table 8: SNS that Respondents Use Along with Facebook

	<u>Frequency</u>	<u>Percent</u>
Alternatives to Facebook		
VKontakte	41	40.2
Instagram	48	47.1
All of them	13	12.7
Total	102	100.0

4.3 Popularity of Facebook among Kazakh Students at EMU and Alternatives

The next four statements are Likert Scale statements and the researcher used descriptive statistics in order to analyse it. The analysis revealed that, Kazakh students at the EMU use Odnoklassniki less than others SNS. As it can be observed from the Table 9, almost all students 80 (78.4%) strongly disagree and disagree with the statement “Among all SNS I prefer Odnoklassniki”. The same number of students strongly agrees and agrees with the statement “Among all SNS I prefer VKontakte”. Moreover, a large number of participants 67 (65.6%) agree and strongly agree with the statement “Among all SNS I prefer Instagram”. Accordingly, the analysis discovered that with the small difference, VKontakte and Instagram are the most popular SNS among Kazakh students at the EMU. If the popularity of Facebook among students from Kazakhstan at the EMU is considered, it can be

concluded that the number of those who prefer Facebook among all SNS is 46 students (45.1%) this means that Facebook is the third in popularity.

Table 9: Popularity of Facebook and Alternatives

	<u>Frequency</u>	<u>Percent</u>
Among all SNS I prefer Facebook		
Strongly agree	19	18.6
Agree	27	26.5
Undecided	16	15.7
Disagree	28	27.5
Strongly disagree	12	11.8
Total	102	100.0
Among all SNS I prefer Vkontakte		
Strongly agree	31	30.4
Agree	49	48.0
Undecided	14	13.7
Disagree	5	4.9
Strongly disagree	3	2.9
Total	102	100.0
Among all SNS I prefer Odnoklassniki		
Strongly agree	4	3.9
Agree	7	6.9
Undecided	11	10.8
Disagree	15	14.7
Strongly disagree	65	63.7
Total	102	100.0
Among all SNS I prefer Instagram		
Strongly agree	23	22.5
Agree	44	43.1
Undecided	18	17.6
Disagree	12	11.8
Strongly disagree	5	4.9
Total	102	100.0

4.4 Gratifications Obtained from Using Facebook

In order to discover main reasons and purposes of using Facebook among Kazakh students in EMU the researcher used descriptive analysis of the 10 attitude scale

statements, which were created based on previous studies. The analysis of students' responses identified underlying structure and factors of the gratifications scale for using Facebook.

The first factor that was determined is “relationship maintenance” deals with reasons such as sharing messages and media content, getting news and updates about current affairs and seeing what friends doing or engaged in. According to Table 10, the most of the surveyed students agreed with the statements “Facebook helps me to get updates about current affairs”, “Helps me in sharing photographs and videos with friends” and “Facebook allows me to see what my friends are currently doing or engaged in”.

The second factor is “user-friendliness” and incorporates reasons such as uncluttered interface and convenience. As can be seen from Table 10, the majority of respondents agreed with the statement that Facebook is easy to use. The third factor is “relaxation”, This identifies with relaxation or relieves obtained from using Facebook. Table 10 demonstrates that the majority of Kazakh students of EMU disagreed that Facebook helps to relax.

The next factor is “connecting with friends”. This explains that students use Facebook in order to keep in touch with friends, and those who are far away or who are lost. From the Table 10, it is clear that, almost all of students agreed with statements “Facebook helps me connect with friends” and “Facebook helps me contact friends who are from my home” which confirm that connecting with friends and keeping in touch with friends who are from home are important factors for using Facebook.

The fifth and the last factor relates to “social interaction” among friends. The results of Table 10 show that students mostly responded “undecided” to statements “Facebook allows me to express my opinions about different issues” and “Facebook helps me to make new friends”. However, they agreed with statement “Facebook allows me to share my news”.

Table 10: Reasons and Purposes of Using Facebook

<u>Statement</u>	<u>Means</u>	<u>Attitudes</u>
Facebook:		
Helps me to get updates about current affairs.	2.49	A
Helps me in sharing photographs and videos with friends.	2.56	A
Helps me connect with friends.	2.07	A
Allows me to see what my friends are currently doing or engaged in	2.33	A
Is easy to use	2.43	A
Helps me relax	3.46	D
Helps me contact friends who are from my home.	2.52	A
Allows me to express my opinions about different issues.	2.90	U
Helps me to make new friend.	2.80	U
Allows me to share my news.	2.56	A

4.5 Attitudes to the Presence of Parents and Family Members on Facebook

To determine and understand the aspects in which respondents feel tense to have family and friends on the same platform at the same time descriptive analysis was used. Table 11 shows that the most students have not decided about their attitude to the activities of parents on Facebook. Thus, they answered “undecided” to statements “I feel bother when my father/mother requesting me as a friend on Facebook”, “I like when my father/mother/brother(s) writes comments on my posts” and I don’t like when my father/mother/brother(s)/sister(s) requesting my friends as a friend on Facebook. However, they disagreed with statements “I feel bother when my brother(s) requesting me as a friend on Facebook” and “I feel bother when my sister(s) requesting me as a friend on Facebook”. The majority of respondents agreed with statement “I like when my sister(s) writes comments on my posts”.

Table 11: Attitudes towards Aspects in Which Respondents Feel Tense to Have Family and Friends on the Same Platform at the Same Time

<u>Statement</u>	<u>Means</u>	<u>Attitudes</u>
I feel bother when my father requesting me as a friend on Facebook.	3.17	U
I feel bother when my mother requesting me as a friend on Facebook.	3.29	U
I feel bother when my brother(s) requesting me as a friend on Facebook.	3.41	D
I feel bother when my sister(s) requesting me as a friend on Facebook.	3.56	D
I like when my father writes comments on my posts.	3.05	U
I like when my mother writes comments on my posts.	2.81	U
I like when my sister(s) writes comments on my posts.	2.56	A

I like when my brother(s) writes comments on my posts.	2.81	U
I don't like when my father requesting my friends as a friend on Facebook.	3.07	U
I don't like when my mother requesting my friends as a friend on Facebook.	3.14	U
I don't like when my brother(s) requesting my friends as a friend on Facebook.	3.21	U
I don't like when my sister(s) requesting my friends as a friend on Facebook.	3.05	U

4.6 Communication with Families Through Facebook While Studying Abroad

Current study seeks to explore how Kazakh students at EMU using Facebook to communicate with families while studying abroad. With this aim, a number of questions were created based on previous studies and were asked. Table 12 shows that in most cases, the survey participants responded “disagree” to statements which could confirm that they are using Facebook to communicate with their parents and brother(s) while studying abroad. However, respondents answered “undecided” to the same statement concerning sister(s).

Table 12: Communication with Families through Facebook

<u>Statement</u>	<u>Means</u>	<u>Attitudes</u>
I often interact with my father via wall posts, messages, commenting on photos on Facebook.	4.10	D
I often interact with my mother via wall posts, messages, commenting on photos on Facebook	4.01	D
I often interact with my brother(s) via wall posts, messages, commenting on photos on Facebook.	3.61	D
I often interact with my sister(s) via wall posts, messages, commenting on photos on Facebook.	3.19	U

4.7 Privacy on Facebook

The following results are an analysis of the questions about privacy boundaries on Facebook. According to Table 13, most respondents disagree with the fact that mom, brothers and sisters violate their privacy on Facebook. However, with the small difference in terms of means (Means: 3.41; 3.46; 3.56 for mother, brother(s) and sister(s), accordingly and Mean: 3.26 for “undecided” for father) the participants responded “undecided” to the statement “I fell like my father violates my privacy on Facebook”.

Table 13: Violation of the Privacy on Facebook by Parents and Family Members

<u>Statement</u>	<u>Means</u>	<u>Attitudes</u>
I fell like my father violates my privacy on Facebook.	3.26	U
I fell like my mother violates my privacy on Facebook.	3.41	D
I fell like my brother(s) violate my privacy on Facebook.	3.46	D
I fell like my sister(s) violate my privacy on Facebook.	3.56	D

4.7.1 Reaction to the Presence of Family and Family Members on Facebook

Table 14 demonstrates how students react to the presence of family and family members on Facebook. Most of the students, who have brother(s), agreed with the statement “I enjoy having my brother(s) on Facebook”. For the other family members such as father, mother, sister(s), they answered “undecided” to the same question. On the statements that they can block mother and father on Facebook, most answered “disagree”. However, the result shows that majority of them answered

“undecided” to statements “I can block my brother(s) on Facebook” and “I can block my sister(s) on Facebook”. On the statements “I changed my Facebook habits at all when my father got a Facebook account”, “I changed my Facebook habits at all when my mother got a Facebook account”, “I changed my Facebook habits at all when my brother(s) got a Facebook account” and “I changed my Facebook habits at all when my sister(s) got a Facebook account” most of the respondents answered “undecided”.

Table 14: Reaction to the Presence of Family and Family Members on Facebook

<u>Statement</u>	<u>Means</u>	<u>Attitudes</u>
I enjoy having my father on Facebook.	3.14	U
I enjoy having my mother on Facebook.	2.76	U
I enjoy having my brother(s) on Facebook.	2.50	A
I enjoy having my sister(s) on Facebook.	2.78	U
I can block my father on Facebook.	3.43	D
I can block my mother on Facebook.	3.48	D
I can block my brother(s) on Facebook.	3.29	U
I can block my sister(s) on Facebook.	3.30	U
I changed my Facebook habits at all when my father got a Facebook account.	3.13	U
I changed my Facebook habits at all when my mother got a Facebook account.	3.34	U
I changed my Facebook habits at all when my brother(s) got a Facebook account.	3.37	U
I changed my Facebook habits at all when my sister(s) got a Facebook account.	3.30	U

4.8 Use of Alternative SNS to Divide the Family from Friends

Since the one of the aims of this study was also to find out whether students from Kazakhstan at EMU are trying to use different SNS in order to separate parents and family members from friends, the questions on Table 15 were prepared. The results shows that most of the participants prefer to use alternatives to Facebook for communication with family, as well as with friends. They answered “strongly agree” to statements “I use alternative SNS rather than Facebook to communicate with my friends”, “I use alternative SNS rather than Facebook to communicate with my father”, “I use alternative SNS rather than Facebook to communicate with my mother”, “I use alternative SNS rather than Facebook to communicate with my brother(s)” and to the statement “I use alternative SNS than Facebook to communicate with my sister(s)”.

Table 15: Use of Alternative SNS to Divide the Family from Friends

<u>Statement</u>	<u>Means</u>	<u>Attitudes</u>
I use alternative SNS rather than Facebook to communicate with my friends.	1.65	SA
I use alternative SNS rather than Facebook to communicate with my father.	1.73	SA
I use alternative SNS rather than Facebook to communicate with my mother	1.67	SA
I use alternative SNS rather than Facebook to communicate with my brother(s).	1.69	SA
I use alternative SNS rather than Facebook to communicate with my sister(s).	1.77	SA

4.8.1 Popular Alternatives to Facebook among Kazakh Students

To clarify which alternative SNS and tools for communication are popular among students from Kazakhstan in order to keep in touch with families and friends while they are studying abroad several ranking questions (from 1 – always to 7 – never) were asked in the last part of questionnaire. Table 16 shows that to communicate with parents, students mainly use instant messaging service for smartphones WhatsApp and almost never Facebook. Also, WhatsApp is the most popular tool among Kazakh students at EMU to keep in touch with brother(s) and sister(s). Respondents never use the social network Odnoklassniki to communicate with their brother(s) and sister(s), and Facebook takes the fifth and fourth places, respectively.

Table 16: Alternatives to Facebook to Communicate with Families and Family Members while Studying Abroad

<u>Statement</u>	<u>Mean</u>
To communicate with my father I mostly use:	
Facebook	5.31
Vkontakte	4.50
Odnoklassniki	4.77
Instagram	4.80
Skype	3.22
FaceTime	3.25
WhatsApp	2.15
To communicate with my mother I mostly use:	
Facebook	5.26
Vkontakte	4.70
Odnoklassniki	4.81
Instagram	4.51
Skype	3.31
FaceTime	3.32
WhatsApp	2.07
To communicate with my brother(s) I mostly use:	
Facebook	4.40
Vkontakte	3.51
Odnoklassniki	5.43
Instagram	4.41

Skype	3.73
FaceTime	4.21
WhatsApp	2.24
To communicate with my sister(s) I mostly use:	
Facebook	4.23
Vkontakte	3.22
Odnoklassniki	5.48
Instagram	3.91
Skype	4.28
FaceTime	4.36
WhatsApp	2.55

Analyzing the communication with friends, one can conclude from Table 17 that social network site VKontakte remains the most popular for students from Kazakhstan, the second place is occupied by Facebook, and WhatsApp is only in third place.

Table 17: Alternatives to Facebook to Communicate with Friends

<u>Statement</u>	<u>Mean</u>
To communicate with my friends I mostly use:	
Facebook	2.78
Vkontakte	2.50
Odnoklassniki	5.62
Instagram	3.68
Skype	5.01
FaceTime	5.35
WhatsApp	2.96

4.9 Chi-Square Test Results

In addition, Chi-Square tests were conducted for gender and 37 Likert Scale questions from 34 to 70 on the questionnaire. The results show that there is statistically significant difference with respect to 7 following items.

Table 18: Chi-Square Test Results on “Sex” and “Participants Like when Their Fathers Write Comments on Their Posts”

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.015a	4	.040
Likelihood Ratio	12.520	4	.014
Linear-by-Linear Association	8.608	1	.003
N of Valid Cases	102		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.98.

According to Table 18, there is a statistically significant difference between “Sex” and “Participants like when their fathers write comments on their posts” at $p \leq 0.05$ level.

Table 19: Chi-Square Test Results on “Sex” and “Participants Fell Like Their Sister(s) Violate Their Privacy on Facebook”

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.113a	4	.004
Likelihood Ratio	16.445	4	.002
Linear-by-Linear Association	13.029	1	.000
N of Valid Cases	64		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .72.

According to Table 19, there is a statistically significant difference between “Sex” and “Participants fell like their sister(s) violate their privacy on Facebook” at $p \leq 0.05$ level.

Table 20: Chi-Square Test Results on “Sex” and “Participants Enjoy Having Their Fathers on Facebook”

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.288a	4	.010
Likelihood Ratio	13.728	4	.008
Linear-by-Linear Association	11.462	1	.001
N of Valid Cases	102		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.12.

According to Table 20, there is a statistically significant difference between “Sex” and “Participants enjoy having their fathers on Facebook” at $p \leq 0.05$ level.

Table 21: Chi-Square Test Results on “Sex” and “Participants Enjoy Having Their Mothers on Facebook”

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.548a	4	.049
Likelihood Ratio	9.908	4	.042
Linear-by-Linear Association	6.269	1	.012
N of Valid Cases	102		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 2.24.

According to Table 21, there is a statistically significant difference between “Sex” and “Participants enjoy having their mothers on Facebook” at $p \leq 0.05$ level.

Table 22: Chi-Square Test Results on “Sex” and “Participants Can Block Their Brother(s) on Facebook”

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.785a	4	.044
Likelihood Ratio	10.223	4	.037
Linear-by-Linear Association	5.069	1	.024
N of Valid Cases	70		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.54.

According to Table 22, there is a statistically significant difference between “Sex” and “Participants can block their brother(s) on Facebook” at $p \leq 0.05$ level.

Table 23: Chi-Square Test Results on “Sex” and “Participants Changed Their Facebook Habits at All when Their Brother(s) Got a Facebook Account”

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.432a	4	.014
Likelihood Ratio	14.491	4	.006
Linear-by-Linear Association	.009	1	.925
N of Valid Cases	70		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 2.21.

The results of Table 23 shows, that there is a statistically significant difference between “Sex” and “Participants changed their Facebook habits at all when their brother(s) got a Facebook account” at $p \leq 0.05$ level.

Table 24 Chi-Square Test Results on “Sex” and “Participants Changed Their Facebook Habits at All when Their Sister(s) Got a Facebook Account”

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.547a	4	.004
Likelihood Ratio	16.672	4	.002
Linear-by-Linear Association	10.568	1	.001
N of Valid Cases	64		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 2.52.

The results of Table 24 shows, that there is a statistically significant difference between “Sex” and “Participants changed their Facebook habits at all when their sister(s) got a Facebook account” at $p \leq 0.05$ level.

Thus, out of 37 questions, there is statistically significant difference in terms of “Sex” and “Participants like when their fathers write comments on their posts”, “Participants can block their brother(s) on Facebook”, “Participants changed their Facebook habits at all when their brother(s) got a Facebook account”, “Participants changed their Facebook habits at all when their sister(s) got a Facebook account”,

“Participants felt like their sister(s) violate their privacy on Facebook”, “Participants enjoy having their fathers on Facebook” and “Participants enjoy having their mothers on Facebook”

Chapter 5

CONCLUSION

The main aim of this chapter is to summarize the results of this study. Therefore, it gives the answers to research questions, draws logical conclusion and provides suggestions for further research. Popularity of SNS is growing every day because it has a different way of usages, which completely depend on people, society and situation. Accordingly, depending on the use, there are new types of relationships between people. However, with the advent of new types of relationships in SNS gaps in research have appeared. Thus, this study examines new type of relationships with parents and family members from the Kazakh students' perspective that lives and study away from home. Moreover, it demonstrates the importance and usefulness of Uses and Gratification and Communication Privacy Management theories to provide an understanding of Kazakh parent/child relationships through Facebook and alternatives and to find out varied reasons why Kazakh students at EMU use it.

5.1 Summary of the Study

The present study investigates in detail the relationships between children, parents and family members while children are studying abroad. Moreover, through Communication Privacy Management theory this study identifies how children react to the presence of family members on Facebook. Furthermore, this study describes particularly how and why Kazakh students at EMU use Facebook through Uses and Gratifications perspective. In addition, the results of the current study discover alternatives to Facebook which are also popular among Kazakh students at EMU.

In order to write the Chapter on the Literature Review, secondary data from books, journals, scholars' articles, previous research and the materials from the Internet were analyzed and used. In order to understand the field of SNS the researcher provided general understanding of the emergence and significance of SNS on the Internet, concentrates on the Facebook as the most popular SNS and then provides an explanation to alternative SNS, which are also popular in Kazakhstan. Moreover, based on theoretical framework this study identified main gratifications of the use of Facebook among Kazakh students at EMU and provided information about the different ways that Kazakh students perceive and react on the presence of parents and siblings on Facebook.

To obtain essential data, the researcher decided to use quantitative methodology. Quantitative methodology allows exploring a number of cases, subjects by separating theory from data and it is based on numerical data which gives the opportunity to reach a large number of respondents and provides the possibility to use statistical analysis for numerical data (Neuman, 2014). The questionnaire was used to gather primary data. It consisted of 75 questions and it was prepared based on previous studies. The researcher posted a link to online survey in a closed group only for Kazakh students at EMU "Kazakhstan Student Society" group in order to reach as many students as possible from the target population of 115 Kazakh students from various departments in the Eastern Mediterranean University. However, due to the fact that not all students wanted to take part in survey, the researcher managed to collect 102 questionnaires, which were analysed and statistical significance in terms of gender was explored.

5.2 Conclusions Drawn from the Study

The present study had several aims firstly, to find out whether Facebook is the most popular SNS among Kazakh students at EMU or they prefer to use alternatives in order to communicate with families while they are studying abroad, if yes to determine these alternatives. Secondly, the aim was to identify the main reasons why Kazakh students at EMU use Facebook. The next aim was to explore factors in which students feel tense to have family and friends on the same platform, how they react to the presence of family members on Facebook and do they feel like they violate their privacy. Fourthly, to identify whether Kazakh students at EMU use different SNS in order to separate parents and family members from friends.

RQ1: What is the most popular SNS among Kazakh students at EMU?

The results show that, the most popular SNS among Kazakh students at EMU are still remain VKontakte and Instagram. However the popularity of Facebook is growing and at the moment Facebook serves as the main source of contact with friends' news and about current affairs.

RQ2: What are the main reasons and purposes of using Facebook among Kazakh students at EMU?

The aim of this study is to discover the gratifications obtained by Kazakh students from Facebook. There are several factors why they use Facebook. Since the surveyed Kazakh students are studying abroad, the one of the most important factor is “connecting with friends”. They prefer to use Facebook as a tool for communication with friends who are far away or lost from home country. Another crucial factor is “relationship maintenance”; therefore, Facebook it is a source of news for them. It is

important for them to know the latest news, updates about current affairs and seeing what friends doing or engaged in. In addition, it is important for students to enter into “social interaction” and share their news with friends, thus constantly stay in touch with them. The last but not least important factor is “user-friendliness”. For respondents, it is important that they can use Facebook without much effort and its interface uncluttered and convenience.

RQ3: In what aspects do students feel tense to have family and friends on the same platform at the same time?

According to the results of analysis, almost to all questions that were set to study the aspects in which students feel tense to have parents and family on the same platform at the same time, respondents answered “Undecided”. In addition, they are absolutely not annoyed when the brother(s) or sister(s) are requesting them as a friend on Facebook. Moreover, they even like when their sister(s) writes comments on their posts. It can be concluded that, because the respondents are students who live apart from families, Facebook is one of the tools to maintain relationships with them.

RQ4: Do Kazakh students at EMU use Facebook to communicate with families while studying abroad?

Nevertheless, despite the fact that Kazakh students suppose that Facebook is easy to use and it serves as a tool to maintain relationships with family members, they prefer to use alternatives in order to communicate with them. As a result, along with Facebook, there are other SNS and communication tools such as WhatsApp, which are also common among Kazakh students at EMU.

RQ5: Do Kazakh students at EMU feel that parents or family members violate their privacy on Facebook?

The results show that most of respondents don't feel their mothers, brothers and sisters violate their privacy on Facebook. However, with the small difference in terms of means, the participants responded "undecided" to the statement which puts forth that their fathers violate their privacy on Facebook.

RQ6: How Kazakh students at EMU react to the presence of parents and family members on Facebook?

In most cases, surveyed respondents enjoy to having their brothers on Facebook. In relation to other family members, they responded undecidedly. The same answer became the most popular on questions about changing Facebook habits since the members of the family registered in Facebook. Another interesting discovery is that the respondents would not block their parents on Facebook. This can be explained by the fact that they live far from them. This fact is also supposed by the previous research (Özad & Gümüş, 2014).

RQ7: Do Kazakh students at EMU use different SNS in order to separate parents and family members from friends?

The results reveal that most of the participants prefer to use alternatives to Facebook for communication with family, as well as with friends. However, they prefer to use different communication tools in order to separate parents and family members from friends. Thus, for communication with friends, VKontakte remains the most popular for students from Kazakhstan; the second place is occupied by Facebook, and WhatsApp is in third place, while for communication with parents and family members WhatsApp is the main tool.

RQ8: Do Kazakh students at EMU have alternatives to Facebook in order to communicate with families while studying abroad?

The results show that to communicate with parents and family members while studying abroad, students mainly use instant messaging service for smartphones WhatsApp. In addition, much more often than Facebook, they use VKontakte or such means of communication as Skype and FaceTime.

The results also reveal that for the majority of participants mobile phone is the most convenient device to access Facebook. With the small difference in means (Mean: 2.61 for Mobile; Mean: 2.67 for Laptop) the second place is occupied by Laptop.

Moreover, the results indicate that, since students live far from home country they mostly gratify from Facebook their socialization with friends from home and getting and sharing news about them and current affair.

The current research also discovers that almost all of participants, except one have a Facebook account. However, almost 45% of them confirmed that their fathers have Facebook account, and almost 58% noted that their mothers have a Facebook account. In case of brother(s) and sister(s) the percentage of those who have Facebook account is larger 75% and 67.1%, respectively. However, those respondents whose family members do not have Facebook accounts answered to related questions “undecided”. Therefore, in most Likert Scale questions they met in the mean undecided.

Another important disclosure is that despite the fact that Facebook is the most popular SNS in the world, for the majority of students from Kazakhstan at EMU

VKontakte and Instagram remain on the first and second places, respectively. Facebook is in third place. Nevertheless, it can be concluded that mostly they use VKontakte as a communication tool. However, Facebook serves as a source of news and as a tool for communication with friends from their home town.

The results also show that Kazakh students at EMU prefer to use alternatives to Facebook in order to keep in touch with parents and family members while they are studying abroad. In addition, it is important to note that they pick different platforms for communicating with parents and friends in order to separate them. Thus, to communicate with parents and family members they mostly use WhatsApp, Skype and FaceTime, and to communicate with friends they prefer to use VKontakte and Facebook.

As it was noted early, the results of current study confirm suggestions of the previous research. Since respondents are studying in a different country and live separate from parents, they don't feel like family members violate their privacy on Facebook. With the almost same means (Mean: 3.26 for fathers, Mean: 3.41 for mothers, Mean: 3.46 for brothers and Mean: 3.56 for sisters) they mostly answered "disagree" and "undecided" to the question about privacy boundaries. Moreover, in most cases, surveyed respondents are enjoying having their brothers on Facebook and that they would not block their parents on Facebook.

5.3 Suggestions for Further Research

This study is conducted in spring semester 2016/2017 at Eastern Mediterranean University, the Turkish Republic of North Cyprus, Famagusta. The study is limited only to population of Kazakh students within the 18 to 35 years registered and

studying in university. Due to the fact that research about SNS and Kazakh people are almost absent, it is necessary for other scholars to continue to study this area. Further research could be conducted with the larger number of Kazakh students from different universities. Moreover, this topic could be analyzed from the other hand, from the parents' perspective. Since this study discovered that at this moment Facebook is not the most popular SNS among Kazakh students, future research could compare how the situation will change over the time. In addition, it is possible that the relationships between parents and children through SNS may vary depending on whether they live together or separately. Therefore, this topic could be considered in connection to this condition and compare how the results may change.

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APPENDIX

Appendix A: Questionnaire

Dear respondent,

I am a Master student at the Communication and Media Studies Faculty conducting a research on “The communication of Kazakh students in EMU with families in Social Network Sites: Facebook and alternatives”. This questionnaire is meant to gather information for the research. I kindly request your cooperation in filling out the questionnaire and greatly appreciate the time you spent. All the given information will be treated as confidential; and will be used only for academic purpose. Your anonymity is guaranteed.

Thank you for your cooperation and assistance.

Survey Questions

Please tick the answer that most accurately reflects your view.

1. Sex: a) Male b) Female
2. Age: a) 18-24 years b) 25-30 years c) 31-36 years
3. Faculty: a) Communication and Media studies b) Business & Economics c) Tourism d) Engineering e) Other, please specify _____
4. Current education: a) English preparation school b) Bachelor c) Master d) PhD e) Other, please specify _____
5. Marital status: a) Married b) Single c) In relationship d) Other, please specify _____
6. I live with my parents now: a) Yes b) No
7. Marital status of my parents: a) Live together b) Divorced c) Married, but live separate b) Other, please specify _____
8. I have brother(s): a) Yes b) No

9. I have sister(s): a) Yes b) No
10. I have an access to the Internet: a) Yes b) No
11. Every day I spend on the Internet: a) None b) Less than 1 hour c) 1-3 hours d) 4-6 hours e) More than 7 hours
12. I have been using Facebook for: a) None b) Less than 1 year c) For last 2 years d) For last 3 years e) More than 4 years
13. Number of friends I have on Facebook: a) 1- 49 friends b) 50-99 friends c) 100-199 friends d) 200-399 friends e) More than 400 friends
14. I have an access to Facebook mostly from: (rank from 1 – most to 5 – least)
- PC Laptop Mobile IPad All of them
15. My father has a Facebook account: a) Yes b) No
16. My mother has a Facebook account: a) Yes b) No
17. My brother(s) have a Facebook account: a) Yes b) No
18. My sister(s) have a Facebook account: a) Yes b) No
19. I use following Social Network Sites along with Facebook: a) Vkontakte b) Odnoklassniki c) Instagram d) All of them

For questions 20 to 67 please tick the most appropriate response to each question as per following scale: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; SD =Strongly disagree.

Number/Statement	SA	A	U	D	SD
20. Among all Social Network Sites I prefer Facebook.					
21. Among all Social Network Sites I prefer Vkontakte.					
22. Among all Social Network Sites I prefer Odnoklassniki.					

23. Among all Social Network Sites I prefer Instagram.					
Facebook:					
24. Helps me to get updates about current affairs.					
25. Helps me in sharing photographs and videos with friends.					
26. Helps me connect with friends.					
27. Allows me to see what my friends are currently doing or engaged in.					
28. Is easy to use.					
29. Helps me relax.					
30. Helps me contact friends who are from my home.					
31. Allows me to express my opinions about different issues.					
32. Helps me to make new friend.					
33. Allows me to share my news.					
34. I feel bother when my father requesting me as a friend on Facebook.					
35. I feel bother when my mother requesting me as a friend on Facebook.					
36. I feel bother when my brother(s) requesting me as a friend on Facebook.					
37. I feel bother when my sister(s) requesting me as a friend on Facebook.					
38. I like when my father writes comments on my posts.					
39. I like when my mother writes comments on my posts.					
40. I like when my sister(s) writes comments on my posts.					
41. I like when my brother(s) writes comments on my posts.					
42. I don't like when my father requesting my friends as a friend on Facebook.					
43. I don't like when my mother requesting my friends as a friend on Facebook.					
44. I don't like when my brother(s) requesting my friends as a friend on Facebook.					
45. I don't like when my sister(s) requesting my friends as a friend on Facebook.					
46. I often interact with my father via wall posts, messages, commenting on photos on Facebook.					

47. I often interact with my mother via wall posts, messages, commenting on photos on Facebook.					
48. I often interact with my brother(s) via wall posts, messages, commenting on photos on Facebook.					
49. I often interact with my sister(s) via wall posts, messages, commenting on photos on Facebook.					
50. I fell like my father violates my privacy on Facebook.					
51. I fell like my mother violates my privacy on Facebook.					
52. I fell like my brother(s) violate my privacy on Facebook.					
53. I fell like my sister(s) violate my privacy on Facebook.					
54. I enjoy having my father on Facebook.					
55. I enjoy having my mother on Facebook.					
56. I enjoy having my brother(s) on Facebook.					
57. I enjoy having my sister(s) on Facebook.					
58. I can block my father on Facebook.					
59. I can block my mother on Facebook.					
60. I can block my brother(s) on Facebook.					
61. I can block my sister(s) on Facebook.					
62. I changed my Facebook habits at all when my father got a Facebook account.					
63. I changed my Facebook habits at all when my mother got a Facebook account.					
64. I changed my Facebook habits at all when my brother(s) got a Facebook account.					
65. I changed my Facebook habits at all when my sister(s) got a Facebook account.					
66. I use alternative Social Network Sites rather than Facebook to communicate with my friends.					
67. I use alternative Social Network Sites rather than Facebook to communicate with my father.					
68. I use alternative Social Network Sites rather than Facebook to communicate with my mother.					
69. I use alternative Social Network Sites rather than Facebook to communicate with my brother(s).					
70. I use alternative Social Network Sites rather than Facebook to communicate with my sister(s).					

For questions 68 to 72 please rank following questionnaire as per following scale:

1 – Always; 2 – Usually; 3 – Frequently; 4 – Sometimes; 5 – Occasionally; 6 – Rarely; 7 – Never

71. To communicate with my father I mostly use:

- Facebook VKontakte Odnoklassniki Instagram Skype
 FaceTime WhatsApp

72. To communicate with my mother I mostly use:

- Facebook VKontakte Odnoklassniki Instagram Skype
 FaceTime WhatsApp

73. To communicate with my brother(s) I mostly use:

- Facebook VKontakte Odnoklassniki Instagram Skype
 FaceTime WhatsApp

74. To communicate with my sister(s) I mostly use:

- Facebook VKontakte Odnoklassniki Instagram Skype
 FaceTime WhatsApp

75. To communicate with my friends I mostly use:

- Facebook VKontakte Odnoklassniki Instagram Skype
 FaceTime WhatsApp