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Facebook Mania of Youth and Satisfaction of their Needs in Pakistan: A uses and Gratification Analysis

Abstract: *The consumption of social media has become a universal phenomenon. Everyone around the globe makes use of social networking media in its own way and style. Some users are found engaged in social media use around the clock, whereas others make use of the same for varying time duration. Some of the users use social networking sites just to kill time while others use these sites for the satisfaction of their social and psychological needs. This paper intended to investigate the consumption pattern of Facebook to ascertain how maniac the students are in use of the site. The study also aimed at exploring the satisfaction of youth's needs through Facebook use. The intended needs the users were supposed to satisfy by making use of Facebook included information, social interaction and entertainment. The study was quantitative in nature and employed survey method as the research design. The data was gathered through a questionnaire from 181 respondents drawn as a sample from the two southern universities of Khyber Pukhtunkhwa. In the sample, 137 were male students, whereas 44 were female students of Kushhal Khan Khattak University Karak and Kohat University of Science and Technology Kohat. The questionnaire consisted of four items, such as respondents' consumption pattern, and the needs of information, social interaction, and entertainment. Collected data were analyzed through SPSS version 23. The findings revealed that most of the students, both male and female, spent a fair amount of time in Facebook use to gratify their social and psychological needs of information, social interaction, and entertainment.*

Key Words: Facebook Mania, Youth, Needs Satisfaction, Consumption Pattern, uses and Gratification.

Introduction

The widespread induction of social networking media has brought communication revolution around the world. Every walk of human life has been affected by this new digital technology. The use of technology has turned the lives of people very comfortable. The users of the technology now conveniently interact with each other quicker than their predecessors. Some of such sites that ensure the easy and speedy connection of people with one another include WhatsApp, Twitter, Instagram and Facebook.

Facebook is found to be the most significant and popular site, especially among the youth. Facebook was created by Mark Zuckerberg in 2004 only for Harvard students, but it gained worldwide popularity in a short span of time. But the number of Facebook users reached over 750 million till mid of 2011 [Alexa, 2011]. And at the start of 2020, its active users were counted in billions.

After making a profile, a user gets an entry in the virtual world of Facebook. The users then start finding out friends by allowing others to send and accept friendship requests. After becoming online friends, these users are linked by the site, allowing them to glimpse at the page of each one's profile. Therefore, this social networking site offers an online opportunity for users for mutual exposure to each other [Stroud, 2008]. These users can, at the same time, produce and use the content on Facebook [Le & Tarafdar, 2009; Ritzer & Jurgenson, 2010].

[Sledgianowski and Kulviwat, 2009] are reported amongst the pioneer researchers who tempted to investigate the motives for registering in and using Facebook. The scholars found seeming joyfulness as motives for using the site. [Cheung and Lee, 2010] explored social identity as an important reason for Facebook use. However, [Kwon and Wen, 2010] indicated a significant positive correlation between apparent happiness and self-distinctiveness.

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According to some sex-based studies undertaken in the US, women are supposed to consume more time using Facebook than men ([Hargittai, 2007](#); [Raacke & Bonds-Raacke, 2008](#)). It was also suggested that ladies retain their profile more private than the gents ([Lewis et al. \(2008\)](#)). Facebook is often counted as a network for keeping an eye on one another ([Pempek et al., 2009](#)), to reveal self-accreditation (Lee, 2012), and to discredit and ostensibly exhibit ordinary aspects of other user's life (Yau and Schneider, 2009). This social networking site provides for searching out friends and connecting with them (Krischner & Karpinski, 2010; [Lampe et al., 2006](#)).

Objectives of the Study

1. To investigate Facebook consumption pattern of the students.
2. To find out how Facebook gratifies intentional socio-psychological needs of the respondents?
3. To discover differences between males and females with respect to needs gratification.

Theoretical Framework

According to the uses and gratification (U & G) approach, people select media of their choice and consume the same to gratify their certain needs. The selection of media and subsequent usage, however, depends mainly on the users' cultural norms, habits, needs and requirements, and their disposition and temperament. The U & G approach entrusts an active role to the media users in the process of mass communication. Thus, it is the users of the media who interpret media contents and determine its effects ([Quan-Haase, 2012](#)). Blumler and Katz (1940) are believed to be the forerunners of the U & G by giving the researchers food for thought to consider why the users are found engaged involve in various types of communication behavior such as listening radio and readings newspapers ([Rubin, 1994](#)). The approach took another turn when some scholars in the field shifted their focus from gratification sought to gratification achieved ([McQuail, 1998](#); [Wimmer & Dominick, 2011](#)). It was another development in the approach in which the users of media were empowered to decide the contents of their choice and evaluate the same according to their will ([Rubin, 2009](#)). The emergence of the internet and its association with the uses and gratification theory in the later part of 1990 added a new dimension to the approach. [Ruggiero \(2000\)](#) explored some of the characteristics of the internet such as "interactivity, de-massifying and asynchronies" very appropriate for the U and G approach. The same researcher suggested that such interfaces of social networking media like Facebook are very much in line with fundamental postulations of the theory that consumers of media are active and free to choose media and contents of their choice. Likewise, the social networking media combines all form of traditional media the print into a solitary medium. This attribute allows the internet to gratify the various needs of media consumers (Wimmer & Dominick, 2011). Given this, scholars quickly resorted to the U & G approach in their studies in the domain of information and communication technology, especially, on Facebook ([Bumgarner, 2007](#); [Urista, Dong, & Day, 2009](#); [Kim, Sohn, & Choi, 2011](#); [Whiting & Williams, 2013](#)).

Method

This quantitative and exploratory study employed a survey method for the collection of data from the sample students. The students of KKKU Karak and KUST were the population for this research. A sample of 181 students consisting of 137 males and 44 females out of the total population was conveniently chosen. A feedback form based on the "Likert Scaling" was employed as a research instrument. The said feedback form was divided into four parts. Part one included questions with respect to Facebook consumption pattern. Part two comprised of items soliciting responses for the satisfaction of the need for information. Questions with regard to entertainment need were placed in part three. Likewise, part four incorporated items in relation to the need for social interaction.

For data collection, the questionnaire was distributed amongst the sample students, and sufficient time was given to the participants to fill in the questionnaire. Collected data was analyzed by utilizing the SPSS version 23.

A two-pronged policy was adopted for analyzing collected data. In the first phase, the gender-based data were descriptively analyzed, whereas the second step involved the application of t-test for finding out gender differences with respect to consumption pattern and needs gratification.

Results

Descriptive Analysis of Facebook Consumption Pattern N: 181

Data in table 1 shows that the majority of male (91.9%) and female (81.8%) respondents were having Facebook accounts. Similarly, most of the male (91.9%) and female (61.4%) students were going online with their real Facebook accounts. In the same manner, the majority of males (91.9%) and females (81.8%) were having accessibility to Facebook via their cell phones.

Table 1. Facebook Account and Access

Facebook Account	Yes	Percentage
Male	126	91.9%
Female	36	81.8%
Real Facebook ID	Yes	Percentage
Male	126	91.9%
Female	27	61.4%
Accessibility to Facebook	Via PC/Laptop	Via Cell Phone
Male	15 (10.9%)	126 (91.9%)
Female	00 (0)	36 (81.8%)

Data in the following table reveals that (91.9%) male respondents used to display name, gender and mobile phone number, 60.6% display age, and 64.9% display home address in their Facebook profiles. Likewise, 25.0% of the female students used to display "name" and 15.9% display their "age" and "gender", however, these women were reluctant to demonstrate their phone numbers and physical addresses.

Table 2. Displaying Information on Profile

Gender	Name	Age	Gender	Cell Number	Home Address
Male	126(91.9%)	83(60.6%)	126(91.9%)	126((91.9%)	89 (64.9%)
Female	11 (25.0%)	07(15.9%)	07 (15.9%)	00 (0)	00 (0)

Analysis in table 3 suggests that most (63.5%) of male respondents were having a login to Facebook "once a day", 22.6% of the male have "two to five times", and 5.8% have "more than five times a day" login frequency. In case of female respondents, 52.3% were having a login to Facebook "once a day", 20.4% have "two-five times" a week, and 9.0% have "once a week" login frequency.

Table 3. Log in to Facebook on Average

Gender	Once a week	2-5 Times a Week	Once a day	More than five times a Day
Male	00 (0%)	31 (22.6%)	87 (63.5%)	08 (5.8%)
Female	04 (9.0. %)	09 (20.4 %)	23 (52.3%)	00 (0%)

According to data in table 4, the majority (57.6%) of male students was spending one to two hours daily using Facebook, (26.3%) were spending two to three hours and (5.8%) were using Facebook daily for less than an hour. So far as female respondents were concerned, the majority (50.0%) of them were spending one to two hours daily, (20.4%) were spending less than an hour and (11.4%) were using Facebook for two to three hours daily.

Table 4. Average Time Spent Online

Gender	Less than One Hour	1-2 Hours	2-3 Hours	3-4 Hours	More than 4 Hours
Male	08 (5.8%)	79(57.6%)	36 (26.3%)	03 (2.2%)	00(0)
Female	09(20.4%)	22 (50.0%)	05 (11.4%)	00 (0)	00(0)

Majority (63.5%) of the male respondents was using Facebook at 6pm-11.59pm, followed by 18.9% at 12pm-5.59pm, and 9.5% at 6am-11.59am. Similarly, (63.6%) of the females were using Facebook at 6pm-11.59pm, followed by (13.6%) at 12pm-5.59pm, and (4.5%) at at 6am-11.59am (see table 5).

Table 5. Facebook Usage Time

Gender	6 - 11.59am	12 - 5.59pm	6 - 11.59pm	12 - 5.59am
Male	13 (9.5%)	26 (18.9%)	87 (63.5%)	00 (0)
Female	02 (4.5%)	06 (13.6%)	28 (63.6%)	00 (0)

Descriptive Analysis of Socio-Psychological Needs (All Respondents) (N=162)

There were three socio-psychological needs, such as “information need”, “entertainment need” and “social interaction need”. Five statements regarding each need were mentioned in the feedback form. Respondents were requested to show the level of their agreement with those statements.

In the following table, there are five statements with regard to information. The respondents were required to report their agreement or otherwise with those statements. According to the data, the students agreed with two statements such as “I login to Facebook to watch documentaries” (mean=3.21) and “Facebook helps update users of the current affairs” (mean=3.13). They showed their disagreement with other statements relating to the information need.

Table 6. Analysis of Males and Females Regarding Information

S. No	Statements	Mean	SD	Remarks
1.	I login to Facebook to watch documentaries.	3.21	1.01	Agreed
2.	Facebook helps update users of happenings.	2.68	1.06	Disagreed
3.	Facebook helps update users of the latest research.	2.83	0.98	Disagreed
4.	Facebook helps update users of the current affairs.	3.13	1.02	Agreed
5.	Facebook helps users learn effectively.	2.91	0.97	Disagreed

The data shown in table 7 reveal that both male and female respondents indicated their agreement with three statements such as “I login to Facebook for something comical” (mean=3.84), “I login to Facebook to listen to my favorite songs” (mean=3.46) and “I login to Facebook to share interesting contents with friends” (mean=4.02). The respondents indicated their disagreement with other statements regarding entertainment need [see table 7].

Table 7. Analysis of Males and Females Regarding Entertainment

S. No	Statements	Mean	SD	Remarks
1.	I login to Facebook to watch movies.	2.86	0.98	Disagreed
2.	I login to Facebook for something comical.	3.84	0.75	Agreed
3.	I login to Facebook to watch dramas.	2.58	1.18	Disagreed
4.	I login to Facebook to listen to my favorite songs.	3.46	0.97	Agreed
5.	I login to Facebook to share interesting contents with friends.	4.02	0.73	Agreed

According to data in table 8, the respondents showed their agreement with four statements such as “I use Facebook to share floated contents with others” (mean=3.88), “I use Facebook to share self-produced contents with others” (mean=3.58), “I use Facebook to make new friends” (mean=3.57) and “I use Facebook for texting with others” (mean=3.21).

Table 8. Analysis of Males and Females Regarding Social Interaction

S. No	Statements	Mean	SD	Remarks
1.	I use Facebook to share self-produced contents with others.	3.58	0.76	Agreed
2.	I use Facebook to share floated contents with others.	3.88	0.81	Agreed
3.	I use Facebook for audio and videos calls	2.81	1.43	Disagreed
4.	I use Facebook for texting with others.	3.21	0.88	Agreed
5.	I use Facebook to make new friends.	3.57	0.81	Agreed

Independent Samples T-Test Analysis (Gender and Information)

Data in the following table suggests a significant correlation between male and females with respect to with statements “Facebook helps update users of the latest research” ($p < 0.05$). Males with a mean core of (2.92) made use of Facebook for satisfying information need more than females with a mean score of (2.53). On the

other hand, the research findings indicated relatively non-significant correlations with ($p>0.05$) between males and females regarding the rest of the items.

Table 9. T-Test Analysis (Information need)

S. NO	Information Need	Male		Female		T-Value	P-Value
		Mean	SD	Mean	SD		
1.	I login to Facebook to watch documentaries.	2.86	1.21	2.96	1.23	0.436	0.664
2.	Facebook helps update users of happenings.	2.96	0.97	2.81	1.17	0.780	0.436
3.	Facebook helps update users of the latest research.	2.92	0.96	2.53	0.10	2.43*	0.016
4.	Facebook helps update users of the current affairs.	3.25	0.99	3.13	1.17	0.615	0.539
5.	Facebook helps users learn effectively	2.81	1.32	2.42	0.94	1.655	0.10

Data in the following table suggests a significant correlation between male and females with respect to with two statements “I login to Facebook to listen to my favorite songs” and “I login to Facebook to share interesting contents with friends” ($p<0.05$). Males with a mean score of (3.56) made use of Facebook for listening to songs more than females with a mean score of (3.11). In the same manner, males with a mean score of (3.98) made use of Facebook for sharing interesting contents more than females with a mean score of (2.92). However, the research findings indicated relatively non-significant correlations with ($p>0.05$) between males and females regarding the rest of the items.

Table 10. T-Test Analysis (Entertainment need)

S. No	Entertainment need	Male		Female		t-value	p-value
		Mean	SD	Mean	SD		
1.	I login to Facebook to watch movies.	2.91	0.98	2.67	0.96	1.302	0.195
2.	I login to Facebook for something comical.	3.87	0.70	3.75	0.91	0.846	0.399
3.	I login to Facebook for watch dramas.	2.54	1.15	2.72	1.30	0.804	0.423
4.	I login to Facebook to listen my favorite songs.	3.56	0.92	3.11	1.09	2.48*	0.014
5.	I login to Facebook to share interesting contents with friends.	3.98	0.73	2.92	1.12	6.74*	0.000

Data in table 11 reflects an insignificant correlation between males and females regarding all items relating to social interaction ($p>0.05$). The results indicated no visible gender differences with respect to the gratification of social interaction need.

Table 11. T-Test Analysis (Social Interaction Need)

S. NO	Social Interaction Need	Male		Female		t-value	p-value
		Mean	SD	Mean	SD		
1.	I use Facebook to share self-produced contents with others.	3.67	0.64	3.56	0.76	0.871	0.385
2.	I use Facebook to share floated contents with others.	3.85	0.80	3.88	0.81	0.198	0.843
3.	I use Facebook for audio and video calls.	3.25	0.93	2.81	1.43	2.197	0.030
4.	I use Facebook for texting with others.	3.29	0.81	3.21	0.88	0.513	0.609
5.	I use Facebook to make new friends.	3.64	0.75	3.57	0.81	0.485	0.629

Discussion and Conclusion

The study was planned to investigate Facebook mania in terms of consumption pattern and subsequent gratification among university students. Since we are living in the age of information communication technology and it is penetrated into every aspect of human life so we cannot escape its effects. Rightly stated by [Chayko \(2008\)](#), that social networking sites demonstrate their potentials to look for and bond people and

to help the users in to socialize. Facebook is one of the noticeable and admired sites. Facebook, like other sites, provides an opportunity for users to present their selves to other people.

The current study revealed that both male and female respondents use Facebook for seeking information. Facebook make them updated about the current affairs. However, they were reportedly not using Facebook for searching new discoveries and to keep abreast of new developments in the domain of their academics. Likewise, Facebook did not satisfy students' learning needs effectively. As per the findings of the study, respondents were eager to use Facebook for entertainment purposes. They mainly used Facebook for watching funny videos, and listening to the video and audio songs and sharing photos with their friends and relatives for entertainment purposes. The students were reportedly using Facebook to share self-generated and other users posted materials. They were also in the habit of making friends by doing text messaging.

To sum up, it is found that a great number of the target population- men (9.8%) and women (81.9%) had registered themselves on Facebook. Most of the respondents had genuine Facebook accounts, and they were used to show their real names, date of birth, and sex. However, female respondents were found reluctant to display their phone numbers and physical addresses in their "Profiles" on Facebook. Similarly, most of the students used to login to the site via cell phones. The bulk of the students- males (63%) and females (52%) used to visit the site "once a day" whereas, (58%) male respondents and (50%) female students spent 1-2 hours daily using Facebook. Likewise, most of the students were reported to visit Facebook for the satisfaction of the needs of "social interaction, entertainment and information".

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