University of KwaZulu-Natal

THE FACTORS INFLUENCING THE TRANSLATION OF FACEBOOK FRIENDSHIP INTO REAL-WORLD FRIENDSHIP

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Declaration

I Muhongya Kambale declare that

a) The research reported in this dissertation, except where otherwise indicated, is my original research.
b) This dissertation has not been submitted for any degree or examination at any other university.
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Abstract

Worldwide online social networking sites are the most popular way to make friends. Specifically, Facebook has attracted students from around the world who can connect with other students. It allows students to befriend anyone regardless of race, nationality, ethnicity, language, or gender. As far as the researcher is aware, the factors influencing the translation of Facebook friendship into real-world friendships are uncertain. The present study was therefore conducted to determine to what extent (a) language, (b) race, and (c) gender impact on the translation of Facebook friendship to real-world friendship among university students. This was accomplished through a quantitative method of data collection and analysis. The results indicate that the majority of university students are less likely to convert Facebook friends who speak a different language into real-world friends. In addition, they are unlikely to convert Facebook friends from a different ethnic group into real-world friends. Furthermore, only Black students are likely to convert Facebook friends who speak the same or a different language, as well as come from different ethnic groups, into real-world friends. Whites, Indians and Coloureds are unlikely to do so. Additionally, males are likely to convert female Facebook friends into real-world friends and females are also likely to convert female Facebook friends into real-world friends. Finally, the results show that the vast majority of university students are likely to convert Facebook friends into real-world friends provided they have met in person or if the Facebook friends are considered to be trustworthy.

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Chapter 1: Introduction

1.1. Introduction

The Internet has changed the way students communicate and socialise, with smartphone applications allowing them to continuously be connected with each other. Social networking sites (SNSs) are used to facilitate friendship and conversations among students around the world. In this research, a *friend* is someone a student adds to a list of contacts associated with Facebook.

One of the most popular public media websites is Facebook. This application has become part of students' lives. In 2008, Facebook reported a growth of 100,000 new users per day (Cain, 2008). According to the Facebook report (2013), more than 699 million active daily users share thirty billion pieces of information each month. Facebook helps students to develop their identities and connects them with friends.

Facebook facilitates this via a number of tools like email, wall posts, photo sharing, video sharing and instant messaging. Students share all kinds of information online and therefore can become a 'friend' to strangers. Information shared includes mobile numbers, physical addresses, dates of birth, e-mail address, instant messages, screen names, what they like, what they do, and where they do it. Information on Facebook can be extracted and misused by 'friends' who may have positive or negative intentions. Students exchange friends on Facebook and could therefore be communicating with strangers whom they believe they can trust just because a friend knows them.

Students are meeting new friends online and establishing different kinds of ties with them, but it is still uncertain whether these online friendships are being translated into real-world friendships. This chapter presents the background to the study, the statement of the problem, and the research objectives. It also presents the preliminary literature on online friendships to determine the factors that influence the translation of pure play friendships on social networks into real-world friendships.

1.2. Background and outline of research problem

Introduced in February 2004, Facebook is the most popular SNS in the world and the most accessed website in South Africa (Armstrong & Franklin, 2008). The Facebook statistics site, Social bakers, updates statistics from over 200 different countries and tracks more than 1.15 billion worldwide users on Facebook, of whom 51 million are from Africa and 6.55 million from South Africa (Socialbakers, 2013).

According to Mack *et al.* (2007), Facebook initially required a university email address, meaning that everyone affiliated with a university, whether they were staff or students, could create an account and use the application. This facility was later opened to the rest of the world and became used mostly for social interactions, mainly with friends with whom students had pre-existing relationships offline (Pempek, et al., 2009). Facebook allows students to create content that they share by posting on walls and participating in group activities.

Comparing college, faculty, and student' perceptions of SNS, Roblyer *et al.* (2010) discovered that Facebook has the potential to become a useful tool to support education. In their findings, teachers are more likely to use traditional technology, like email, and learners are more likely to use Facebook.

Boyd investigated how race and class "shaped American teen engagement with MySpace and Facebook" (Boyd, 2007b, pp. 1-42), and noticed the shift from MySpace to Facebook was correlated with the students' race. She also identified race and class as determinants in the adoption of MySpace and Facebook.

Little research is available about how students interact on SNSs (Pempek, et al., 2009). Investigating why and how much time they spend on Facebook, it was discovered that learners mainly use Facebook to connect with friends, have fun, take a break, find help, and that they spend much time doing so, even in classroom.

According to Waddington (2011), teenagers need to be educated on how to utilise social networking sites in a positive and safe manner so that they become productive digital citizens. He indicates that fear for students' online safety is a barrier to the use of social networking sites. According to Langheinrich and Karjoth (2010) SNSs can quickly destroy a company's image that took years to build.

Students utilise social networking sites to seek information. They meet new users online which creates the potential for them to become victims of peer aggression, sexual predation or, unknowingly, become criminals (Head & Eisenberg, 2009). Online friendships can also open up a completely new form of online attack from professional hackers.

Claims of students being suspended or criminally charged because of information-sharing on Facebook have been made. Christofides *et al.* (2009), after evaluating 343 student users of

Facebook in Canada, reported that students expose more information online than under normal circumstances, and reported that information control and privacy are important considerations.

Cassidy's *et al* (2010) in their study of students who use Facebook, revealed that 64 percent of users responded that they use chat and instant messaging services to communicate with friends. Cain (2008) concludes that Facebook is a good way of maintaining relationships and can be beneficial in social and academic environments, but can be a danger to students' privacy. This can change students' attitudes toward the usage of online SNS.

According to Lack *et al.* (2009), a great percentage of undergraduate psychology students at the Arkansas Tech University make profiles publicly available and put high levels of personal information online. Ferdig *et al.* (2008) conclude that there is a need for students to be given formal education on the use of social networking sites. In addition, SNS could be used to teach concepts of professionalism and other related issues.

A report from EDUCAUSE about the use of social networks amongst college and university students shows that many students, from 2006 to 2008, use SNSs every day (Naadzenga, 2008). The report indicates that SNSs are part of students' lives today and that the number of students who said they never use SNSs dropped from 25% in 2006 to 11% in 2008. Interestingly, 57.5% of students, aged eighteen and nineteen, use the site at least six hours per week, compared with 38% of students aged twenty to twenty four. The older the student, the less they utilise SNSs.

Lenhart (2009) found that 76% of students would miss Facebook if they could no longer go online, 48% use Facebook to improve their relationship with friends, and 32% say that Facebook helps them make new friends.

According to Craig and Erin (2010), females are more likely to communicate and share content-related information with friends and family on Facebook than males. Students often expose personal information that invites others to trick them into accepting 'friend' requests from people they do not know. Controversial personal information is less likely to be shared on Facebook.

Ellison *et al.* (2007) report that new students have a tendency to use Facebook to meet new people. Shi *et al.* (2010), reveal that one of the motivations for using Facebook is meeting new people or creating connections. Students can search and read others' profiles and make new

connections by sending request messages. These connections help students to get to know one another online and possibly bring the relationships into real life.

1.3. Problem statement

A Facebook friendship is a form of friendship that takes place online and may turn into a real-world friendship despite the fact that the students may never have met in real life. A real-world friend is a person a student can interact with or share personal life details face-to-face. In this dissertation, a real-world friendship is an online friendship that a student is willing to take into the physical world (real-world); in other words some sort of offline connection (Zywica & Danowski, 2008). According to West *et al.* (2009), a real-world friend is someone a student knows in person as opposed to virtual friends. Both types of friendship are made possible by the use of specific tools such as instant messages, Skype, smart phones, video calls, and social networking sites. According to Irani *et al.* (2009), Facebook collects and displays more basic personal information than Delicious and Twitter. Information displayed on profiles motivates students to send friend or accept friend requests on Facebook.

Friendships suggestion applications on Facebook allow people to add friends, thinking they know them or have a relationship with them because one of their friends knows them. There are many reasons why students add someone as a friend on Facebook. These include: living in the same city, studying at the same school or university, speaking the same language, gender, age, ethnic group/race, sharing the same ideas, having mutual friends, business reasons, etc. As far as the researcher is aware, factors influencing the conversion of Facebook friendships into real-world friendships are unknown. A review will be therefore conducted on how current students initiate new friendships on Facebook, maintain friendships, and translate friendships to real-world friendships.

Sub-problems

The problem statement above is divided into several sub-problems.

First Sub-problem

Before the start of this dissertation, the researcher observed four different groups on campus: a group comprising of only black Africans, a group of only white students, a group of only Indians, and a group of only Coloured students. From the researcher's observations, it was rare to find mixed groups. The same phenomenon was visible in classrooms. This kind of division may happen because students speak different languages yet because they are university students they

share at least one common language (English). Alexander (2001) states that language does not only reflect reality but is an important aspect in the framework of our different realities.

In another previous experience, the researcher interviewed a group of students who had been studying at the University of KwaZulu-Natal (UKZN) for almost three years. When discussing friendship and race and asked how many white friends a black student had on his Facebook page, he responded, "As far as I know maybe none". In addition, when asked whether race shaped his friendships, he responded, "that is just the way it is. There is nothing I can do about it."

Out of interest the researcher was then motivated to investigate whether language and race are reasons not to convert Facebook friendships to real-world friendships in South Africa. As far as the researcher is aware the influence of language and race on friendship is still uncertain and in the context of the initiation, maintenance, and conversion of Facebook friendship needs to be investigated.

Second Sub-problem

Facebook statistics reveal[1] that more than two million friend requests are confirmed and almost three million messages sent in twenty minutes to initialise friendships. The **a**rticle "Facebook threats to privacy" states that women are more likely to receive requests from males than from females on Facebook (Jones & Soltren, 2005) but it is still uncertain if gender is a reason not to convert a Facebook friend to a real-world friend in South Africa. Hence, the researcher will investigate the influence of gender on the translation of Facebook friendships into real-world friendships.

1.4. Research objectives

After investigating the problem statement and sub-problems of this research, the researcher will be able to determine:

- whether race has an impact on current university students with regard to translating Facebook friendships into real-world friendships,
- if language has an impact on translating Facebook friendships into real-world friendships, and

[1]"Facebook Statistics, Stats & Facts for 2011", Available from: http://www.digitalbuzzblog.com/facebook-statistics-stats-facts-2011. [Accessed 17 October 2012]

- whether gender influences the conversion of Facebook friendships into real-world friendships among current university students.

1.5. Literature survey

A literature survey determines the appropriate research methodology to gather information for analysis and to form a theoretical framework. The literature survey has also helped this researcher to develop a reliable questionnaire in order to achieve the objectives and answer the research questions.

Different electronic databases, namely Science Direct, EBSCO, Nexus, JSTOR, SpringerLink, IEEE Explore, Google Scholar, were consulted, as well as books, journals, articles, industrial and academic literature, and other informal sources. Keywords like social networking site, real-world friendship, Facebook friendship, Facebook, the influence of online friendship etc. were used to search the literature. A bibliography of research on SNSs was also consulted[2].

1.6. Theoretical framework

Students are connected around the world via SNSs. Sites link them with people they know and do not know. Social construction of technology (SCOT) argues that technology does not determine human actions, but rather that human actions shape technology (Forlano, 2009). In addition, the way a technology is used can only be comprehended by understanding how that technology is integrated in a specific community (Klein & Kleinman, 2002). This theory will help the researcher to understand human behaviour in real life and how social networking sites could be shaped in different contexts. The online behaviour of individuals depends on how they do things in real-life. Social construction of technology does not examine online relationships.

Social networking theory on the other hand, is used to examine relationships between individuals online. Wade (2010) states that social networking theory views social relationships in term of individuals. This theory helped the researcher to analyse friendships on Facebook. This was the core theory of this dissertation. To assess the conversion of Facebook friendship into Real-world friendship, the researcher combined these two theories.

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[2] "Bibliography of Research on Social Network Sites", Available from: http://www.danah.org/researchBibs/sns.php. [Accessed 23 June 2013]

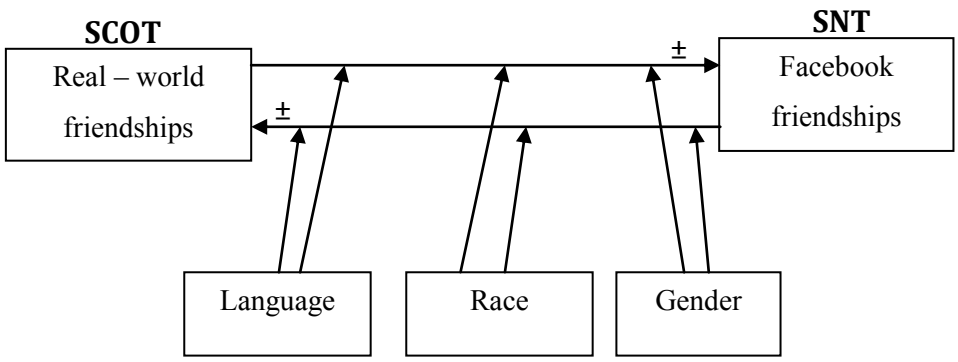

Figure 1.1: Student's factors influencing friendship

In Figure 1.1 above, a real-world friend can be likely or unlikely to become a Facebook friend and vice versa. In addition, as mentioned above, SCOT determines the actions of users from real-world to Facebook. This means the attitudes of students in the real-world can shape their ways of socialising online. The sign ± determines the likelihood or unlikelihood to befriend, to add, or to convert someone as a friend and that depends on the language, race, and gender of a real-world individual or a Facebook user. The objectives of the dissertation therefore determine the formulation of the preliminary hypotheses.

Preliminary Hypotheses

1. Males are likely to translate female Facebook friends into real-world friends.
2. Females are likely not to convert male Facebook friends into real-world friends.
3. A student is likely to convert Facebook friends who speak the same language into real-world friends.
4. A student is likely to translate Facebook friends from the same ethnic group into real-world friends.

1.7. Research questions

In this study the researcher will answer the following questions:

- To what extent does language impact on the translation of Facebook friendships into real-world friendship among current university students?
- To what extent does race impact upon the translation of Facebook friendship into real-world friendship among current university students?
- To what extent does gender influence the conversion of Facebook friendship into real-world friendship among current university students?

1.8. Importance and significance of study

This research will assist readers in understanding the influence of social divisions on online social networking sites. It will clarify to what extent social networking sites can become solutions to social division. It can help organisations engaged in this kind of investigation to improve communication tools to solve ethnic group problems. This dissertation may be used as a reference on this topic.

1.9. Research design and methodology

The researcher used a quantitative approach; numerical measurements and statistics tools were used to collect data, to answer the research questions, and to test the hypotheses (Williams, 2007). Primary and secondary sources were consulted for the literature review (Chapter 2). A framework (Chapter 3) was developed followed by an exploratory analysis on Facebook friendship (Chapter 4). Facebook networks were extracted using Netvizz and were analysed using Gephi.

A questionnaire (Appendix E) was developed based on Chapters 2, 3, and 4 and distributed to students at the University of KwaZulu-Natal, Durban University of Technology, and Mangosuthu University of Technology. The instrument was divided into three sections. Section A covered demographic information like gender, race, and language to help the researcher understand the influences of Facebook friendships. Section B gathered information on the influence of friendships and Section C collected information on how the conversion of friendships happens.

Overall the questionnaire focused on demographic data, how students make Facebook friends, how students convert friendships, the way in which this happens, and the factors that influence the conversion of Facebook friendships into real-world friendships. The data collected was then analysed.

Ethical Requirement

To conduct this research, letters asking for permission to conduct research was sent to the dean of research, and then gatekeepers' letters giving permission to conduct research were obtained from the University of KwaZulu-Natal, Durban University of Technology and Mangosuthu University of Technology. Permission to proceed with the research was given by the research office after an ethical clearance was obtained.

The information collected from participants' will be kept confidential as stipulated by University policy. Students' consent to participate in the research was voluntary. Ethical guidelines and

regulations required that students should decide to participate based on sufficient knowledge of the study, that participants have the right to keep from the public certain details about themselves, and that agreement to limit access to private information, anonymity, and sensitivity to human dignity be respected. The data collected was submitted to the discipline of Information Systems and Technology for safety.

Representative Sampling

The population included students at the University of KwaZulu-Natal, Durban University of Technology and Mangosuthu University of Technology.

There were a total number of 74000 students of whom over 42000 were UKZN[3] students, over 22000 DUT[4] students and over 10000 MUT[5] students (MUT, 2011). According to Sekeran (2003), while sampling helps to estimate population parameters, there may be identifiable subgroups of elements within the population under investigation. Within a 95% confidence level in this dissertation, the researcher considered an estimated sample size of 382 students.

A stratified random sampling technique was used to proportionally estimate the number of students who participated in the survey. The questionnaire was randomly distributed to students at different universities. Thus 56.7% of the questionnaire was distributed to the University of KwaZulu-Natal, 29.7% went to Durban University of Technology and 13.5% was distributed to Mangosuthu University of Technology. The sample represented students from each university who responded to the questionnaire. Besides this sample, 25 Facebook networks were also randomly selected and extracted to facilitate the exploration analysis in Chapter 4.

Analysis of results

A Facebook network analysis was conducted to understand current online connections among students, focusing on the variables of investigation of this dissertation. This analysis was made

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[3]University of KwaZulu-Natal. Available from:http://www.ukzn.ac.za/About-UKZN/brief_description_of_UKZN.aspx [Accessed 20 October 2011]

[4]Durban University of Technology. Available from: http://www.dut.ac.za/site/files/6636/DUT_100.pdf [Accessed 20 October 2011]

[5]Mangosuthu University of Technology. Available from: http://www.mut.ac.za/images/stories/MUT%20Strategic%20Plan%20_final.pdf [Accessed 20 October 2011]

possible by Netvizz, an embedded Facebook application that allows the extraction of Facebook networks (Netvizz, 2012), and Gephi, an open source application that allows visualising Facebook networks in terms of nodes in order to statistically interpret networks (Bastian, et al., 2009).

The results collected from the instrument were analysed using SPSS 21. SPSS is a statistical application that represents numerical data in a statistical and table form for easy interpretation (Antonius, 2003). Analysis of the results helped to give answers to the research questions and to verify hypotheses. The data collected was verified for validity and reliability before any analyses was performed. SPSS allowed the researcher to generate different statistic tables (frequency, chi-square, cross tabulation, multi-regression, etc.) and graphs to facilitate the interpretation and representation of the results in Chapter 6.

1.10. Structure of dissertation

This dissertation is divided into seven chapters.

Chapter 1 contains the introduction, provides an overview of the research, and presents the process followed.

Chapter 2 reviews the literature on social networking sites and presents factors influencing translation of Facebook friendship. This chapter focuses on existing SNS literature and a framework for the study is established. The chapter creates the broader context of this research.

In Chapter 3, the researcher conceptualises and discusses the theoretical framework. This chapter merges the influence of variables into theory. Social construction of technology (SCOT) and social network (SNT) theories are reviewed to formulate the hypotheses to be tested.

Chapter 4 offers an exploratory study to analyse the influence of gender, language, and race on Facebook friendships using social network theory.

In Chapter 5, the researcher describes different methodological approaches in order to determine the best approach to use in this dissertation. The chapter explains in detail the procedure followed by the researcher to achieve the goals of the dissertation.

Chapter 6 explains the results collected from the sample, and analyses and interprets the results. This chapter verifies hypotheses and gives answers to research questions.

Chapter 7 gives a suammary of the data analysed in the previous chapter, in the context of the research questions. Suggestions and recommendations are presented in this chapter.

1.11. Limitations of the research

This dissertation deals with current students at the University of KwaZulu-Natal, Durban University of Technology and Mangosuthu University of Technology. There are many SNSs (Twitter, Flicker, YouTube, Dig, MySpace, Delicious, etc.) but the focus of this dissertation is on university students who currently use Facebook. The study investigates the demographic factors which influence the translation of Facebook friendships into real-world friendships and not vice versa, and does not study other potential influences such as connections, family, common interest, etc. The research was conducted in the province of KwaZulu-Natal in South Africa.

1.12. Conclusion

Communication is the foundation of every friendship. Facebook has been used by students to communicate and share different types of information. Social divisions that exist among students influence their choice of friendships. The problem is that in South Africa, the factors influencing the translation of online friendships into real-world friendships among current students, are uncertain. This research addresses this uncertainty.

The researcher used a quantitative approach which included the generation of theories and hypotheses, the construction of instruments and methods for measurement, the collection of data, and the analysis of data using statistic tools to numerically experiment and manipulate variables. The theories used were the social construction of technology to understand real-world friendships, and the social network theory to understand Facebook friendships among current students in South Africa.

Rules and regulations were respected according to university policies, and the data collected was analysed with conclusions subsequently drawn.

Chapter 2: Online Social Networking and Friendship

2.1. Introduction

Online social networking sites (SNSs) are defined as web-based systems that allow students to build profiles. SNSs display lists of other users with whom students share connections (Utz, 2010). From the time they started until now online SNSs have become very successful because they bring disconnected communities together (Chen, et al., 2009).

According to Boyd and Ellison (2008), SNSs are progressively attracting more attention from intellectual, business, engineering, and industry researchers. There are a number of SNSs and the researcher would not be able to tell the exact number as these sites are rapidly increasing. Facebook, Twitter, LinkedIn, MySpace, Friendster, Tribe.net, Orkut, Cyworld, and Bebo are examples of the most popular SNSs where audiences have become co-authors on interactive websites (Valenzuela, et al., 2008).

In this chapter, the researcher reviews the existing literature and associated theories on SNSs, how friends are added on SNSs, and the influence of gender, race, and language on friendships. SNS usage, privacy, trust, and security are also discussed.

2.2. Social networking and users' profiles

SNSs vary from one another. In general a user is asked to subscribe in order to create a profile. The profile is created using the answers to a series of questions which normally include information such as name, gender, race, age, location and an *about me* page (Boyd & Ellison, 2008). The majority of SNSs encourage users to upload profile pictures. The visibility of a profile to others differs by site and depends on privacy settings.

Some SNSs make profiles visible to everybody, regardless of whether or not the viewer has an account (e.g. Friendster), while others make profiles visible based on whether users have a paid account (e.g. LinkedIn). In addition, MySpace allows users to select whether they want their information to be private or public. On Facebook, users can see each other's profiles on the same network, unless the user has limited or has been denied access to his/her network. Facebook also provides a mechanism for users to leave comments or email messages on their friends' profiles. Students on Facebook can connect with their 'friends' and with students outside their list of contacts.

2.3. Friend request and friendship

Facebook offers students new and diverse ways to connect through the Internet, through the use of tablets, personal computers or mobile phones. It allows students to construct and display online networks of contacts (OFCOM, 2008). Popular terms used to identify relationships on SNSs are: friends, contacts, and fans (Boyd & Ellison, 2008). Most SNSs oblige bi-directional confirmations for friendship, but some do not. These one-directional connections are sometimes labeled 'fans' or 'followers', but many websites call these 'friends' as well. The word 'friends' can be deceiving, because the connection does not actually mean friendship in the everyday sense, and the reasons individuals connect, differ.

Social networking sites are used for self-identification and for building and keeping in touch with friends (Utz, 2010). Contrary to other exclusive websites, SNSs users can add friends to their profiles asking for friendship. This is done by sending a friend request to another user. When the other party accepts the request, the connection is shown in the network of friends. The word 'friend' is not always used in the conventional sense on SNSs as some individuals connect to superstars and groups they do not know individually, or to individuals they simply find interesting. In her article, Boyd (2007a) stipulates that the term 'friends' on a social network is not just a reference to a list of close ties, but to a list of who a student sees as part of his/her world within the site. She confirms that Facebook is the most popular of them all, and students spend a large amount of time creating new connections to represent their real-life personalities and to access public life.

2.4. Social networking sites usage

Joinson (2008) explored the uses of SNSs, in particular Facebook. In his research, 137 users explained how they used Facebook, and what they experienced. He identifies seven unique ways of using Facebook: socialising, shared identities, content, social investigation, online community surfing, and status updating. Using social media sites also serve a number of functions, for example, providing social and emotional support, information resources, and ties to other individuals. Lampe, *et al.* (2006), explored whether learners use Facebook to look up new friends in their real life or to learn and explore more about individuals they had initially met in the real world. His data suggests that students largely use Facebook to learn more about people they meet in the real world and are less likely to create new connections.

According to Ross *et al.* (2009), Facebook has become the most used online tool for social interaction. However, Facebook differs from other social media as it shows a real-world-to-online trend. This means that, before Facebook friends are added to the list of contacts, the majority of Facebook friends have met in the real world. The article suggests that there is a variety of reasons for the decision to use Facebook. Robards (2010) investigated Australian Facebook users and realized that online interaction has become a standard way for maintaining social relationships. He argues that SNSs are progressively considered private spaces where students 'hang out' as they discover their identities. In addition, the huge impact of these sites on the social lives of their users is clear. While the students in his study were amongst the first of a generation growing up in an environment where online social networking sites are increasingly needed, he argues that the strategies and practices students are developing will become a crucial framework for the social engagements of tomorrow.

Research conducted by ECAR (2008) found that, in general, 85.5% of respondents use one or more SNS. Students' usage of SNSs differs considerably by age. The results by ECAR indicated that 95% of respondents aged 18 and 19 years, and 37% of those aged 30 years and older use a SNS. Younger students had more friends than older students. This means the older a student becomes, the lower his/her interest to make new friends becomes. Compared to MySpace, 89% of respondents use Facebook. According to this study, 55% of respondents spend five hours or less per week on SNSs, and 26.9% spend six to ten hours per week. SNSs are being used to correspond with fellow students about course-related subjects and to keep in touch with teachers about course-related subjects. Respondents who are concerned about privacy and security problems are more likely to restrict profile access. Tertiary students aged 18 to 24 are more likely to reveal their e-mail addresses or instant messaging (IM) screen names, last names, and full dates of birth on their profile (ECAR Research Study, 2008)

A primary use of SNSs is communicating and sharing information with friends. When it comes to SNS statistics, African nations are found below the world index. South Africa currently ranks 29th on Facebook's international customer record, and show many resemblances with larger nations (Taylor, 2010). According to Socialbakers (2013)**,** with a large 82% membership, Facebook is the prominent public media site used in Southern Africa. Over half of South African Facebook users access the site via their mobile phones. Compared with MySpace, 80% responded that they have a MySpace profile, with MXit 29%, and Twitter at a close 28%. Additional findings from the same survey indicated that 74% surf the Internet to visit SNSs, 74% access

Facebook at least once a day, 25% have met more friends on SNSs than they have in real life, 24% have gone on a real-world date with someone they met on social media, and 16% use SNSs to advertise their businesses.

According to Socialbackers (2013), an organisation that provides Facebook statistics and analyses, the largest age group is currently the 18-24 age group, followed by users in the 25-34 age group. Compared with 53% male and 47% female Facebook users in Ecuador, and 63% male and 37% female in Morocco, there are 52% male and 48% female users in South Africa.

2.4. The social networking sites privacy

With over one billion users, the choices that Facebook makes about its privacy settings have significant influences on its users. While there has been a lot of criticism on the issue of privacy, Facebook has continued to focus on bringing more users to its service. Boyd and Hargittai (2010) conducted research on 'Facebook Privacy Setting' where, in their results, the youth are not aware of online privacy settings. They find that changes to privacy settings have been augmented during the year in which Facebook's strategy to privacy was fiercely contested (2010). In their research, the Internet experience is associated with making changes to privacy settings. Jones and Soltren (2005), in a study of MIT learners, found that Facebook is weakened by three major factors: users reveal too much, Facebook does not take sufficient actions to protect user privacy, and other organisations are actively looking for end-user information of Facebook users.

Research conducted by OFCOM (2008) in the UK suggests that definitions of what it means to be private need to be changed by SNSs. This research demonstrates that social responses to privacy on SNSs only deals with one aspect of the privacy, namely the protection of children against predators, and neglects the misuse of personal information. In the same study, over ten million people were registered on a SNS in London in which one in four had publicly posted private information on their online profiles, such as their contact numbers, email or physical addresses, making them vulnerable to identity fraud. The analysis also discovered that 13% of small business owners had published details or images of people without their approval.

Korolova *et al.* (2008) pointed out a potential privacy risk to an online community where the goal of an attacker is to acquire knowledge of an important portion of the links in the network. To prevent this, an SNS owner may want to reduce vulnerability by not showing the actual number of connections that each user has.

Brandtzaeg *et al.* (2010), claim that having too many Facebook friends and access to different social capital interrupts the sharing process, because of public monitoring and social management. Social management often forces students in particular, to use conformity as a way of securing their privacy when sharing content. Further, the usability test discovered that younger users are more experienced in their Facebook use, while adults over the age of forty struggle to understand the navigation logic and privacy settings. It was discovered that both younger and older adults make their profiles completely public without realising it.

According to Brandtzaeg *et al.* (2010), younger users stated that they now use Facebook less and are more careful than before because they find it to be less exciting and because having so many friends makes usage of SNSs and sharing of information difficult. Increased self-awareness and compliance seem to be caused by the presence of parents and close relatives on SNSs. Younger students were found to be more experienced on SNSs and were more likely to comply with privacy settings in contrast to older students.

Stutzman and Kramer-Duffield (2010) examined a particular privacy-enhancing practice by looking at the association between network structure, expectation, social privacy methods, and having a friends-only profile. The finding shows that anticipation of violations by weak friendships and increased levels of interpersonal privacy management are positively associated with having a friends-only profile. They conclude with a discussion of how these results may be incorporated into the design of systems to improve individual privacy.

An article published by Debatin *et al.* (2009) investigates Facebook users' perception of privacy, advantages and risks of using Facebook. They found that Facebook is significantly incorporated in users' everyday lifestyles through specific habits and practices. Users claimed to be aware of privacy issues although they continued to share a great amount of personal details. The findings show that Facebook poses great risks to users' privacy and suggested that to be safe on SNSs users' attitudes need to be changed. The majority have many friends who have access to commonly uploaded personal details, such as cellphone numbers, full names, birthdates, home towns, and photographs.

2.5. Social networking sites and trust

In the modern world, users of SNSs have been connecting and communicating with so many friends that the question of who and what to trust online becomes important. According to Mayer *et al.* (1995, p. 712) trust is 'the willingness of a party to be vulnerable to the actions of another

party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party'. In a face-to-face relationship, trust is defined as a serious cause of sharing personal details and developing new connections (Johnson, et al., 2011).

Users of SNSs know very little about other users. SNSs have integrated tools to determine a trusted friend which is seen in the choice of categorising different types of friends (e.g. friends who may see specific information and those who may not). However, DuBois *et al.* (2011) report that methods for inferring trust and distrust between users online (especially users who do not know each other) must be integrated. In addition, online users are likely to meet or add new friends' everyday and this requires an evaluation of the level of trust. According to Taherian *et al.* (2008), the way SNS users interact (connect or communicate) and share information can cause them to trust one another in an online community. The information that people see on a user profile can be utilised to evaluate character in a phase of pre-friendship and after befriending, the level of interaction can also generate trust prior to meeting in the real-world (Westcott & Owen, 2013).

The results comparing views of trust and privacy concerns by Dwyer *et al.* (2007) of two popular SNSs (Facebook and MySpace), showed that it is not well known how privacy issues and trust influence social communication. Facebook users expressed considerably more trust in both Facebook and its users, and were more willing to share personal and confidential details. MySpace members revealed considerably more skills using the website to meet new people. These findings show that with online interactions, trust is not as important in making new friendship as it is in a real-world face-to-face friendships. Also, in an online network, the existence of trust and the desire to discuss personal details do not directly convert into online friendships. The research shows that online friendships can develop in sites even where perceived trust, privacy, and security measures are weak.

Research shows that university students now use SNSs to form study groups and improve ways of communicating and connecting among themselves, to encourage research-based projects and even assist with campus-based education (Griffith & Liyanage, 2008). In these cases, the use of SNSs allows students to trust one another. In addition, tools provided within SNSs can help support interactions between educators and students, although trust and privacy play important roles when SNSs are used for education. Universities can bring diversified communities together

by implementing SNSs in learning processes that enhance trust. Furthermore, information released by students on SNSs can be used to assist as platforms for interaction between learners and instructors.

According to Mobius and Szeidl (2006), a community that is well connected shows higher levels of trust. SNSs can help to connect people from different backgrounds and increase their levels of trust. The success of interaction and communication between members of a SNS relies on the level of trust they have among each other (Sherchan, et al., 2013). Johnson *et al* (2011) conclude that trust is an element of success in online interactions and can be increased by the level of communication between users.

2.6. Social networking sites in education

In a traditional classroom, teachers spend significant amounts of time covering course content. They are also likely to share information about themselves, tell individual stories, and transmit their personal values (Mazer, et al., 2007). It is the researcher's supposition that Facebook can be beneficial to both the lecturer and the learner by introducing virtual classrooms and increasing teacher-to-student and student-to-student interactions (Munoz & Towner, 2009). Roblyer *et al.* (2010), cite Facebook as one of the latest instances of SNSs that have been accepted worldwide by students and accordingly can become a useful tool to support communication between students and academics.

When it comes to implementing SNSs in education, university leaders have a record of prohibiting classroom technologies that are regularly used by learners (Roblyer, et al., 2010). Roblyer *et al.* (2010), compared educators and students on the use of Facebook and concluded that learners were much more likely than educators to use Facebook and were open to the opportunity of using Facebook and other identical technologies to support academic activities, while educators were more likely to use more conventional technologies, such as email.

An article by Munoz and Towner (2009, p. 9) suggests that 'efforts should be made by instructors to expand their pedagogical portfolio, promote active learning through a learning community, and test the effectiveness of online learning communities through social networks such as Facebook'. Moreover, researchers should continue to analyse additional educating resources to figure out if the benefit of developing online teaching groups to supplement traditional teaching methods are worthwhile.

Roblyer *et al.* (2010) determined how likely universities are to use Facebook for either personal or academic reasons, with a sample of 62 lecturers and 120 students at a mid-sized southern institution. Students were more likely to use Facebook for lessons than were lecturers. However, in the last several years, the behaviour of lecturers toward the acceptance of technologies has been changing. It is suggested that teacher planning can be improved by creating training in successfully providing lessons on Facebook in future classes (Munoz & Towner, 2009).

2.7. Social networking sites and security concern

Using remote control, online hackers can access and manipulate online SNS visitors through Web tools such as JavaScript injections. Research done by Athanasopoulos *et al* (2008) investigated antisocial network methods on how to turn an SNS into a 'Botnet' that can be used to access and manipulate visitors on SNSs. Antisocial networks are systems based on SNSs that hackers use to perform online attacks (Athanasopoulos, et al., 2008). FaceBot is a web program that can function on Facebook and perform Denial of Service attacks against Facebook users. In the study, Athanasopoulos *et al* (2008) designed a real-world Facebook system and using FaceBot, conducted an attack to estimate its power. They revealed that systems embedded in an SNS can quickly violate millions of users.

Huber *et al* (2011) present how SNSs can be used to collect public information in a programmed way. This public information can then be used for extensive attacks such as social-phishing. All popular SNSs are defenseless to the attacks they conducted as they do not protect the networks appropriately. Hackers clone a user's authentication cookie and then unencrypt it so that it becomes possible to completely imitate the user and collect sensitive information in a computerised way. There are however a number of security tactics accessible to SNS users who have to protect the communication channels with HTTPS to secure users against friend-in-the-middle attacks.

SNSs are currently the most well-known online applications and are a key feature in various online services (Chun, et al., 2008). People communicate through different SNS services: connecting with friends, sharing images, and writing comments. Networks are recommended by online services for searching and personalization issues. The researcher has very little knowledge of how much connection occurs on SNSs. Online communication only begins when a new friend relationship has been established. A public view of user's profile and links to their friends are exposed by Facebook to search engines (Bonneau, et al., 2009). An exposed profile can be linked

to a private profile which can lead to a private profile being exposed to attacks. It is therefore essential for shareholders to protect not just users' profiles but the structure of the social graph.

In September 2007, people not signed in to Facebook could do a search to see available users showing that some or many of their friends were using Facebook. This system was designed to motivate non-members to become members themselves. Basically, a user's name, photograph, and ten friends were publicly listed. These friends were randomly selected on each request. This allows a 'web spider' to continually extract all friends belonging to a specific user. The number of friends exposed in this way was reduced to eight in January 2009. To motivate non members to join Facebook, eight members belonging to a specific group were also added to the public listings to make it available to anyone who visit Facebook. New users who join Facebook may not know that their profile may also be made public. Disclosing friendship information without informing users is clearly a privacy concern. In this case, Facebook opened their doors to social phishing attacks.

Govani and Pashley (2005) conducted a survey at Carnegie Mellon University on 50 Facebook student users to examine their awareness of the privacy policies provided by Facebook. The findings show that students are conscious of the potential impact of providing personal details to an entire universe, such as identity theft and stalking, but yet feel okay providing it. Although the majority of students know that they are able to restrict who sees their personal details, they are not in control of the main system.

2.8. Real-world friendship and Facebook friendship

Societies live in a currently connected world. People are linked to one another through several types of connections with social media websites providing easy and popular ways for people to make links (Vitak, 2008)**.** There are two types of friendship: online friendship and real-world friendship.

2.8.1. Real-world friendship

A real-world friend is a person who has a physical connection to the subject. According to West *et al.* (2009), a real-world friend is someone a student knows in person as opposed to a virtual friend. A real-world friend may be a Facebook friend a student has met face-to-face. During university years, which are a key transition point, relationships are important and close friendships are established (West, et al., 2009).

There is an incomplete discussion about whether SNSs can increase community networks and whether virtual friends can become real-world friends (Tufekci, 2010). Previous studies have found that people who are socially active in the real-world benefit most from online interactions. Tufekci (2010) compared the 'Rich Get Richer' and 'Seek and Ye Shall Find' models by evaluating connections between quantity of offline networking, quantity of online activity, and confidence in online friendships (Tufekci, 2010). He found African-Americans to be considerably more likely to establish new friendships online. He showed that individuals who are more social in the real-world are not more social on SNSs, as there was no distinction between those who established new friendships online and those who did not. He concluded that there were some individuality traits, attributes, and private characteristics that make some people more likely to accept online friendships.

Tu *et al* (2011) analysed how Facebook impacts on the formation of friendships in the real-world, undertaking a research study of 36 university students, and applying a social network analysis to examine the dissimilarities among face-to-face and Facebook friendships. The results indicated that gender influences the formation of new friendships via the kind of pictures shared on a profile. In addition, there are two types of real-world friendship:

- Close real-world friendships are relationships that are not likely to vanish in the absence of a SNS because of the duration of such friendships. Facebook can however help to sustain these, particularly when a person goes to university, travels or lives in another state or province.
- Offline friendships are generally poor relationships. They consist of people whom someone may consider a friend, but is not in their circle of friendship. Wall posts on Facebook are used to maintain these kinds of relationship; there is not much interaction in terms of sharing personal details.

Real world friendships are simplified by Facebook which provides an exclusive friend-making location that differs from the real-world. Real-world friendships that do not easily develop offline can be well-maintained on Facebook; for example people who belong to different ethnic groups or classes can develop and maintain friendships. Facebook has introduced a 'Nearby Friends' feature on mobile phone so that Facebook users may know which friends are physically near them even if they have never see one another in person.

2.8.2. Facebook friendship

Facebook simplifies interactions between different categories of friends (real-world friends). Catanese *et al.* (2010) found that SNSs during the past years have increased in popularity as the most important emerging technology, changing the attitudes of users and leading to the building of strong connections and friendships among students. SNSs are exceptional web and social phenomena, affecting the behaviours of students helping them to maintain and create friendships (Catanese, et al., 2011). The results of a study by Subrahmanyam *et al.* (2008), show that adults also use SNSs to connect with friends and family members.

Young (2011) conducted an investigation of 758 adults on the function of Facebook in getting in touch, maintaining connections, and assisting extended connections with online friends. The investigation concludes that Facebook fortifies existing real-world friendships by allowing video or telephone conversations. Support in the Facebook community also allows for suitable connections to be maintained with a larger and more diverse group of relationships. Ahn *et al.* (2007) compared the structure of three online social networking services which encourage online activities that cannot be easily copied in real life, namely Cyworld, MySpace, and Orkut, and argue that it has not yet been identified whether the growth of online friendships are the same as real-world friendships. Ploderer, Howard and Tomas (2010), distinguished between different types of SNSs based on the types of relationships they facilitate, and found that most people interact with strangers without any real-life relationships.

An article by Vergeer and Pelzer (2009), revealed the following results: the more students consulted social networks, the more they socialised with others; the bigger their real-world network, the bigger their online network; the more students visited SNSs, the less time they spent on their real-world network; the bigger their social network, the more time they spent socialising with others; the bigger students' social network was, the more group support they received; the more students spent on socialising with others, the less lonely they felt; and the more social support students received, the less lonely they were.

Using exploratory statistical techniques, 690 questionnaires were analysed by Sibona and Walczak (2011) to manage unfriending decisions (removing someone from the list of friends or contacts) on SNSs. The findings show that there were virtual and real-world reasons for unfriending choices. Some reasons for unfriending were identified as: unsuitable posted content, changes in friendships, and posting unnecessary content. Participants who unfriended on

Facebook agreed that the person shared unnecessary or inappropriate content compared with those who unfriended in the real-world.

A study conducted by Lampe *et al.* (2008) which investigated how users experience Facebook and how that experience changes from time to time, found that perceptions regarding the use of Facebook change over time and can be influenced by users' social circumstances such as shifting to or from university.

People live in a small world, in a geographic routine in social networks where two different people are likely connected by a short chain of intermediate friends and the probability of befriending a particular person is proportional to the number of closer friends (Liben-Nowell, et al., 2005).

There are two types of Facebook friendships:

- Facebook-to-real-world friends are the type of friendship where many Facebook users meet first on Facebook and later in the real-world (Vitak, 2008). An appropriate instance can be discovered in learners who meet other students online and then meet them physically at university.
- Facebook-only friendships are easy to begin and easy to exit, the reason being the lack of real-world communications.

2.9. The Facebook

Established on 4 February 2004, Facebook is mainly owned by its writer Mark Zuckerberg and Microsoft (Griffith & Liyanage, 2008). Facebook initiator and Chief Executive Officer, Mark Zuckerberg, says that Facebook is about the 'concept that the world will be better if you share more' (Fuchs, 2011, p. 159). Zuckerberg has continuously said that he does not worry about the benefits, but wants to use Facebook resources to create an open society. 'The goal of the company is to help people to share more in order to make the world more open and to help promote understanding between people diversity' he said (Fuchs, 2011, p. 159).

Facebook has the biggest online SNS community, with over 800 million active users, making it an important tool for scientists (Bonneau, et al., 2009). According to Griffith and Liyanage (2008), to be able to use Facebook, students need to build profiles and make friends by sending a friendship request. This request has to be accepted before the person concerned is added to a list

of contacts or friends. The profile usually consists of an image of the person, and personal details along with his/her number of friends.

In general, Facebook contains a wall, a friend page, a news feed and an email page. A wall is an area where the user or friends can post notes or add multimedia. A friend page shows the number and a list of the friends a user is connected to. A news feed informs the user about some Facebook events and about the activities of Facebook friends. Facebook has an embedded email service available to users to send private messages to other Facebook users. To see and view profiles of individuals on Facebook, a user needs to subscribe. A valid existing email is required for someone to subscribe and be able to use the network. Facebook allows searches and discloses personal information. No one is however obliged to disclose information. Users can decide to restrict access to their profiles by changing their privacy settings in the system. Nevertheless, by default, anyone can search and read other people's profiles on the network.

Facebook is a social network used by university students, high school pupils, and others. Amongst SNSs, Facebook is classified for its achievement in relation to friendships and the quality of existing information. Acquisti and Gross (2006, p. 37) report that "Facebook's market penetration is impressive, passing the barrier of 80% of the university population". The quantity, quality, and importance of the information uploaded is remarkable because Facebook profiles show contact details, including physical addresses and telephone numbers, and additional information not often found on other social networks.

2.9.1. Benefits of Facebook in relation to friendship

Griffith and Liyanage (2008) highlight the psychosocial advantages of Facebook, which include the facilitation of identification, and to fulfilling a need for social support, closeness, and independence. The 'social spaces' available to users can facilitate customised experiences for learning online. Facebook resources can supplement and enhance the traditional classroom. Further, Facebook enables students to stay in touch, facilitates meeting new people, and provides a vehicle for getting noticed. The ECAR research study (2008) compiled a list of benefits associated with Facebook:

- Facebook is a good way to connect students with old and new friends across the world in unimagined ways.
- Facebook is free and easy to use in order to keep in contact with friends.

- Facebook keeps track of friends from all over the country. Their phone numbers and addresses may change but, with Facebook, they are always there.
- Facebook helps reunite old friends, maintain long-distance friendships, and share photos.
- Facebook allows users to send messages, notifications, or event pages to friends.
- Facebook helps students to keep in touch with family and communicate about course work.
- Facebook is a reference to keep someone's name or to search for valuable personal details.
- Facebook facilitates users to meet strangers and have them become friends.

2.9.2. Limitations of Facebook in relation to friendship

According to Griffith and Liyanage (2008), the amount of information shared between users of Facebook can differ significantly and can be used for different purposes. Lists of limitations with regards to information provided on Facebook are:

- The information can be gathered for illegal use.
- Young students can become targets of 'sexual predators' as well as 'cyber bullies'.
- Facebook leads students to expose information about themselves which may appear harmless for friends to see.
- In Facebook, default settings allow friends to view all the information on an individual's profile. An individual can indicate how much information they wish to reveal but will often need to revise the settings.
- The type of advertisements on a social networking site may affect the learning experience for students.

2.9.3. Facebook a promoter of friendship.

Facebook performs both an offline and online role in promoting friendship. On Facebook, 'there is none of the embarrassment or discomfort found in real life; hence, male and female students find it easier to interact' (Tu, et al., 2011). A personality test is used to generate discussions between students, or simplify discussions with unfamiliar students. Personality tests are the best regular tools used to record activities among students. Personality tests offer a platform for students who are not initially from the same background, or who are from different groups, to meet and share information. Using a personality test, the conversation between a male and female was recorded. An analysis of these tests is presented hereunder:

- It is simpler for students to express themselves on Facebook. For instance, once there is a comment on a person's status, it is easy to respond. The majority of students engage more in online conversation than exchange ideas in the same classroom.
- In the real-world, it may be difficult to identify and to comfort an unhappy or frustrated person. Yet, on Facebook, words come out easily and a user can just send a comfort message.
- People tend to worry more in real-world and less on Facebook. For instance, there may be doubt attached to comforting a crying person who may find it inappropriate.
- Facebook allows other organisations to incorporate their systems in addition to chats.
- Any user can respond at any time to an interesting wall post or activity.
- The female student said: "I make comments on personal remarks and I comment on the results of personality tests for others and continue the discussions at school".
- In addition, she said, "We tease each other about personality tests and use these tests to start topics. We continue to chat with messages online, and online messages become a communication means. We sometimes laugh at each other. If he replies, we continue."

According to the above list of responses concerning the dissimilarities between face-to-face and Facebook friendships, some learners believe that these two worlds are totally different, while others claim that Facebook basically offers an open and more comfortable collaborative environment. According to Tu *et al* (2011), some of the claims presented by learners are:

- Facebook is a different planet. In the real-world, sometimes words are hard to say but it becomes easier online and more open.
- Communications on Facebook are more than communications in the real-world.
- In the real-world, things are traditional but things are more exceptional and real on Facebook.

Facebook is the link to friends and facilitates and creates connections among friends. 'The sum of the number of one's friends is a feature displayed on users' profiles as an indication of the friend connections a user has accumulated' (Tong, et al., 2008, p. 531). Contrary to real-world networks, Facebook users often and easily increase friends.

The efforts and intellectual potential to uphold online connections with people are limited. For humans, 'social channel capacity' is about 150 people (Jernigan & Mistree, 2009). Consider this

group as the number of people you would not feel embarrassed about joining uninvited for a drink if you ran into them in a bar (Jernigan & Mistree, 2009). Many users have Facebook friends who themselves are connected to more than 150 people that exceed the channel capacity. The relationships of the Facebook user should be a reflection of real-world friendships. Facebook is constructed on the principle of neighborhood with the concept of 'networks' which commonly maps on to universities, colleges, companies, and geographies (Jernigan & Mistree, 2009). The majority of Facebook friends are added from an existing 'network' which indicates that Facebook friends know each other in the real world. Students use SNSs like Facebook to enlarge their 'offline network' of people whom they are familiar with. In this case, Facebook functions as a 'synchronizing system' for real-world networks.

Research into Facebook and its impact on college students indicates that many scholars use Facebook to build new friendships and trace old friendships (Raacke & Bonds-Raacke, 2008). Exploring how more than 400 students used Facebook, Stern and Taylor (2007) confirm that students primarily used Facebook to be in touch with old friends and meet new friends.

2.10. The role of gender on social networking sites

In terms of usage males and females use SNSs differently and in diverse degrees. In general, scientists have found that females have a tendency to use SNSs more often than males and for different and more social reasons. According to Mazman and Usluel (2011), females use Facebook for maintaining existing contacts or friendships, while males use SNSs to make new friendship to a greater extent than females. A study evaluating the influence of gender on the use of SNSs involving 238 students who use Facebook, confirmed that males use Facebook to form new relationships while females use Facebook to maintain old relationships (Muscanell & Guadagno, 2012).

Research conducted by Acquisti and Gross (2006) however, indicates that there are similarities between males and females in the way they use SNSs. For instance both males and females provide correct information about their birthdays, political opinions, and lover' names. Tifferet and Vilnai-Yavetz (2014) investigated whether a Facebook profile photo changed according to gender (hypothetically male profile pictures highlight risk-taking while female profile pictures highlight relationships and emotional expression evident from smile intensity, lack of sunglasses etc.), but the findings revealed that there were no differences in the profile pictures of males and females.

In Strano's findings, women were more likely to change their profile pictures regularly with photos of themselves looking beautiful, happy, and amorous (Strano, 2008). Women were also more likely to reveal a lot of information about their private lives except giving out their cell phone numbers. In terms of privacy, scientists have discovered that females are more protective of their personal details on SNSs than men and are more likely to keep their profiles private (Joinson, 2008). Salaway and Caruso (2008) also found that females are more likely not to share information related to personal identification such as mobile phone numbers and family names.

Some studies have shown that real-world ways of viewing masculinity or femininity is found on social networking sites. The studies show that women do not reveal themselves to individuals whom they do not identify with because of the traditional social roles related with women (Mazman & Usluel, 2011). Comparing 64 male and 68 female students on SNSs, Igarashi *et al.* (2005) concluded that females have a tendency to increase mobile phone text message on SNSs more than males. According to Elkins and Peterson (1993), females were more satisfied with same-gender friendships on SNSs than males who were more satisfied with opposite-gender friendships.

Using 7,627 network profiles, the findings by Thelwall (2008) with respect to gender revealed that although both men and women are interested in friendships, women are more interested than men. In comparison, men are not only interested in friendships but in dating and/or serious relationships. Women have more friends and possibly access SNSs more often. Both men and women tend to have more female friends, but men have a considerably superior percentage of female friends (Thelwall, 2008).

The research reviewed has shown that females are more likely to use social networking sites compared to males. A study by Lenhart (2008) revealed that males were more likely to use Facebook and LinkedIn than females. However, a recent study conducted on the entire adult population of the United States of America has revealed that males and females are equally likely to use social networking sites (Lenhart, 2009).

2.11. Social networking sites and ethnicity

The quotation below was captured from an Asian American site (asianavenue.com). The site functions as one of the greatest SNSs for the Asian dispersion (Byrne, 2008, p. 15)**:**

> "Pretend you are a white person. Hmmm… Yahoo chat sites, Excite, Globe, nooo. I think I'll go to Asian Avenue. Why? Because I want to study Asian culture, of course… How about the forums? The only thing a white person will contribute is a posting that will support their position or undermine anything that would not be in their best interests, whether it helps Asians or not. Often they will appeal to an idealistic logic that has no basis in the real world. I think the minds and opinions of Asians are diverse enough to provide opposing views in all forums. So why are white people here? What do you think? My personal view is to let them hit on the girls. However, they should not be in the forums because they contribute NOTHING to the forum, except to taint the forums with their own self-serving ideas. Hell, they already got control of the media, is there any way for an Asian to express their ideas to other Asians without a white person corrupting the exchange of ideas?"

In this quotation, racial conflict is observed. It can also be seen that some people from a specific ethnicity join a social network because they want to meet people from other ethnicities. The connection can then become real. The expressions of people on a SNS are observed to be exactly the same as in a real-world social network. Some people join social networks so that they connect with the opposite gender and/or a different ethnic group.

SNSs have a tendency to be quite similar as users are more likely to make friends with those like them reflecting the 'birds of a feather flock together' maxim. In this case, the practice of linking with same-minded people is called 'homophily' by sociologists (Boyd, 2007b, p. 11). She add that 'the motives behind the practice of homophily and social divisions are complex, rooted in a history of inequality in American life' (Boyd, 2007b, p. 12). Students join SNSs to reinforce their friendships. Considering social division in social places, it is not surprising that social networking sites also reveal day-to-day social division.

Research into American university students users of Facebook showed that in determining who friends up with whom, race/ethnic group might not be as essential as previously thought by sociologists; it is not the strongest predictor of whether two Americans will befriend each other or not (Sullivan, 2010).

> "But we've found that birds of a feather don't always gather together. Whom you get to know in your everyday life, where you live, and your country of origin or social class can

provide stronger grounds for creating friendships than a shared racial background" (Sullivan, 2010, p. 1).

In addition, two individuals from the same racial background hanging out together, are not necessarily doing it because they are from the same racial background.

According to Leonard *et al.* (2008), distinctiveness theory in ethnically diverse societies, reveals that fellows of a small ethnic group will tend to identify and form friendships within their own ethnic group. Previous results however have been incapable of explaining the likelihood that continuous dissimilarities in society at large explain social identity and friendship. Nevertheless, contrary to earlier work, Leonard *et al.* (2008, p. 573) revealed that "members of the smaller ethnic group were equally well connected to the center of the friendship network as were the members of the larger ethnic group".

Grasmuck *et al.* (2009) supported by the result from 83 Facebook accounts of Indian, African Americans, and Vietnamese and Latino learners, examined self-presentation in unidentified settings and explored dissimilarities in self-presentation by distinctive ethnic and racial groupings. They established that ethnic and racial identities were complicated. On Facebook, several kinds of identities seem to be stranded in real-world truths as shown in meetings of campus social dynamics. The possibility of presenting virtual personalities unlike real-world expressions generates new social chances for social networking site members (Grasmuck, et al., 2009). In addition, 'the construction of identity on Facebook is influenced by not only the characteristics of the online environment but also the characteristics of users' social positions including race and ethnicity' (Grasmuck, et al., 2009, p. 159).

Social networking sites offer not only a cyber picture of a person, but allow individuals to grow and keep their real-world network. Mateos and Mislovecapture (2011) capture the multiplicity of Facebook by approximating users' ethnicity. They use 'Onomap', 'an ethnic classifier based on names, for analysis and then identifying the overall structure and cohesiveness of each ethnicity' (Mateos & Mislove, 2011, p. 1). On a social networking site like Facebook the users hide their personal details such as gender and age however the name is noticeable on the screen.

Communities perceive some practices to be common because 'everyone they know' is doing it in a similar way. According to Boyd (2007b) because race, ethnicity and socio-economic status characterise social groups, which friends you choose on Facebook can be racial issue. The general

social question that emerges is whether a 'raceless society is possible' (Alexander, 2001). An easy way to understand this is to ask whether, in general, physical dissimilarities like 'skin color, hair texture, lip, eye and nose shapes', cause ethnic sensitivity. In the South African sense, 'the struggle against the racial caste system of apartheid and other forms of discrimination sensitised most South Africans to the dangers of racist discourses and rendered them amenable to radical attempts at moving away from racist practices' (Alexander, 2001, p. 12).

A SNS like Facebook is a popular online communication form among university students. Considering the past of South Africans, it is unknown whether student' activities on Facebook and their networks of 'friends' relate to their other online and real-world networks (Subrahmanyam, et al., 2008). McGrath *et al.* (2012) argue that the accessibility and assurance of SNSs with their perceived open thinking have progressively encouraged nations world-wide to play a role in governmental activity on SNSs. In terms of the future projection for online participation, SNSs can engage citizens about issues of ethnicity and can facilitate friendships between diversified people.

2.12. Social networking sites and language

Through language students communicate and connect with others. Hence, for communication to take place, both speaking and listening are important. Communication is at the heart of any friendship and this requires a language shared by at least two individuals. Students communicate and dialogue using languages on SNSs which have bad and good influences on language. Facebook has integrated different middle African and South African languages like Kiswahili Afrikaans and IsiZulu so that users can easily communicate or create their Facebook profiles using their dialects (Lee, 2013). However English is still leading used language on Facebook.

Stell (2012) expresses concern with regards to ethnicity as an influencing factor in language variation in the United States in certain defined contexts**. S**trengths or weaknesses of social network ties have become a causal factor in language variation. In terms of the American racial system, Bailey (2000, p. 578) states: "One cannot transcend or transform one's 'race' status; in other words, no legal or social mechanism exists for changing one's race yet individual Dominican Americans, through speaking Spanish, are frequently able to transform their race status, from Black or White to Spanish"**.**

The concern of identity according to Starks *et al.* (2005) is built on a sense of existence, knowing, and believing. Ethnic awareness, the perception of who one is, is sustained by characteristics such

as language, religion etc. (Starks, et al., 2005). In the European tradition, language is a major marker of belonging to a particular ethnic or national group. Researchers in support of this judgment have a tendency to argue that language is not a certain indicator of ethnicity but that language is one of numerous characteristics that can place a person in either a majority or in a minority (Schmidt, 2008).

There are several reasons why a person can learn another language: education, job, making friends etc. Through a quantitative and qualitative study, the research conducted by Cunliffe (2013) investigated the use of language focusing on Facebook. The results suggested that it is important to consider language behaviour in SNSs in the context of offline language behaviour (Cunliffe, 2013). The findings of a study that focused on the use of Facebook to improve students' interactions suggested that Facebook provides opportunities to communicate using any language (Ho-Abdullah, et al., 2011). Results from the ethnographic approach adopted in a study by Harrison and Thomas (2009) indicate that SNSs can be used by language learners to explore new relationships rather than merely maintain existing ones.

2.13. Conclusion

SNSs are online-based systems that allow users to socialise using the Internet. SNSs are used anywhere, in the office, campuses, colleges, schools, etc. This is because SNSs cater to millions of people who are prepared to meet other people, to collect and develop friendships, find work, conduct business, and to share information.

Social media functions like a network of Internet surfers. Most people using SNSs share mutual interests, hobbies, beliefs, legislations, and lifestyles. Once a member on an SNS, users begin to socialise by reading profiles of other members and probably even contacting them.

SNSs are the most popular world-wide way to make friends and they have attracted students around the world. There are a number of online SNSs but Facebook introduced in 2004, is the most popular with more than 1.15 billion worldwide users (Socialbakers, 2013). Making friends on Facebook is the biggest benefit since it gives students the opportunity to befriend anyone. This means people in South Africa can develop friendship with people in the United States or in any other geographic area. Not only does social networking help make friends, it also helps students to learn about other cultures and languages, or to find jobs.

Most of the research discussed in this chapter focuses on how students are using Facebook and how they are connecting to each other. There are many reasons that motivate students to connect with one another. In South Africa, friendship is influenced by many factors. None of the current researchers discusses gender, language, and race as reasons to convert Facebook friendships into real-world friendships. The focus of this research is based on these factors. In the following chapter, the researcher develops the theoretical framework to be followed in order to understand the influences on friendships between South Africans.

Chapter 3: Theoretical framework

3.1. Introduction

Developing a good theoretical framework is important for the examination of a problem under investigation. A theoretical framework is a conceptual model that discusses the interrelationships among variables to be investigated (Sekaran, 2003). It is the groundwork on which any research is based. In this section the researcher discusses existing theories in order to develop a suitable framework for this research.

3.2. Conceptual foundation

The literature identifies many reasons that motivate students to add friends on Facebook. Some of the reasons are: living in the same city, studying at the same school or university, speaking the same language, being of the same gender, age, ethnic group/race, liking the same ideas, etc. (Ross, et al., 2009).

In South Africa, students come from different backgrounds and have diverse histories, but online SNSs have made it easy for them to connect with each other as friends. Factors influencing their intention to convert these friendships into real-world friendships are unknown. The diagram below shows what the literature has covered and what has not been investigated.

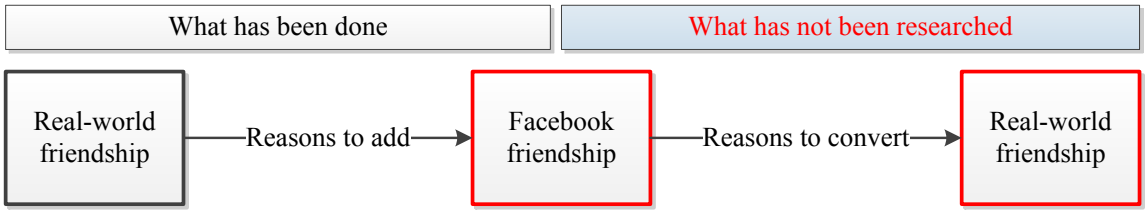


Figure 3.1: Conceptual foundation of the problem

3.3. Variables

A theoretical framework assists in identifying the relationships amongst variables, so it is important to identify the variables in this research. The most important variables, as identified by the researcher from the literature, are gender, language, and race. The reason for choosing these variables is that as far as the researcher is aware, the influence of gender, language, and race on the translation of Facebook friendships into real-world friendships is uncertain. Inserting the variables into Figure 3.1 above, the diagram changes to Figure 3.2:

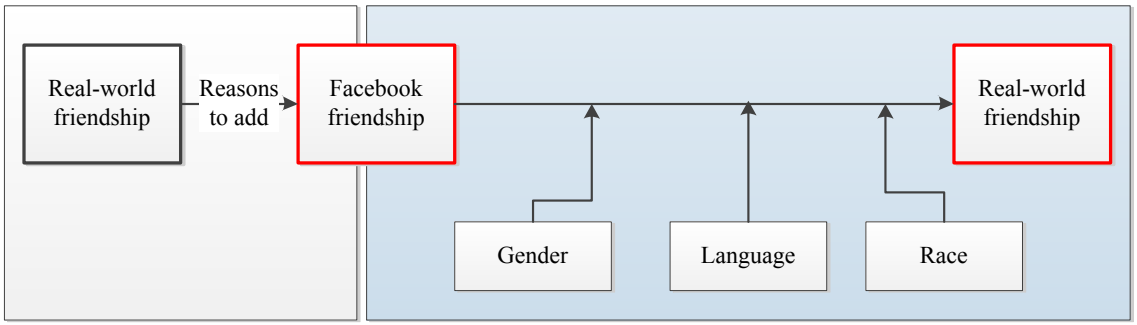


Figure 3.2: Variables to investigate

In Figure 3.2 above, it is unknown if gender, language, and race are reasons that influence students to convert Facebook friendships into real-world friendships.

3.4. Theory

In this section, the researcher discusses the social construction of technology theory and social networking theory. These theories allow the researcher to understand students' friendships in their online-world as opposed to their real-world.

3.4.1. Social construction of technology (SCOT)

This theory was presented by Pinch and Bijker in 1987. SCOT firstly suggests that "technology design can produce different outcomes depending on social circumstances" (Klein & Kleinman, 2002, p. 29). Secondly, all associates of a certain public team share a similar set of significances. The background of groups and their connections, such as relations to one another, are factors contributing to group interaction and differences. SCOT has made contributions to how social structure can inspire the growth of technology.

Social construction of technology (SCOT) theory claims that technology does not define human actions, but rather that human actions shape technology (Forlano, 2009). In addition, the way a technology is used can only be comprehended by understanding how that technology is integrated into its social context (Klein & Kleinman, 2002).

Applying this theory, the researcher uses gender, language, and race influences between students' as their social structure in order to initiate and maintain friendships in the real-world. Accordingly, real-world friendships shape friendships on SNS. In other words, by introducing variables of interest into SCOT, a Facebook friendship is shaped by the influence of gender, language, and race.

3.4.2. Social network theory (SNT)

A social network may comprise students linked by a set of public relationships, such as friendships. Social network theory can be used to analyse relations among students. It is the study of how the social structure of relationships around a student, or a group of students, affects friendship (Gretzel, 2001). These relationships may comprise the feelings students have for each other. Social network experts believe that how an individual lives depends mainly on how that person is linked into the larger web of social connections (Garton, et al., 1997).

Students are connected around the world via SNSs. These sites link them with people whom they know and people whom they do not know. Social networking theory is used to examine online relationships between individuals. This theory is most valuable to this research project as it interprets the relationships between students.

According to SCOT theory, a Facebook friendship is influenced by a student's background and history. The way students make friends in the real-world shapes the way they become friends on Facebook. Facebook facilitates interactions among students and therefore influences the way students communicate and become friends. SNT analyses the relationships amongst students and how strong or weak they are. Following the logic of Figure 3.2, and including theories in that figure, the framework can be redrawn like this:

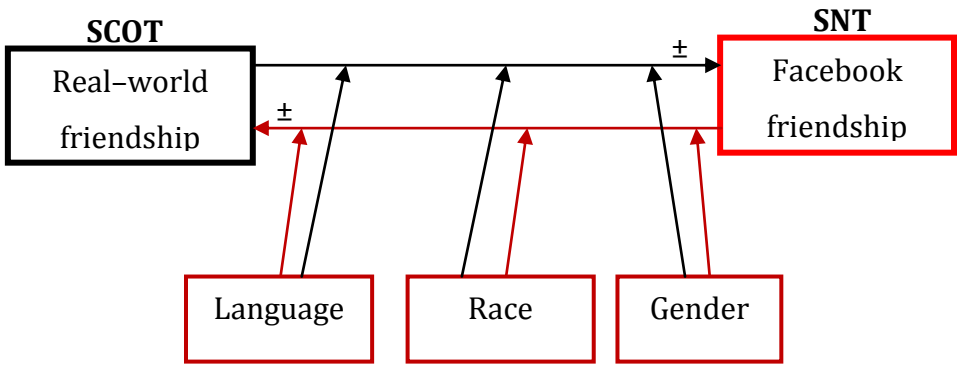


Figure 3.3: Variables influencing friendship

The sign ± in Figure 3.3 represents the likelihood or unlikelihood of a student to add or remove someone as a friend either in the real-world or on Facebook. The shapes and arrows in red determine the conversion of a student friendship from Facebook to the real-world. The shapes and arrows in black represent the factors that motivate a student to add a real-world friend to the list of friends on Facebook. However the conversion of both real-world and Facebook friendships depends on at the very least gender, race, and language. Many other variables can also be added

to Figure 3.3. The focus of this dissertation was to investigate if gender, race, and language have any impact in the conversion of a Facebook friend into a real-world friend. In order to understand these two worlds (real-world and Facebook), two theories needed to be introduced (SCOT and SNS).

3.4.3. Hypotheses development

A hypothesis is a logical, speculated connection among two or more factors that are communicated in the form of a testable statement. Relationships conjectured in this project are established according to Figure 3.3 above, where the hypothesis development is based on the conversions from Facebook friendships into real-world friendships, leading to the hypotheses below, where H_{1n} means null hypotheses and H_{1a} are the alternative hypotheses:

Hypotheses 1: Gender influence

Gender is yet another factor that might contribute to understanding the influences on the translation of friendships. Indeed, studies have shown that the gender of students impact on the choice of friends (Worthen, 2009). The gender of the students on social networking sites can impact on the conversion of Facebook friendships into real-world friendship. This brings the researcher to the first hypotheses:

Male and female influence

H_{1n}: Males are not likely to translate male Facebook friends into real-world friends

H_{1a}: Males are likely to translate male Facebook friends into real-world friends.

H_{2n}: Females are not likely to convert female Facebook friends into real-world friends

H_{2a}: Females are likely to convert female Facebook friends into real-world friends

H_{3n}: Males are not likely to translate female Facebook friends into real-world friends

H_{3a}: Males are likely to translate female Facebook friends into real-world friends.

H_{4n}: Females are not likely to convert male Facebook friends into real-world friends

H_{4a}: Females are likely to convert male Facebook friends into real-world friends

This hypothesis will answer the research question below:

Q.1: To what extent does gender influence the conversion of Facebook friends into real-world friends among current university students?

Hypotheses 2: Language influence

A language allows people to communicate and interact with each other. It can also create diversity, conflicts, and be classified as a racial issue. Additionally, a language can establish unity in a diversified community. Researchers in support of this judgment have a tendency to argue that language is not an indicator of ethnicity and suggest that language is one of numerous characteristics that can place a person in the majority or minority (Schmidt, 2008). Considering entities (A, B, C, and D) in Figure 3.4 below, each entity has a number of languages he/she can speak or understand. It can be seen from this figure that the reason entity A is connecting with entity B, C, and D is because A can speak or understand B, C, and D's languages. If the first language in each entity was considered a home language, it can be said that for instance A is a friend to B because A and B speak the same home language but it can-not be said that A is a friend to D or C because they speak A's home language. It can also be said that C and D are friends to A because A speaks C and D's home languages which are not A's home language. In the relationship between C and D, these two entities are not connected because of their home language but because they can speak or understand the same language (IsiXhosa) which is C or D's home language. This shows that in terms of language, people connect to one another not because of their home languages but because they can make a connection using those languages; they can understand each other and they can speak those languages. There is a possibility that B and D can become friends through A however B and D have no common language. In this case, it will be interesting to see how much chance D has to become friends with B.

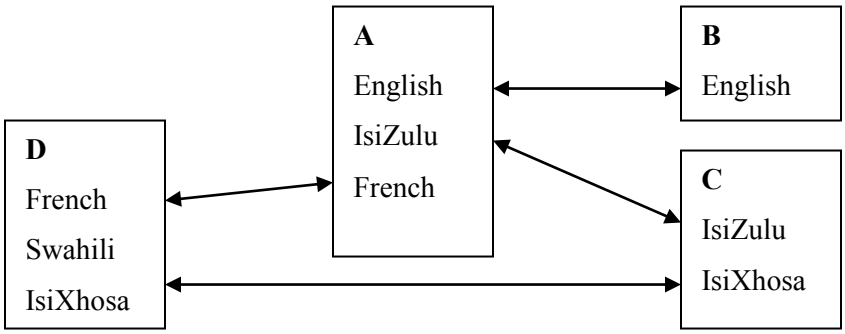


Figure 3.4: Language influence theory

In most cases Facebook friendships and real-world friendships are initialised by two or more people who can hear and/or understand each other. Language is a factor in the formation and conversion of friendships on SNSs. This brings the researcher to the hypotheses below:

H_{5n}: A student is likely to convert Facebook friends who speak the same language into real-world friends.
H_{5a}: A student is not likely to convert Facebook friends who speak the same language into real-world friends.

H_{6n}: A student is not likely to convert Facebook friends who speak a different language into real-world friends.
H_{6a}: A student is likely to convert Facebook friends who speak a different language into real-world friends.

Hypothesis 2 will answer the research question below:
Q2: To what extent does language impact upon the translation of Facebook friendship into real-world friendship among current university students?

Hypotheses 3: Race influence
Many researchers have identified race/ethnicity to be an important part of friendship and one of the most noticeable characteristics that influence friendship formation (Worthen, 2009). While it is clear that race/ethnicity plays a role in friendship formation, it is essential to understand the influence of race/ethnicity on the translation of friendships from Facebook into real-world. This brings the researcher to the hypotheses below:

H_{7n}: A student is likely to translate a Facebook friend from the same ethnic group into a real-world friend.
H_{7a}: A student is not likely to translate a Facebook friend from the same ethnic group into a real-world friend.

H_{8n}: A student is not likely to translate a Facebook friend from a different ethnic group into a real-world friend.
H_{8a}: A student is likely to translate a Facebook friend from a different ethnic group into a real-world friend.

Hypothesis 3 will answer the research question below:
Q.3: To what extent does race impact upon the translation of Facebook friendship into real-world friendship among current university students?

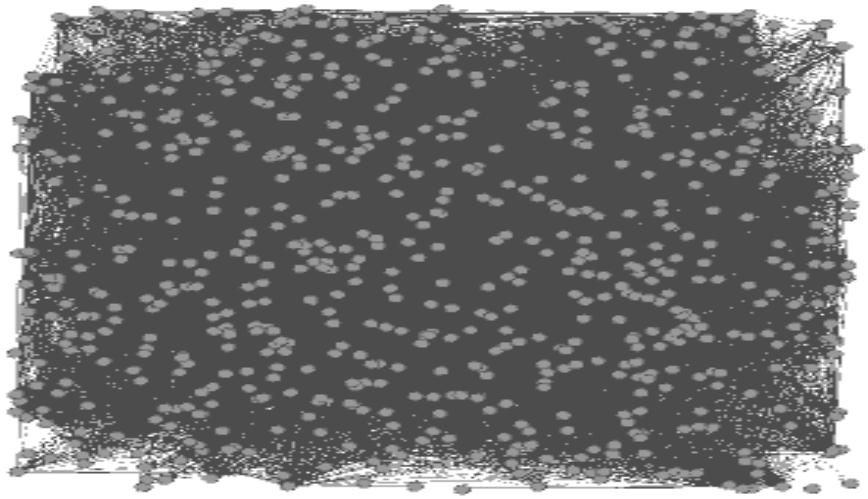
Hypotheses test

The researcher will test alternative hypotheses to verify if they are true, using chi-square analysis and cross-tabulations analysis to test the relationships between the variables.

3.4.4. Students' social networking framework in term of nodes

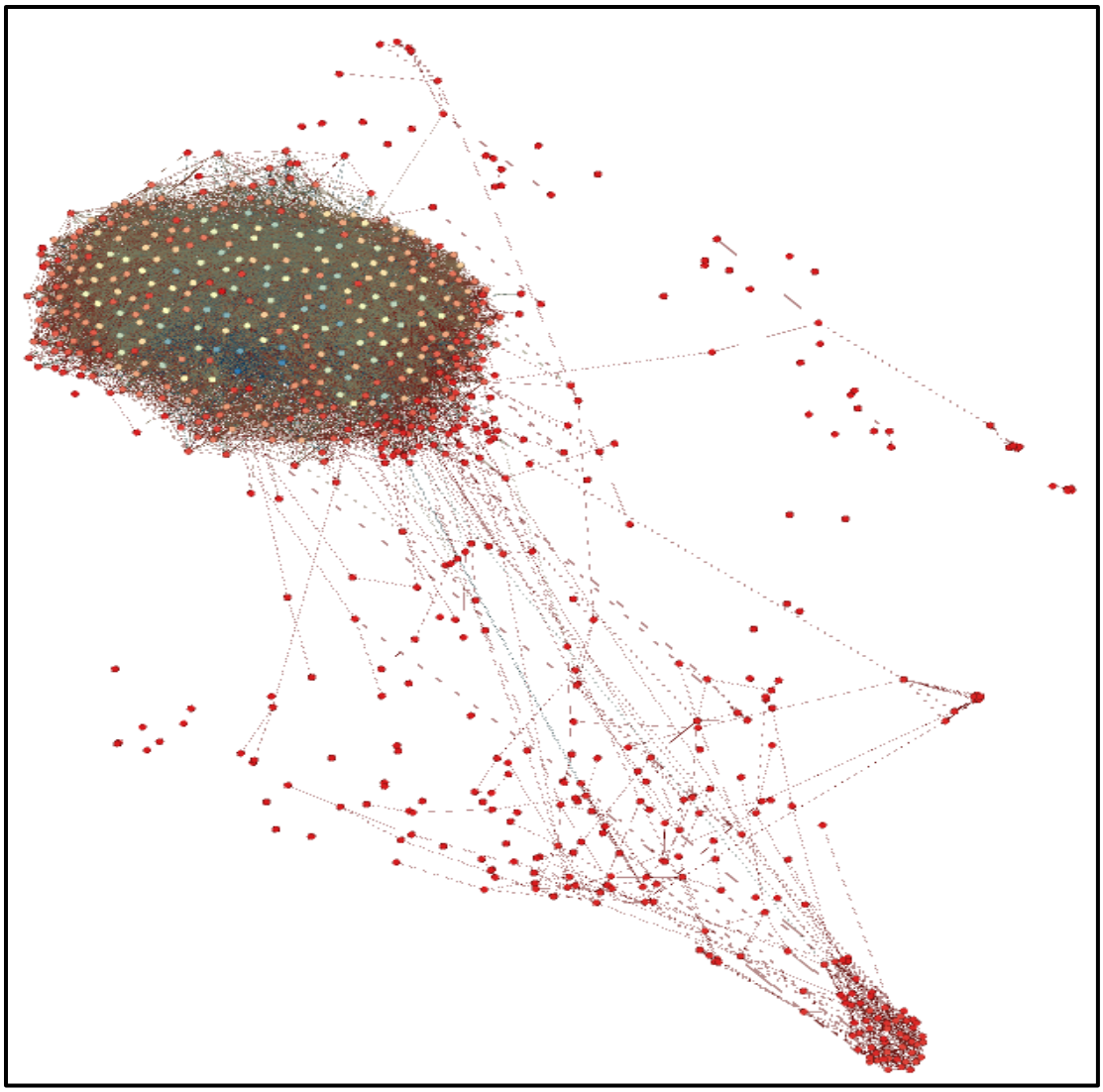
Wade (2010) states that social network theory presents social connections in terms of individuals as nodes. According to this statement, a social network framework can be conceptualised where *actor* or *node* represents students, and *ties* represent the relationships among actors (students).

Using "netvizz v0.6", a .gdf file (a simple text format that specifies an undirected graph) was created by the researcher on Facebook from the friendship relations of a personal Facebook network (Netvizz, 2012). This file was then analysed and visualised by the researcher using Gephi (graph visualization software) (Bastian, et al., 2009). Below is the Gephi layout:



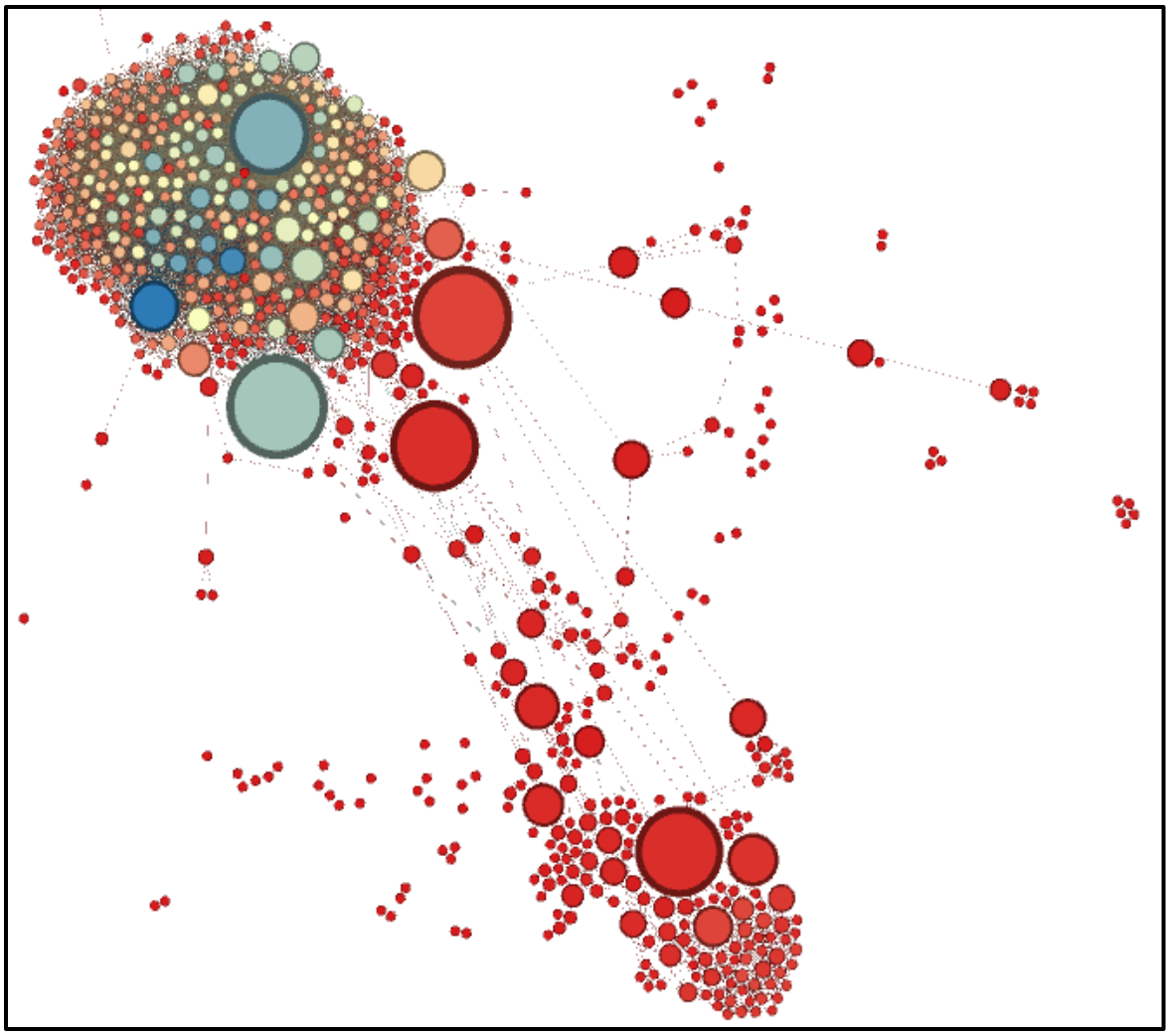
Graph 3.1: Personal Facebook network

In this network, it is hard to understand the relationships between nodes. Using Gephi (a social network analyses tool), a force atlas' layout was used to separate the connection nodes attracted to each other from the unconnected nodes to create clusters of connections. The network was then ranked to understand the number of connections (degree). The most connected nodes in this network are highlighted using bright colours in Graph 3.2 below:



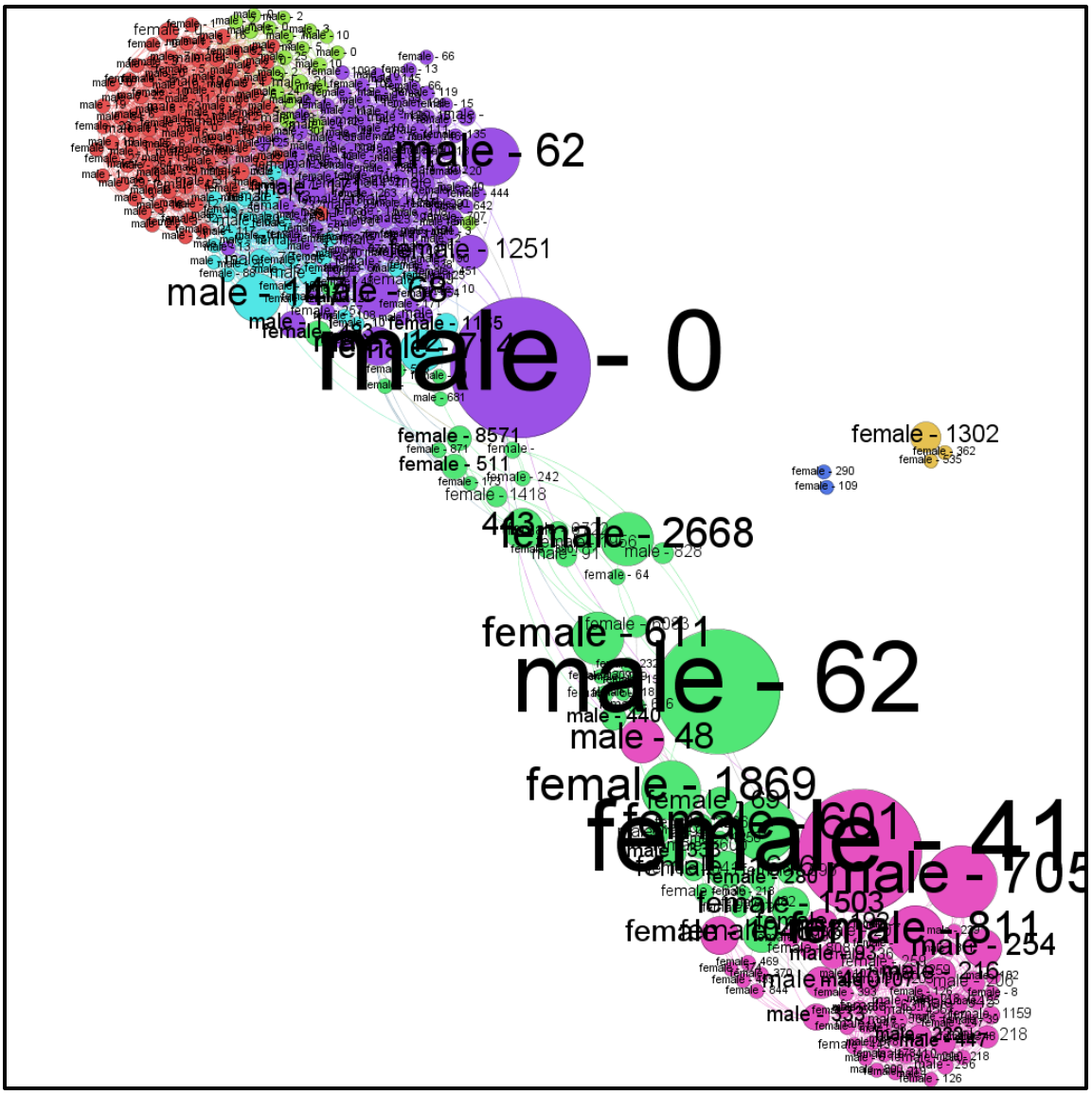
Graph 3.2: Forced atlas layout of a personal Facebook network

Betweenness centrality is a Gephi test that measures how frequently a node appears on the shortest paths between nodes in the network (Bastian, et al., 2009). An average path length statistic test was performed to analyse betweenness centrality of the network. This helped to classify the network according to the size of the activities which friends perform on the network. The size was set between 20 and 200. Applying this test, larger nodes were kept from overlapping smaller nodes. Below is the change after adjustment of the network by size.



Graph 3.3: Betweenness centrality of a personal Facebook network

For a community detection algorithm, a modularity test was performed. According to Bastian *et al.* (2009) a modularity test helps to categorise communities in the network. This network was filtered using a topology parameter. The topology parameter removed the 'leaves' in the network that are not connected to many other nodes. The lower range was set to 4, meaning all nodes with less than 4 connections are hiding. A sex attribute and wall-count attribute were used to display as labels. Below is the filtered personal Facebook network showing the labels:



Graph 3.4: Community detection in a personal Facebook network

In Graph 3.4 above, the nodes represent students and different colours represent different communities of students. These communities are linked to one another to show how students befriend one another in the same or different communities. The links represent the relationships between students. Using social network theory, the researcher was able to understand and analyse the impact of gender, language, and race upon students' Facebook friendships. This framework helped the researcher to enhance the construction of a questionnaire in order to collect data.

3.5. Conclusion

The theory presented in this chapter was first conceptualised from the literature review. Existing theories helped to build a framework. This helped the researcher to identify variables for investigation.

Social construction of technology theory and social network theory were discussed, leading to the development of the hypotheses. The researcher hypothesised relationships between variables, understood the dynamics of the research problem, and built a framework to construct a comprehensible questionnaire.

Based on knowledge of social network theory in this chapter, the following chapter analyses the influence of gender, language, and race on social networking sites by applying the theory.

Chapter 4: Friendship Analysis on Facebook

4.1. Introduction

A social network represents individuals using online social networking in the form of nodes. The relationships between the nodes are understood by the use of sophisticated tools. Gephi is one of the tools used to analyse nodes. It is open source software that works like a database and helps to analyse social networks by displaying them in the form of nodes to statistically facilitate the exploration and interpretation of the network (Bastian, et al., 2009). This chapter is build on the grounded evidence since the literature review does not provide enough data on gender, language, and race as factors influencing the establishment of friendship on social networking sites in South Africa. By applying available testing techniques and tools (Netvizz and Gephi), the researcher was able to analyse individual social network connections.

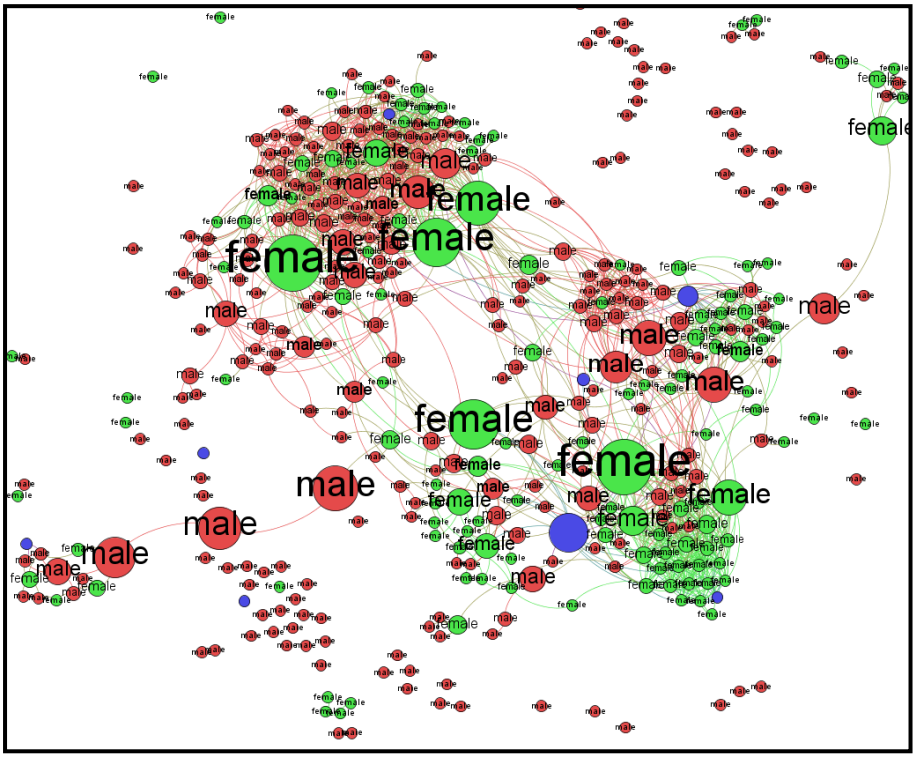
In this chapter, the researcher analyses the influence of gender, language, and race on Facebook friendship, using Gephi.

4.2. Analysis of gender on Facebook friendships

Before the analysis was conducted, a sample of 25 networks was randomly extracted from students' networks and Gephi database. The students were asked if they would allow the researcher to use their Facebook networks without disclosing their identities. After permission was granted from students, several networks were extracted for analysis. The way the networks are constructed by many other individuals networks called ego-networks. Ego networks are randomly selected for analysis from Gephi. An ego-network is the representation of the connection between friends in a network. For instance, if network X contains 200 friends, there will be 200 ego-networks in network X. In this case, the researcher can analyse network X and his/her friend's networks separately.

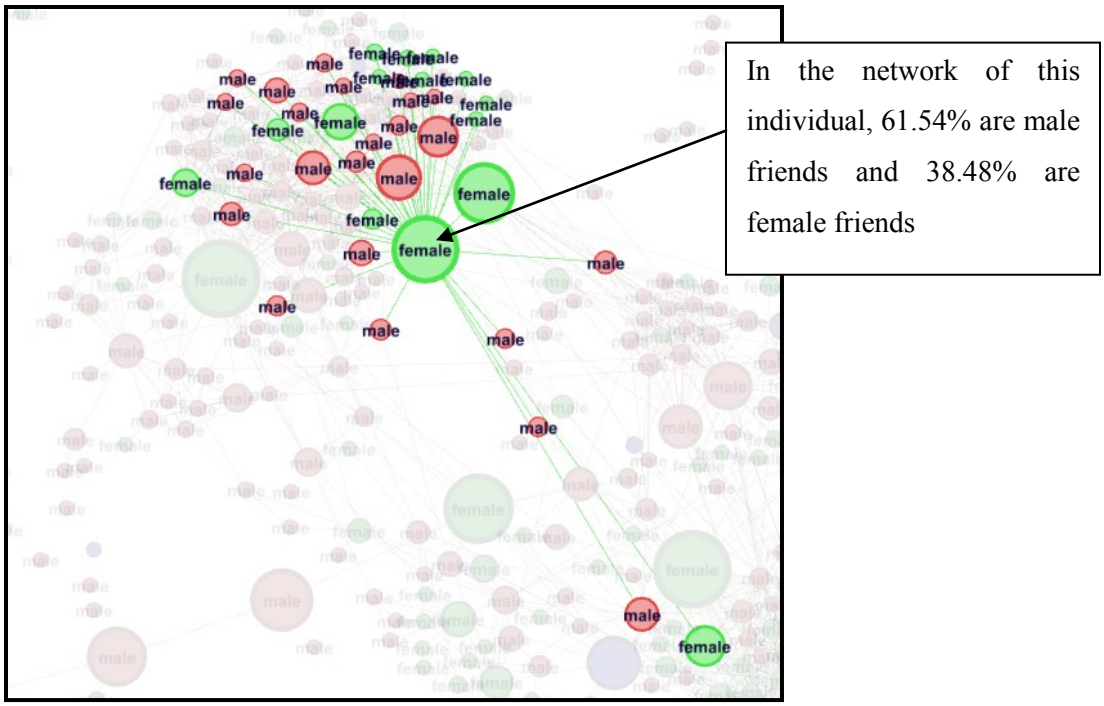
Using two volunteer Facebook networks, a female network (X) and a male network (Y), the researcher explored friendship between individuals. A female or a male network does not mean the majority of people in the network are either female or male. It means that the Facebook network belongs to a female or male individual. The reason for this is that to understand and interpret a network using gender, the researcher has to know if it belongs to a female or male so that he can determine how many males compared with females are in that network. The X network (female) can then be compared with Y network (a male network). X and Y networks are

formed by ego-networks which can also belong to either a female or a male and which can also be analysed. Not all networks explored are graphically displayed in this chapter.

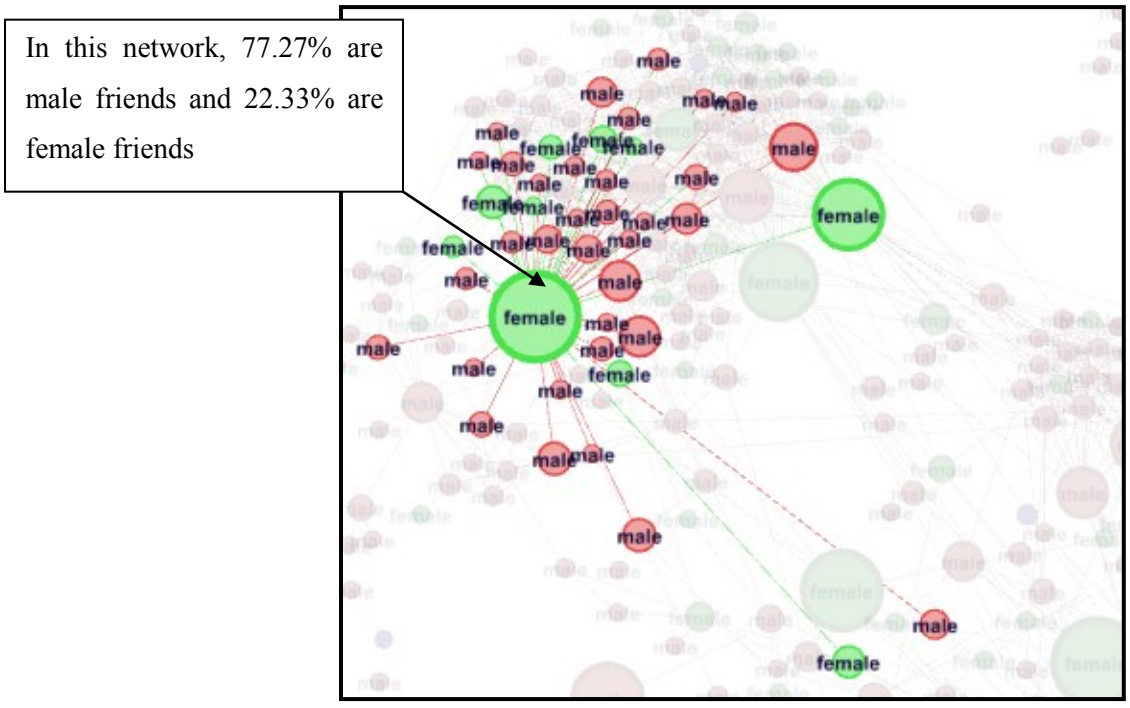


Graph 4.1: Gender as a friendship influence

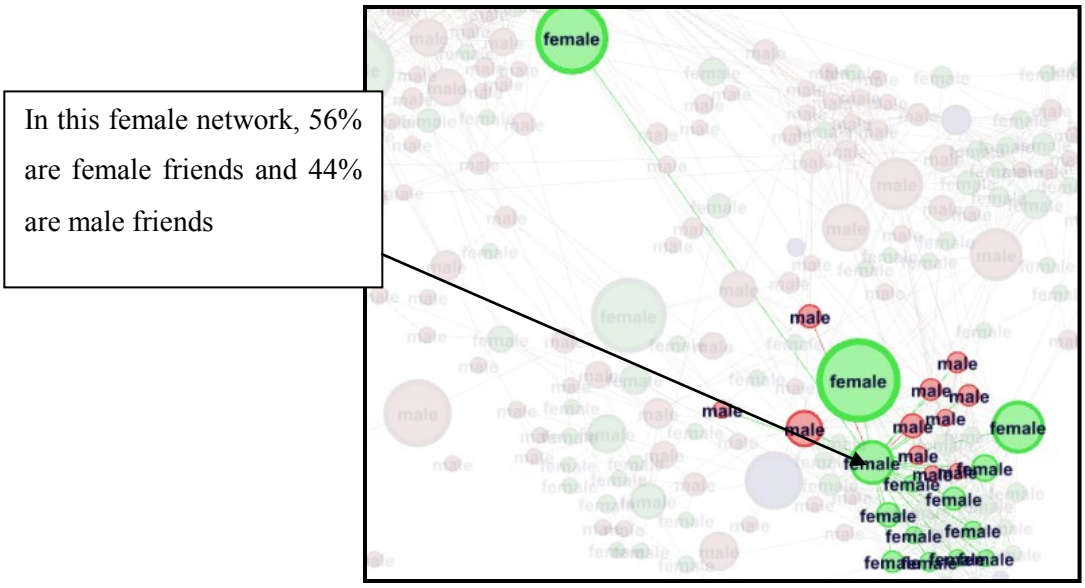
The graph above represents a female network. In this network, 65.59% are male friends, 32.1% are female, and 2.24% persons did not reveal their gender in the network. The results depicted in Graph 4.1 shows that there are more male than female friends. Looking into the ego-networks of the above female network (X), the researcher verified how females are connected. To do this, each node in the network database is identified by a number. This number can be used to understand and explore relationships or connections of a node (ego-network) to other nodes (friends) in the network. Twenty-five unique numbers (node identifiers) were randomly selected from the database. These networks were filtered by gender to classify them as male or female. Three female ego-networks and 3 male ego-networks are displayed in this chapter. Percentages of any networks are automatically calculated by Ghephi once a network is selected or identified. For example, if a unique number (node = network y) has been set to display its connections, Gephi will verify a column called gender and display in terms of percentages, how many females or males are in network y.



Graph 4.2: Ego-network of a 1st female individual

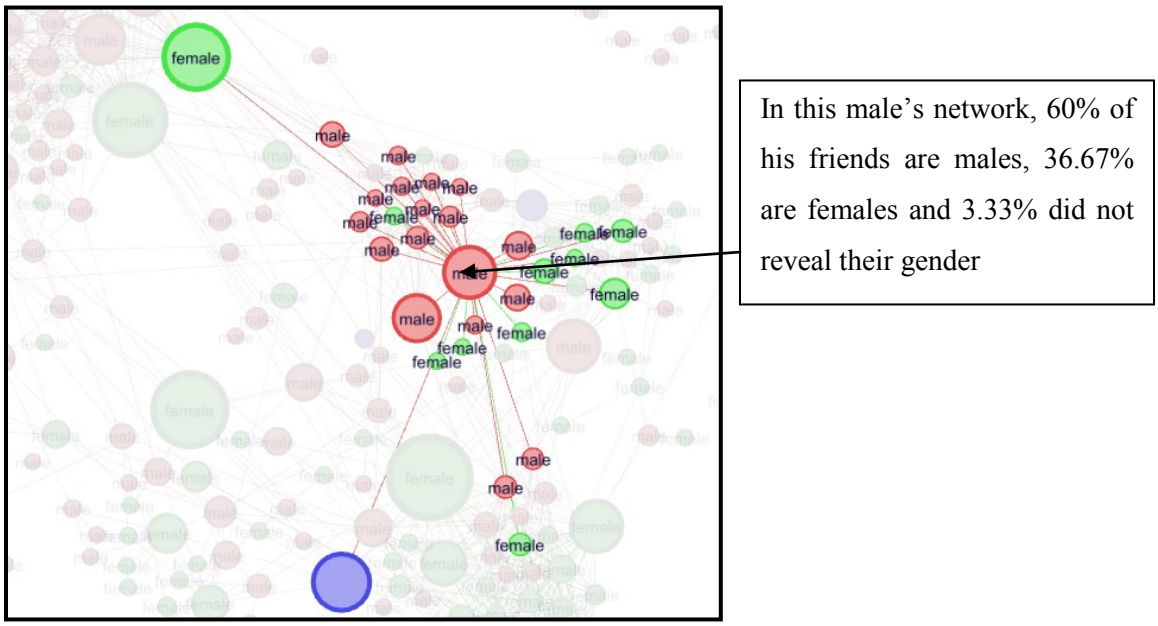


Graph 4.3: Ego-network of a 2nd female individual

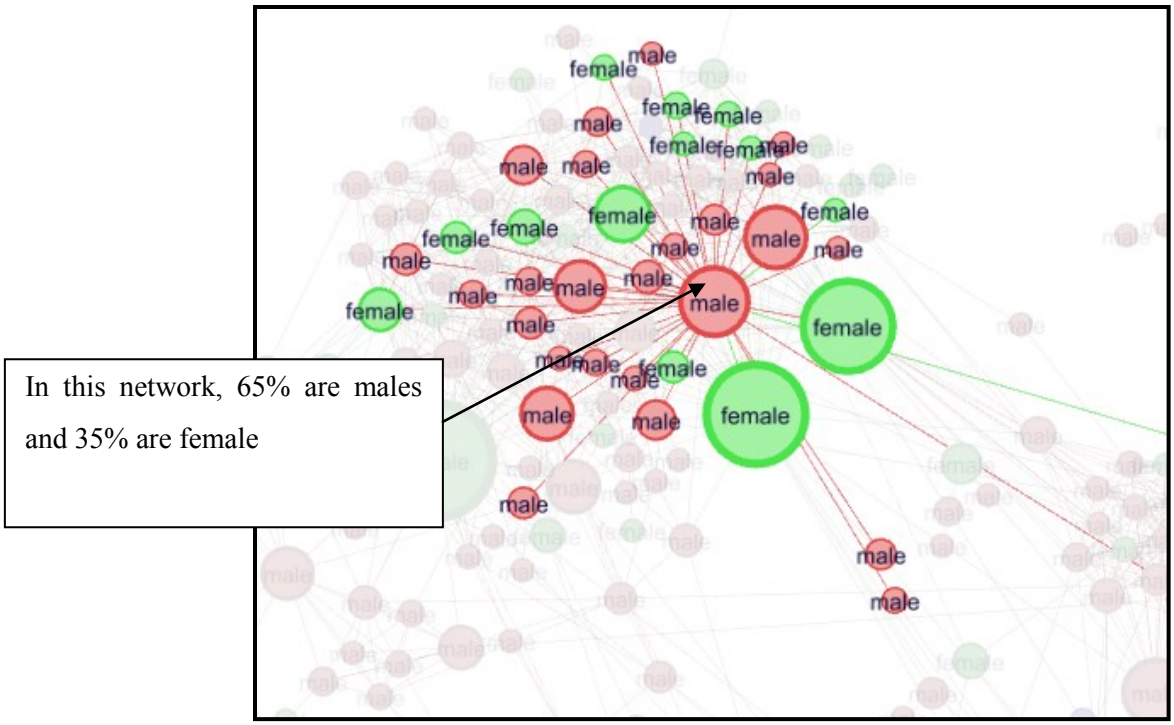


Graph 4.4: Ego-network of a 3rd female individual

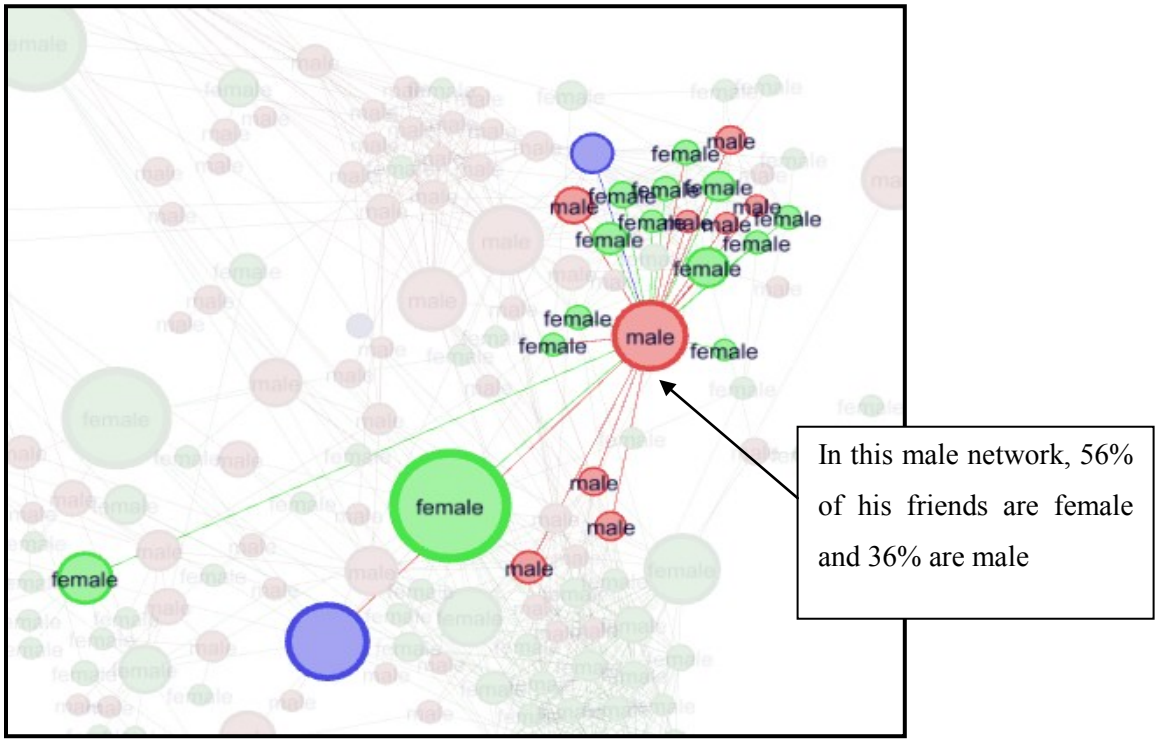
The graphs show that females connected more to males than they connected to females. Only a few females connected to other females. The reason for this could be that these female are more attracted to males than to females or that they receive more requests from males than from females. In this case male networks need to be evaluated to see how they are connected to female networks (X). The graphs below represent male ego-networks:



Graph 4.5: Ego-network of a 1st male individual



Graph 4.6: Ego-network of a 2nd male individual



Graph 4.7: Ego-network of a 3rd male individual

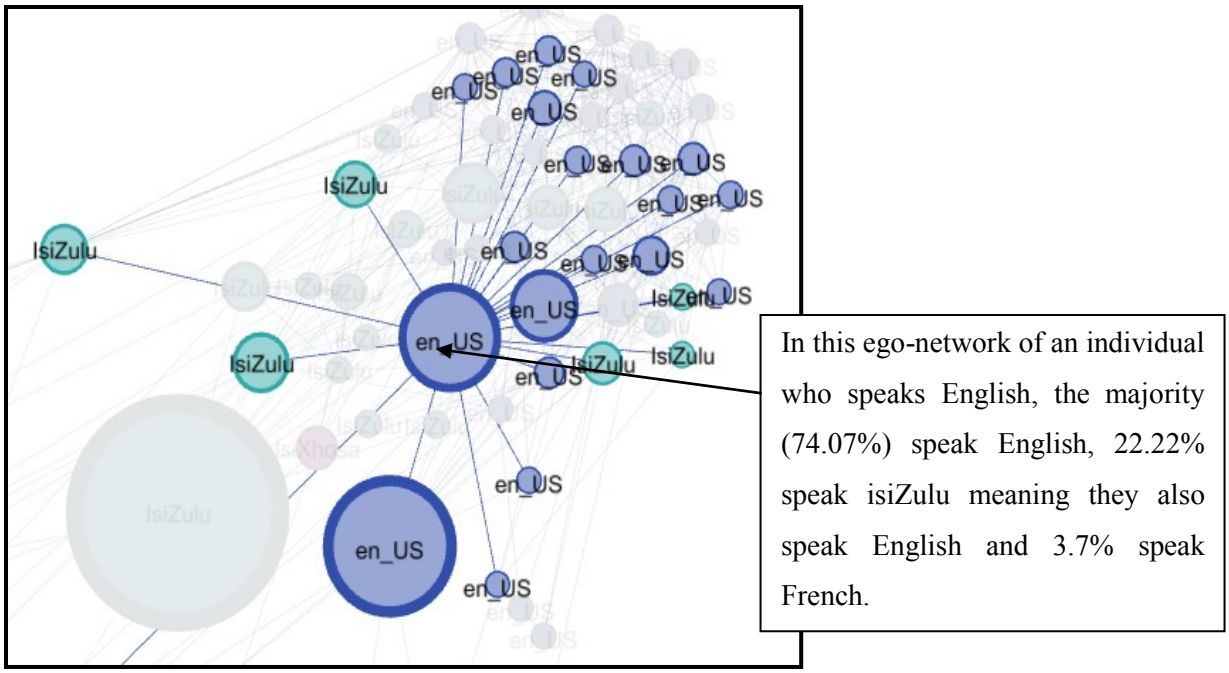
Reasoning given graph 4.2 to Graph 4.7, female ego-networks are connected to more males than to females. The researcher followed the same process in a male network (Y) that has 53% more

female than male friends (47%), and the results revealed that contrary to female ego-networks, males are connected to more males than to females. The reason for this could be that males befriend or receive more friendship requests from males, or that females do not send many requests on social networking sites to males.

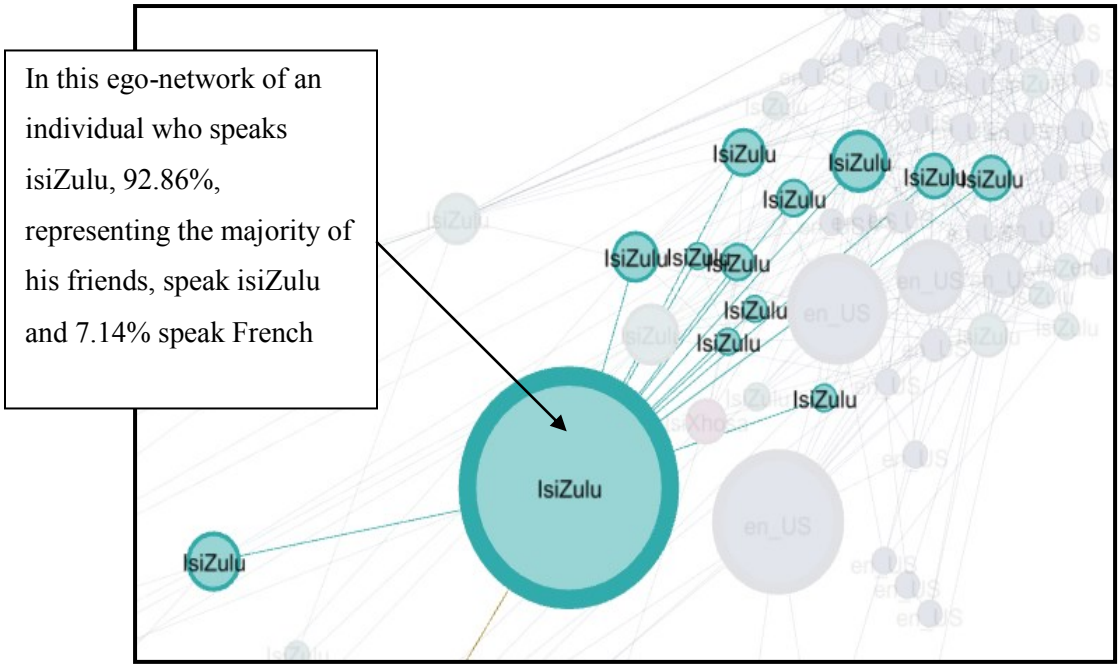
4.3. Analysis of language on Facebook friendship

Five ego-networks out of 25 networks are displayed in this section. The analysis in this section is based on the Facebook profile language chosen by students. Facebook allows the choice of many well known languages (English, French, Chinese, Afrikaans, IsiZulu etc) to be chosen as profile languages and is currently working on embedding more dialect languages so that users will be able to create or change their profiles to their dialect languages. For this reason some modifications on the profile language were included in the Gephi database. The distribution of language depended on race and location displayed on the network profile of users. This means that even in the displayed ego-networks below, the researcher has changed profile languages based on location and race to either IsiZulu or IsiXhosa in order to see the variations because Facebook could not make these distinctions. This helped to identify if not knowing a specific language or if a language that differs from a language a student knows or understand, may have impact on Facebook friendships. The primary profile language chosen by users on their Facebook was English.

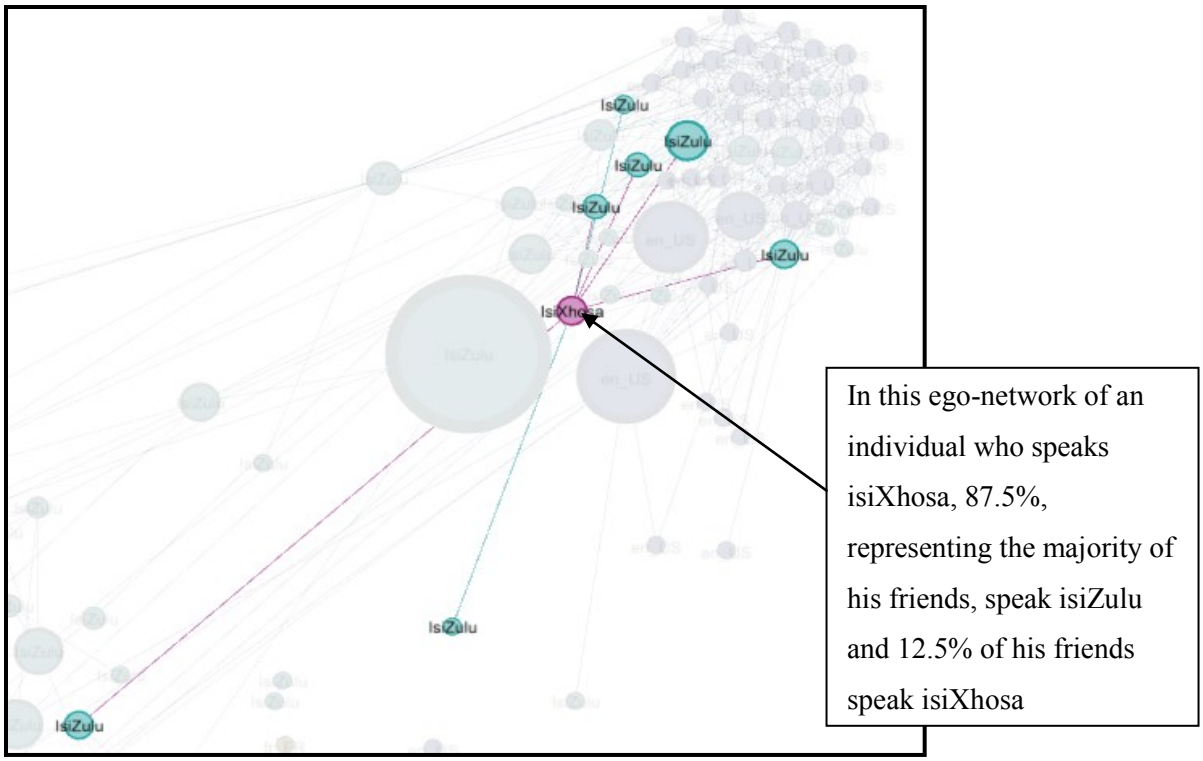
For instance, in an individual network in which 51.63% chose their profile language as French and 48% chose English as their profile language, the researcher was able to distinguish those friends who speak isiZulu and isiXhosa based on their location and race. A total of 22.98% of these friends speak isiZulu and 3.55% speak isiXhosa. The modifications were made in the Gephi database to evaluate the language influence on social networking sites. Below are some ego-networks revealing the connections in terms of profile language:



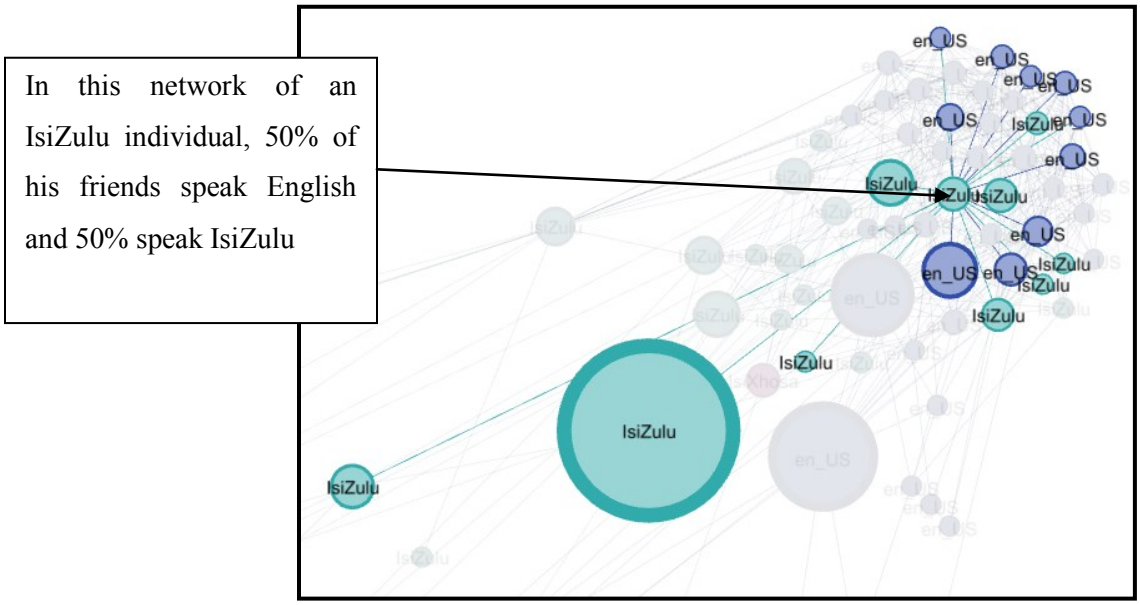
Graph 4.8: Ego-network of an individual who speaks English



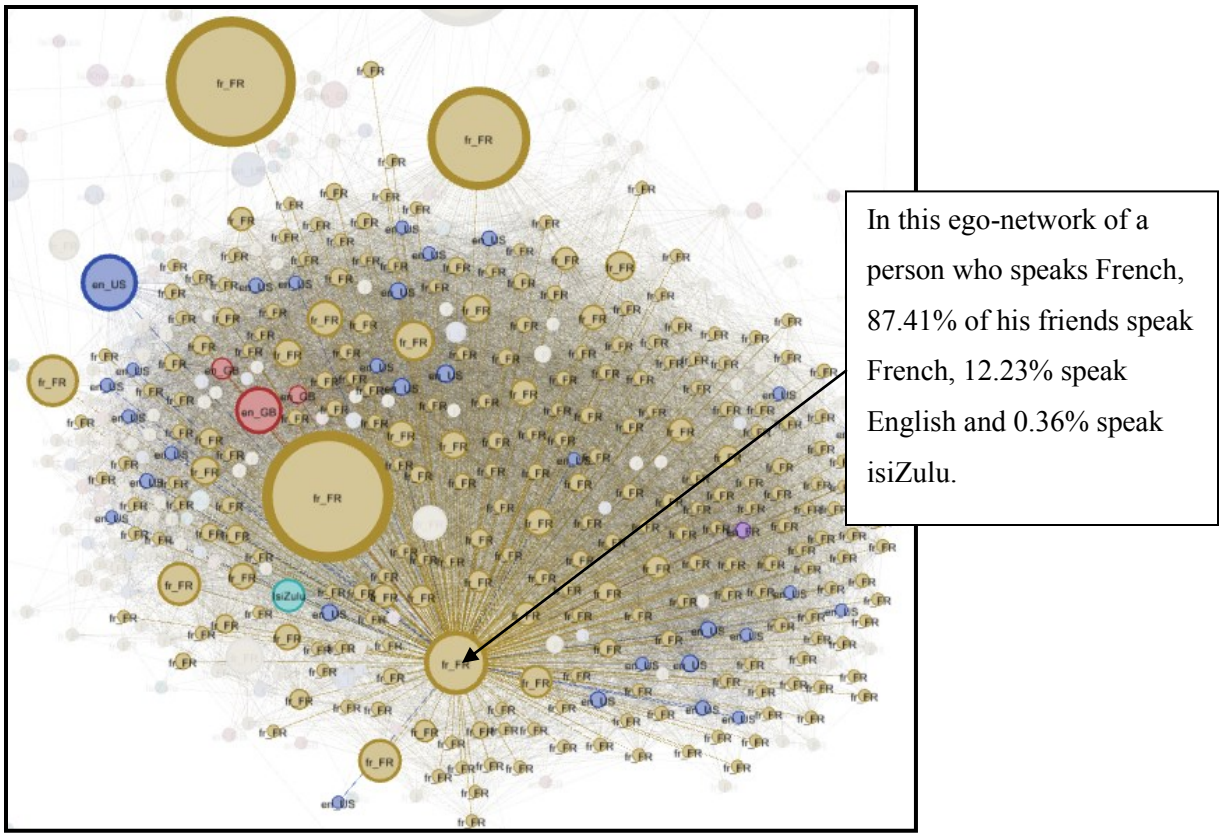
Graph 4.9: Ego-network of an individual who speaks IsiZulu



Graph 4.10: Ego-network of an individual who speaks IsiXhosa



Graph 4.11: Ego-network of a second individual who speaks IsiZulu

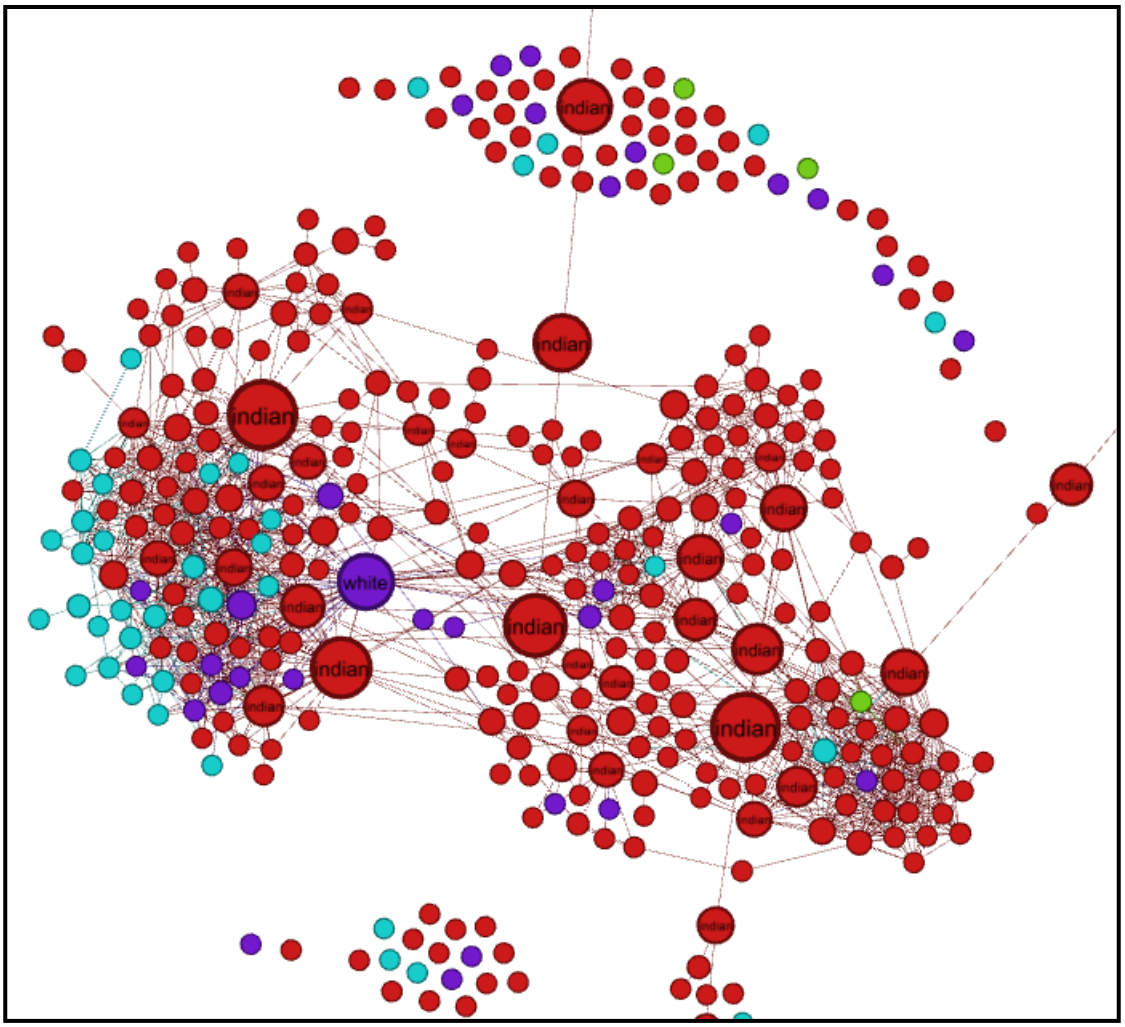


Graph 4.12: Ego-network of an individual who speaks French

The results presented from Graph 4.8 to Graph 4.12 show that the majority are friends to individuals who understand and/or speak the same language they know or understand. People who speak more than one language have more chances to befriend people who speak and/or understand all the languages they know. The only basic reason to add a person online as a friend for a language reason will be because someone speaks or understands that language (it does not matter whether it is his home, first, second, etc.). The researcher found it very rare to find an individual who will befriend others who cannot speak the language he/she speaks or understands. The influence of language is therefore of necessity to be evaluated to understand its influence in online social networking and real-world friendships.

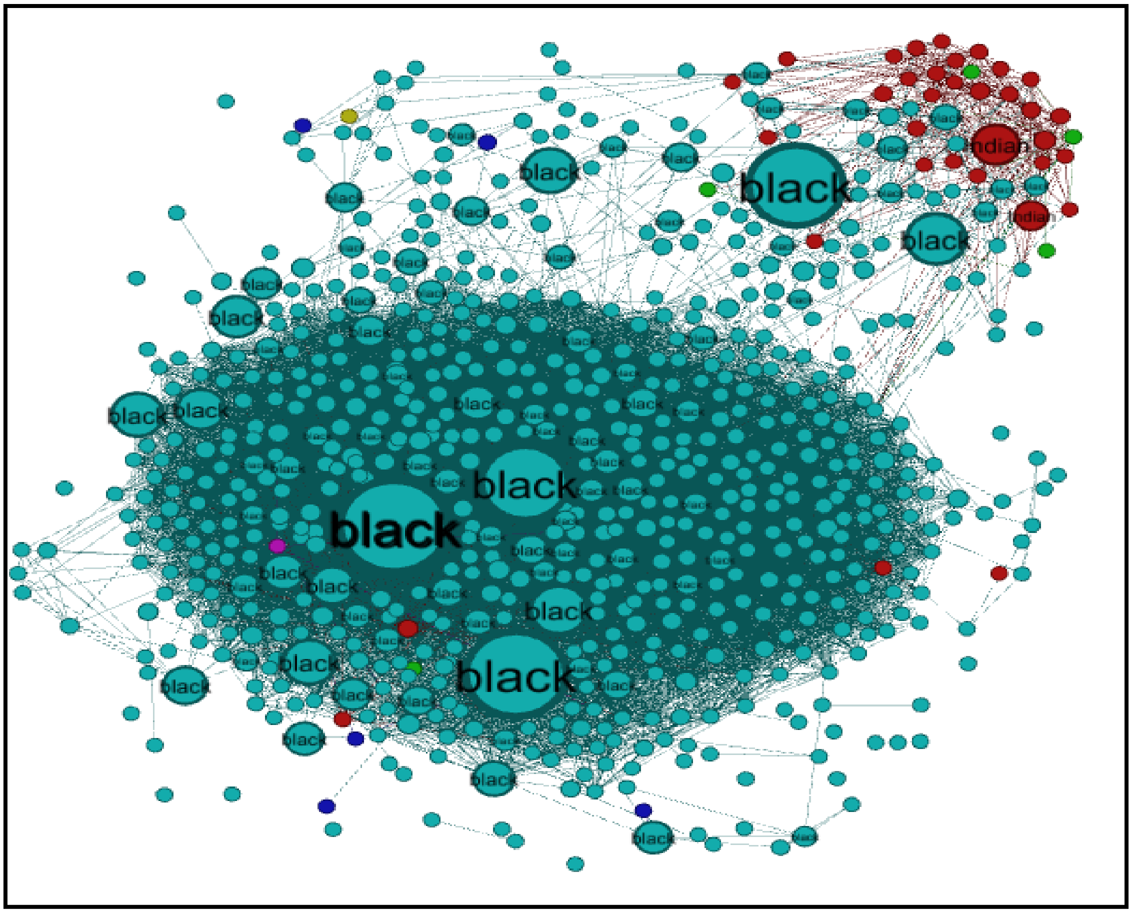
4.4. Analysis of race on Facebook friendship

In this section, the researcher evaluates the same individuals' network to see how race influences friendships. The results are shown in the graph below:



Graph 4.13: Indian Facebook friendship network

The Graph 4.13 is an Indian network extracted from Facebook, where red nodes represent 79.75% of his friendship with Indians, the light blue colour represents 10.25% of his friendships with Blacks, and purple nodes represent 9% of his friendships with Whites. The researcher then examined a Black individual Facebook network. Below is the graph:



Graph 4.14: Black Facebook friendship network

In Graph 4.14, aqua nodes represent 93.48% Black friendships, red nodes represent 4.82% Indian friendships, green nodes represent 0.71% White friendships, and purple nodes represent 0.71% Coloured friendships.

These two graphs tell the same story; individuals are friends to people who are mostly from the same ethnic group. The networks are large network and the researcher investigated 20 to see how different individuals are connected. The outcome of the exploration revealed that people befriend mostly those who come from the same ethnic group. However, this does not mean they are not connecting with people from other ethnic groups.

4.5. Network diameter analysis

Based on gender, race, and language, a random selection of networks was done in a Gephi database and analysed. In this section, the researcher discusses the average shortest path, closeness centrality, and betweenness centrality between nodes in the selected networks.

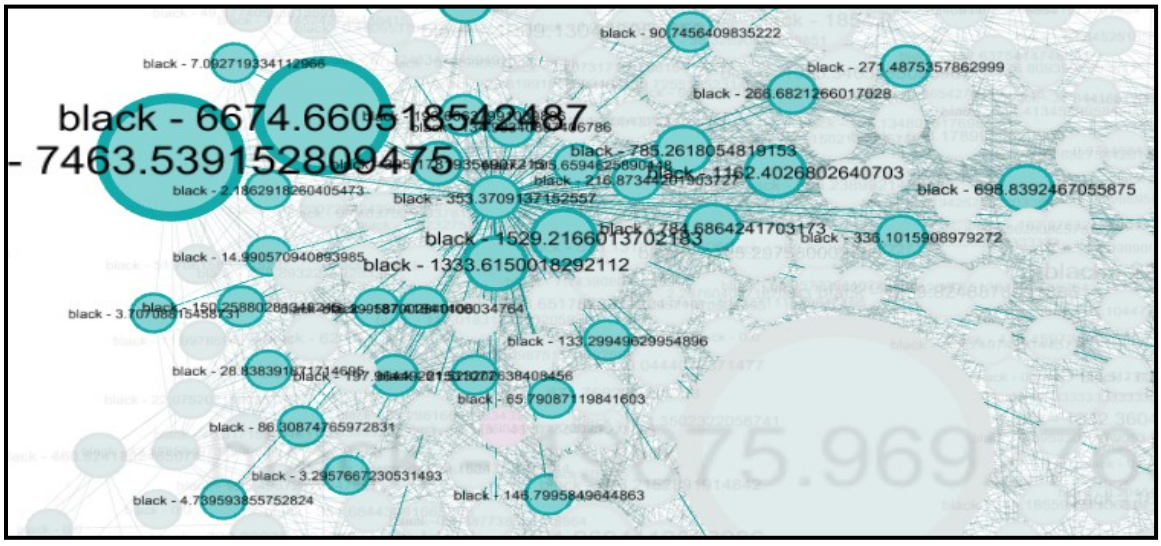
4.5.1. Average shortest path

The average shortest path is defined as the minimum number of edge-hops required to traverse the network, starting from node *u* and ending at node *y* (Brandes, 2001). This distance can be explored to understand the distance between different individuals from different ethnic groups in a network. In this case, the researcher evaluated Indian, Black, White, and Coloured networks where it was seen that if the network belongs to a specific ethnic group, the average distance of the network will be high compared with other friends in the same network who are not from the same ethnic group.

With the 25 networks collected, using the Gephi average shortest path test in an Indian network, the distance for Indians, Whites, and Blacks to become friends to Indians was evaluated. Indians were found to have an 1.69 average shortest path to become friends with other Indians, whereas the Black average shortest path was 1.2 and the White average shortest path was 1.2, representing the lower average shortest numbers. The researcher did the same in a Black network, White network, and Coloured network and reached the conclusion that if, for example, a network belongs to an Indian, there will be more chances that his or her friends in the network will be Indians and they will have more chances to be connected to each other than to other ethnic groups.

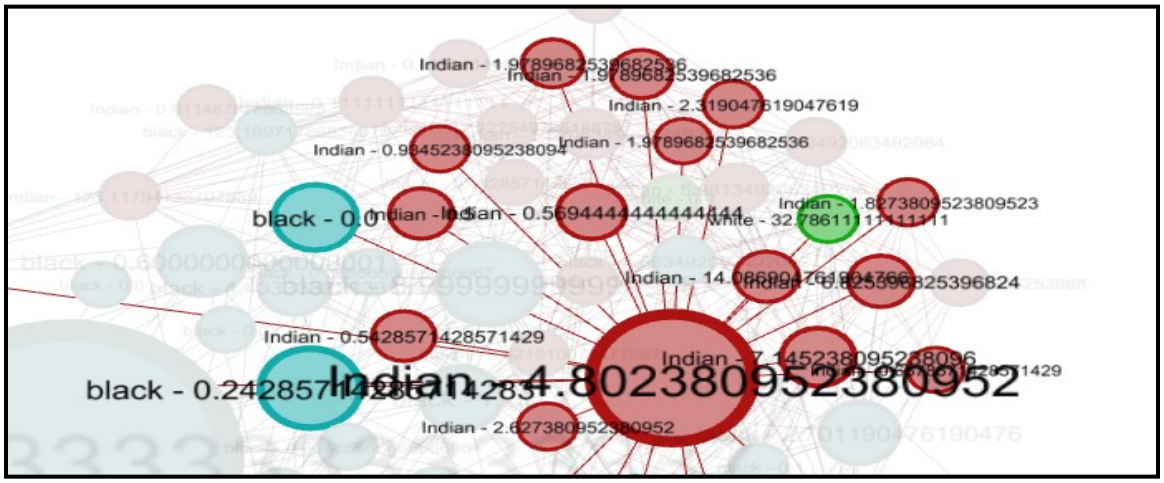
4.5.2. Betweenness centrality test

This metric indicates how frequently a node is found on a shortest path between two nodes in the network in order for it to connect with another node (Brandes, 2001). Graph 4.15 refers: if the number is high, it means in between two nodes there are more chances that they become connected. The lower the number, the lower the probability that a node to connects to another node.



Graph 4.15: Blacks betweenness centrality in a Black Facebook network

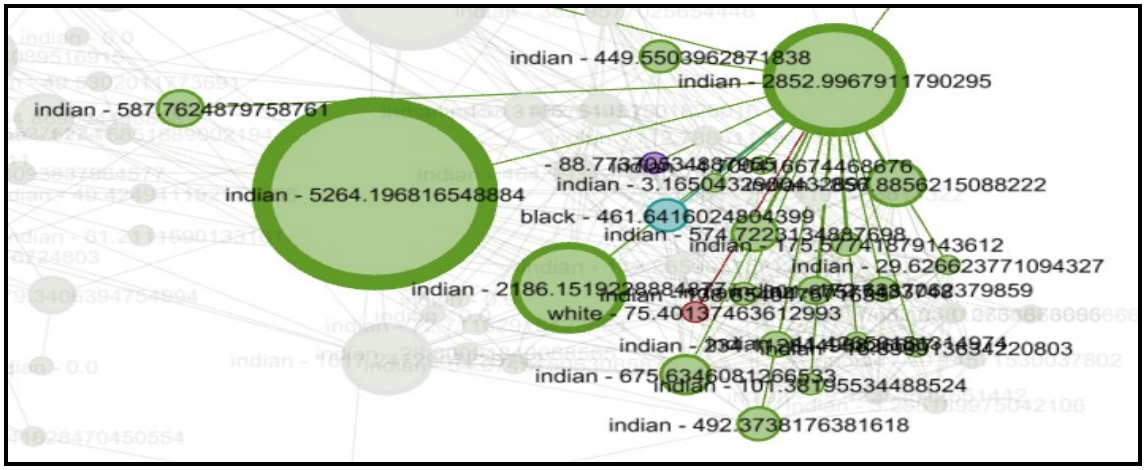
From a Black individual network the researcher saw Black individuals having a very high betweenness centrality number. This means that Blacks will have more chances to befriend Blacks. In the same Black network the researcher investigated other ethnic groups. Below is an Indian graph in a Black individual network:



Graph 4.16: Indians betweenness centrality in a Black Facebook network

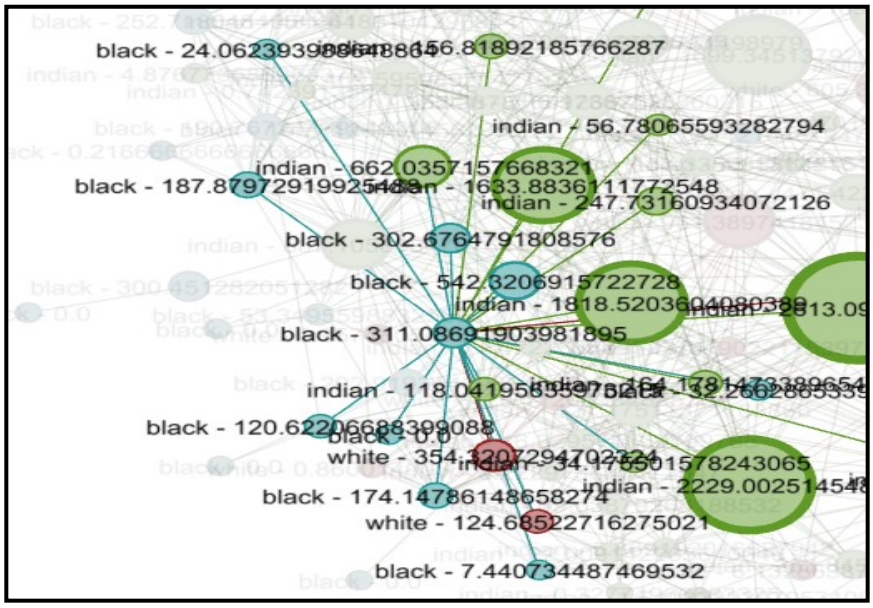
In Graph 4.16, the chance for Blacks to befriend Indians is lower. The true meaning of the above two graphs is that the majority of friends are black, even if he has other friends from other ethnic groups, Blacks friend will have a greater tendency to become friends with Black than with Indian students.

In an Indian network below (Graph 4.17 and Graph 4.18) the researcher observed that Indians have a very high betweenness centrality number. In Graph 4.17 and 4.18, the chance for Indians to befriend Blacks is lower. The true meaning of the two graphs below is that the majority of friends are Indians, even if he has other friends from other ethnic groups, his Indian friends will have a higher tendency to become friends with Indians than with Blacks.



Graph 4.17: Indians betweenness centrality in an Indian Facebook network

From the same Indian network the researcher investigated Black ethnic groups' betweenness centrality. Below is the graph:



Graph 4.18: Blacks betweenness centrality in an Indian Facebook network

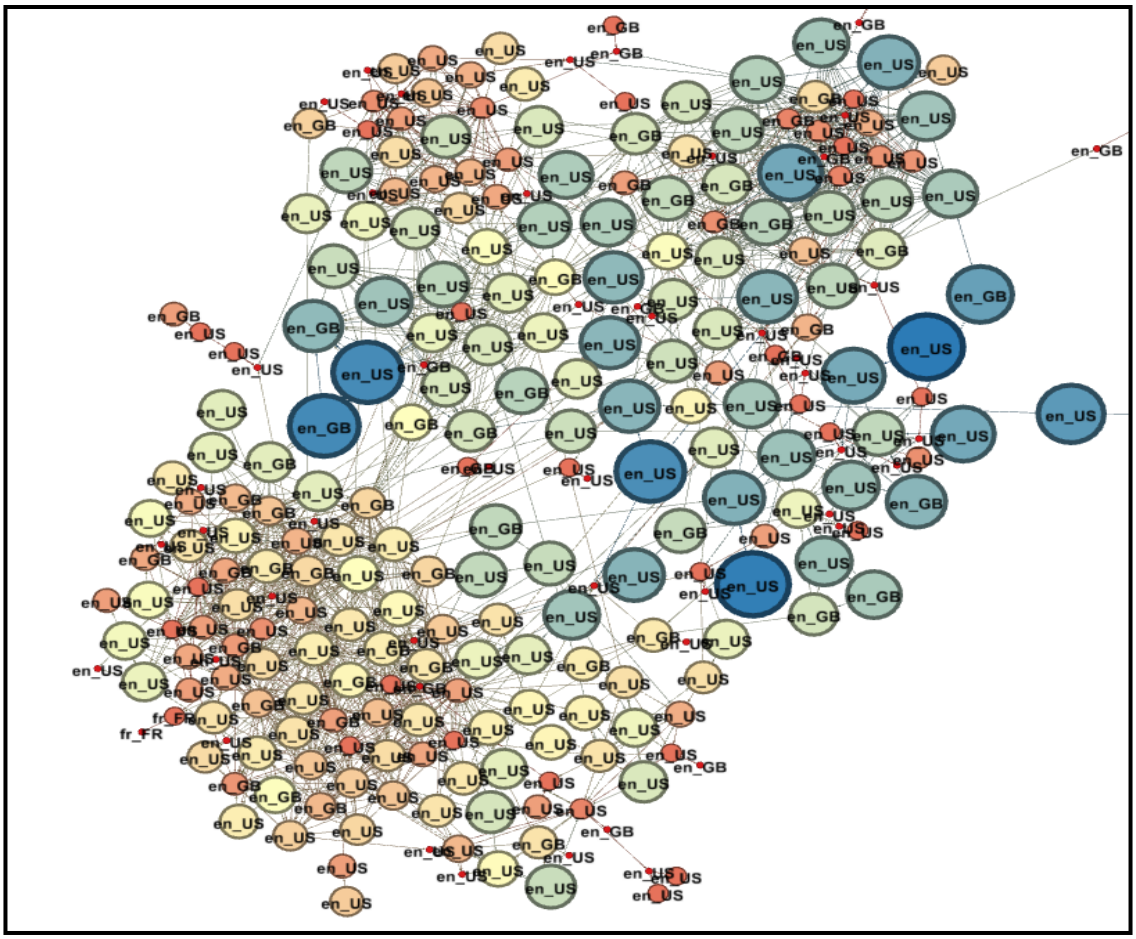
High centrality scores show that the node can reach others on relatively short paths or that the node lies on significant zones of shortest paths linking others. By performing more betweenness

centrality tests with different ego-networks, the researcher was able to confirm the findings and come to the same conclusion, namely an individual from a particular ethnic group will have more chance of having friends from his own ethnic group than from another ethnic group. It also shows that there are networks where individuals have friends from their ethnic group only.

4.5.3 Closeness centrality test

This test indicates how long it will take someone to become a friend in the network (Brandes, 2001). Without looking at ethnicity and gender, the researcher focused on language while performing this test. For instance, if a person in the network is from a Black ethnic group and speaks isiZulu and English and while subscribing to a SNS, chose English as a profile language, his/her chance of obtaining friendships from another ethnic group that speaks or understand English will be the same (the same applied to any other language). If Facebook was to allow this person to choose IsiZulu as a profile language, his/her chance of obtaining friendship from those who chose English as a profile language will be lower. This means that language is an equal parameter that can allow an individual to become friends with anyone from any ethnic group. In this case, it will take a long time for a person who chooses a different language to be accepted as a friend on Facebook.

All users of the sampled network chose English as their profile language. However the choice of using English in the network differs from one individual to another (e.g. en-US, en-GB, etc.). The result is seen in the adjustment of the network below, ranged by closeness centrality sizes:



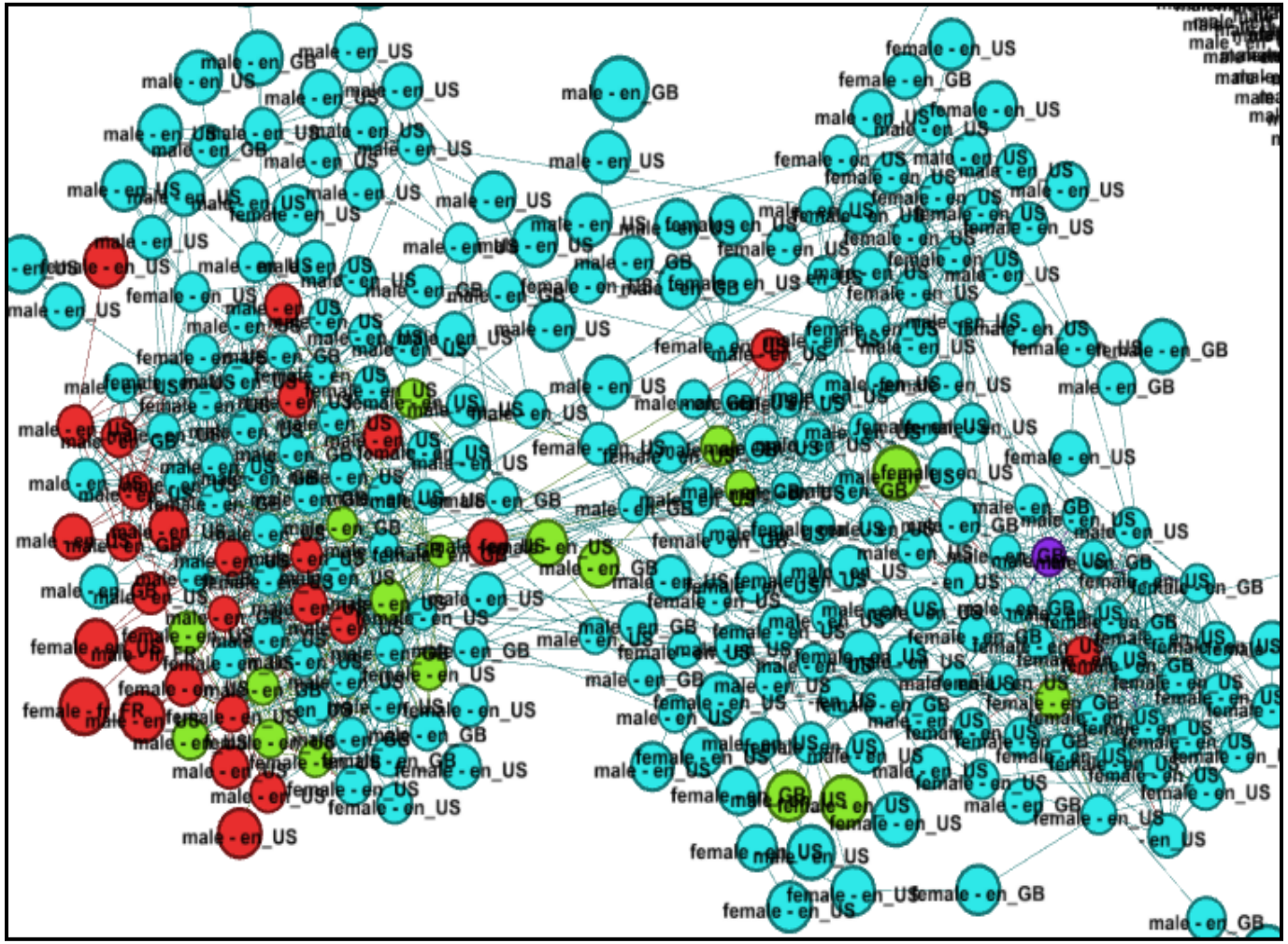
Graph 4.19: Language and closeness centrality test

In Graph 4.19, node colours mean nothing. What is important is the label on the nodes, the size of the nodes, and the distance between the nodes. The reason for this was to determine the impact of language on the choice of whom to befriend on Facebook. The chance for individuals to become friends with people who chose the same profile language on Facebook is almost the same considering the distance between node, and the size of nodes.

In order to see this, the researcher decided to display gender and race in the network above (Graph 4.19). This time gender and language were used as labels and node colour to display race. In Graph 4.20 below gender and race do not have more influence than language as factors that equally influence friendships on social networking sites. The red nodes represent the Black ethnic group, light blue nodes represent the Indian ethnic group, and light green nodes represent the White ethnic group. Gender and language were chosen for labelling.

According to the mixed ethnic group network (Graph 4.20), considering the size and distance between the nodes (closeness centrality and betweenness centrality), and the language chosen as profile language, it will take almost the same amount of time for an individual from one ethnic group to become friends with an individual from another ethnic group unless the reason for them not becoming or making friends in other communities is linked to the fact that they are not from the same ethnic group or that they are not of the same or different gender.

For as long as different ethnic groups speak the same language without considering race and gender, their chances of becoming friends is approximately the same. Some of them may have more friends than others, depending on their individual relationships in the community. It will take longer for a node that is not connected to any other node in a network to connect with another.



Graph 4.20: Gender, language and race closeness centrality

4.5. Conclusion

In this chapter, the researcher applied social network theory to analyse friendships on Facebook. The analysis was made possible by Gephi, a social networking analysis tool. The researcher focused on the influence of gender, language and race as factors which influence friendship on social networking sites.

In order to comprehend the influence of online social networking on real-world friendship, the researcher needed to understand the factors which influence friendships on Facebook. The focus of the chapter was on factors identified in the literature and it was concluded that there are variations in the way students are connecting on SNSs in particular Facebook. There are connections and friendships between different people from different and/or same gender, different and/or same ethnic groups, and people who speak different and/or same languages.

The following chapter discusses the research methods. These methods are grounded in the theory discussed in Chapter 3 and the analysis performed in Chapter 4, in order to investigate the influence of online social networking on real-world friendships.

Chapter 5: Research methodology

5.1. Introduction

Research methodology is a strategy used to scientifically resolve a research problem. It is the science of learning how research is done logically. All the methods used by the researcher during the course of investigating his research problem are termed research methods.

In this chapter, the researcher focuses on the research process and the tools and procedures used to provide practical answers for the research questions. The chapter also includes the research design, research theory, the research plan, the setting, the population and sample, and the data collection instrument.

5.2. Nature of research

This research is quantitative in nature. According to Williams (2007), quantitative research is a scientific, systematic investigation of data and their relationships to one another. The aim of quantitative research is to construct and use numerical forms, philosophies and hypotheses relevant to natural phenomena, through the use of statistics (Williams, 2007). Quantitative research is concerned with verifying hypotheses and/ or being able to estimate the size of a phenomenon of interest. Quantitative research has the following characteristics:

- It measures attitudes, opinions and behaviour.
- It is objective.
- A literature review must be done early in the study.
- It establishes relationships and causation among variables.
- It has structured research instruments.
- It tests a theory.
- The sample should be representative of a large population.
- All respondents are asked the same questions.
- It offers true characteristics of the particular individuals, circumstances or groups.
- It reports statistical analysis and the basic element of analysis is numbers.

This research describes the data, tests the relationships, and examines the reasons that influence students to convert friendships from a social network into real-world friendships.

5.3. Research design

The research design is defined as a researcher's plan for collecting and utilising data so that desired information can be obtained (Sekaran, 2003). The research design focuses on the end product and on the logic of the research.

5.3.1. Research philosophy

A positivist philosophy was applied in this research, an approach that adopts a clear, quantitative approach to investigate phenomena. Positivism is a methodological approach to understanding a phenomenon based on scientific method, empiricism and objectivity (Caldwell, 1980). Positivistic approaches are characterised by essentialism and seek to understand cause and effect, having objective explanations as their goal.

5.3.2. Research approach

The approach applied in this dissertation was deductive. In deductive research, existing theories are used to develop hypotheses, and to choose the variables and measures which investigators intend to use (Ali & Birley, 1999). With this approach, the researcher developed a theoretical framework. The researcher thereafter tested whether the hypothesised relationships existed between the chosen variables. This approach allowed the researcher to make use of a structured questionnaire and to perform statistical tests on quantified data. It also allowed the researcher to generalise the results obtained.

5.3.3. Research strategy

In this research, an exploratory analysis was conducted to understand the variety of connections in terms of friendship that exist among students, by focusing on specific variables of interest. This decision was arrived at after taking into consideration the objective of the study. Before the researcher could determine the influence of online social networking sites on real-world friendship, he needed to establish if there are friendships between students from different backgrounds on Facebook. The exploratory analysis in Chapter 4 allowed the researcher to apply the theory used in this dissertation to analyse friendships on Facebook, and therefore helped to build an appropriate survey. Analyses were made possible by Netvizz (Netvizz, 2012) and Gephi online social networking applications (Bastian, et al., 2009). The survey technique allowed the researcher to collect data from respondents who were geographically widely dispersed (students on different campuses, different cities, and different universities). The strategy also made possible the collection of data that could be used to create relationships between variables for further interpretation.

5.3.4. Choice

The quantitative method allowed the researcher to collect closed-ended and Likert scale responses. These responses enabled the researcher to use the statistical application SPSS 21 to generate results.

5.3.5. Research techniques and procedures

In order to collect sufficient data for deductive conclusions to be drawn, the researcher employed close-ended questions and Likert scale questions. This approach enabled analysis that would show relationships between research variables. The close-ended questionnaire allowed for more reliable and accurate responses to be given.

5.4. Theoretical framework

After the completion of the literature review and the identification of the problem, a theoretical framework was developed (Chapter 3). This framework made logical sense of the relationships between variables to be investigated. Social construction of technology and social networking theory were used. The framework was used to construct an appropriate questionnaire.

Developing the theory, the researcher hypothesised relationships between variables thus understanding the dynamics of the problem. The literature survey identified important variables to consider. According to Sekaran (2003), a variable is anything that can take on differing or varying values. The variables in this research comprised gender, race, and language.

5.5. Research planning

In this section, the researcher explains the processes followed in preparing to conduct the survey.

5.5.1. Ethical clearance

Accurate information was provided about the researcher's proposal. In order to pursue the research, the researcher obtained full approval and permission from the appropriate university research ethics committees (Appendix A) with protocol reference number HSS/0095/012M. The gatekeeper's (Appendix B) permission was granted from each university for the researcher to collect data.

5.5.2. Research instrument

The research framework discussed in Chapter 3 is very useful in that it guides the researcher in the development of the instrument. The data collection tool used in this research was a questionnaire.

The reason for choosing this tool was because questionnaires are an inexpensive way to collect data from a large number of participants; they enable quick, easy, orderly and timely data. After data is collected, information can be easily coded which means that the

compilation of results and conclusions can be made quickly. Students were politely invited to take part in the survey.

The researcher explained the purpose of the survey and how little time it would take to complete. It was also stated in the questionnaire that participation in the survey was entirely voluntary and that respondents could withdraw at any point, although their contribution would be greatly appreciated.

5.5.3. Development of the questionnaire

The literature review indicated that there are many reasons for students to add friends on online social networking sites. This study, on the other hand, attempts to identity factors that influence students to convert online friendships into real-world friendships. The questionnaire (Appendix E) was based on the literature review (see Chapter 2), the theoretical framework (Chapter 3) and on friendship analyses on Facebook (Chapter 4). The questionnaire was compiled and discussed with the supervisor and colleagues. Changes suggested by these persons were incorporated.

According to Sekaran (2003) questionnaires that are not properly constructed can lead to questions being mistakenly omitted or questions being misunderstood. Some common errors in questionnaire construction include:

- Questionnaire language errors: in this case, the researcher asked an editor to correct grammatical errors in the survey, and corrections were made.
- Having little or no understanding of the target population: the researcher took into consideration the attitudes and beliefs of the potential respondents when designing the instrument so as to minimise the possibility of offending participants.
- Providing multiple choice lists that are too restrictive: considering this option, the researcher included “I don’t know” answers.
- Using ranking questions incorrectly.

The researcher took these common errors into consideration while constructing the questionnaire.

5.5.3.1. Guidelines for questionnaire design

Many guidelines had to be met before the questionnaire could be considered a sound research tool. The researcher constructed the questionnaire in order to comply with the following guidelines (Sekaran, 2003, p. 237) and incorporated them into the data collection instrument used for the survey:

- Type of question to use: Rating scales and agreement scale type questions were used to

construct the questions. The researcher made use of closed questions where necessary.

- Length of questions: The questionnaire comprised 6 pages. One page was a letter of consent, another page was for respondents to sign a declaration of consent, and the last 4 pages were used to present questions related to the study.
- The questionnaire was short; it had a title, included a short introduction, and started with general questions.
- Language: technical terms and acronyms were avoided so that participants knew what was meant.
- The researcher made sure the questions accepted all the possible answers.
- Cultural factors were taken into consideration.
- Sequence of questions: the sequence of questions flowed from general to specific.
- The layout of the questionnaire facilitated the reading and understanding of questions.
- The use of answer choice grids: these look attractive, saved space, and avoided long sequences of repetitive questions.

5.5.4. Questionnaire design

This section gives a brief outline of the questionnaire. The questionnaire contains a section that defines key words such as: *Facebook, friendship* and *real-world friendship,* to enhance the respondents' understanding of the questions and to enable them to answer all questions without difficulty. In order to collect data to be analysed in this research, the following sections were included in the questionnaire:

- Section A: Personal information (demographic data).
- Section B: Information about Facebook friends. This helped with the collection of information on reasons why students add friends on social networking sites.
- Section C: This constituted the last section of the questionnaire. It was designed for the collection of information on students' intentions to convert Facebook friendship to real-world friendship.

5.5.5. Measures and statistical analytical techniques

The measurement of variables was conducted with the help of a six-point Likert-type scale that ranged from *very likely to very unlikely* or *high influence to low influence*. All constructs in this research model were operationalised using standard scales from the literature. All Likert scale questions with options of *very likely and very unlikely* or *very high influence and very low influence* were recorded so that *very unlikely* is *unlikely* and *very likely* is *likely*. Analytical techniques used in this dissertation include:

- Cross-tabulation analysis: also identified as a contingency table. It is a combined frequency distribution based on more than one categorical variable (Michael, 2013). This test helped the researcher to measure scale data and compare variables with one another. It provided more information about the connection between factors.
- Chi-square analysis: this measured whether a significant difference between two variables exists or whether they are related (Cochran, 1952). The method together with cross-tabulation analysis helped with the testing of the hypotheses.
- Analysis of Variance (ANOVA): This test was employed to measure the dissimilarities between the groups' mean and their associated procedure. According to O'Brien (1979) ANOVA examines if significant differences between more than two groups exist (i.e. it can be used to examine differences between Black, Indian, and White etc.).
- Paired *t*-Test: this statistical test is applied when a researcher examines the differences between two paired (e.g. Male and female) or related variables (Bewick, et al., 2004). The analysis was performed to assess whether the means of two entities statistically differ from each other.
- Descriptive statistics are defined by Schreiber (2008) as a mathematical summary of the data where frequency distributions are numerically converted to few numbers. Descriptive statistics were performed to give a general view of the data in this study.
- According to Manikandan (2011, p. 54), a frequency distribution is an 'organized table or graph of the number of individuals or objects in each category on the scale of measurement'. A frequency distribution was used to organise and present frequency counts in summary form so that the data could be easily interpreted.
- Multiple regression analysis was performed to predict values of one variable on the basis of two or more other variables. This tests which variables (independent variables. e.g. gender, race, and age) are best predictors of one dependent variable (e.g. social network usage tendencies) by looking at all of them at the same time (Alexapoulos, 2010).

5.5.6. Instrument validation and reliability

In this study, the researcher consulted with the supervisor and some colleagues to ascertain the instrument reliability and its content validity to ensure that it included all relevant content. It was also sent to the research office for verification.

5.5.7. Pilot questionnaire

The questionnaire used in this research was pre-tested before being distributed. It was distributed to a small group of students who were kindly requested to give feedback on how to improve the questionnaire. Some of the issues highlighted by the pilot group were the need to rephrase some questions, the lack of clarity in some questions, and some unclear

instructions. These were corrected by the researcher and verified by the supervisor.

5.5.8. Administration of questionnaire

The researcher emailed the pilot questionnaire and followed up with personal deliveries to optimise the response rate. After corrections were made to the questionnaire, it was randomly distributed in person to a sample based on the research population, together with the registrar's letter giving the researcher permission to conduct the research. Before they responded, the researcher explained to the respondents what the research was about and provided reassurance that the data would be kept confidential, highlighted the benefits that participation could have for the respondents, and asked them to fill in the questionnaire. Clarification was also provided to students who could not understand some key concepts.

5.6. Research site

The research site refers to the place where data is collected. In this study, data was gathered at universities in the province of KwaZulu-Natal in South Africa. The universities are: the University of KwaZulu-Natal, the Durban University of Technology, and the Mangosuthu University of Technology.

5.7. Research population and sample

In statistics, the term *population* includes all members of a defined group or object that the researcher is studying or from whom he/she is collecting information for data-driven decisions (Sekaran, 2003). A part of the population is called a *sample*, which is a proportion of the population who possess the same characteristics as the population.

5.7.1. Population

The research population for this study comprised all current students studying at the University of KwaZulu-Natal, the Durban University of Technology and the Mangosuthu University of Technology. Participants included in this research were students who use Facebook as a tool to socialise with friends. Students who use online social networking sites other than Facebook were not asked to participate in this research. The entire population constituted a total number of 74000 students from three universities, but the population that uses Facebook as social network was unknown.

5.7.2. Sample

Generally, it is difficult for researchers to collect data from every individual in the population they are investigating. Instead, they gather data from a sub-set of entities called a *sample*, and use the data to make conclusions about the entire population (Sekaran, 2003). In this case, the

researcher's inferences from the sub-set are probably related to the entire population. A stratified random sampling technique was used in this research.

5.7.2.1. Stratified random sampling

In stratified random sampling, 'the population is first divided into subgroups that are relevant, appropriate, and meaningful in the context of the study' (Sekaran, 2003). The distribution of the survey was made possible by the use of a proportional stratified random sampling technique. Following generalised scientific guidelines for sample size (Sekaran, 2003), the researcher determined the size of the sample to be 382 out of 74000 students, with a 95% level of confidence.

To avoid the issue of not reaching the minimum target while collecting data, the researcher targeted 20% more than the estimated sample size. Therefore, the targeted sample size became 458. A certain percentage was calculated according to the number of students at each university to determine the number of questionnaires to distribute to participants and to make it possible for the researcher to generalise his findings to the population element.

- 56.7% of 458 (260 instead of 217) of the questionnaires were distributed to University of KwaZulu-Natal University students.
- 29.7% (136 instead of 113 questionnaires) went to Durban University of Technology students.
- 13.5% (62 instead of 52 questionnaires) were distributed to Mangosuthu University of Technology students.

5.7.2.2. Characteristics of stratified random sampling

Stratified random sampling is characterised by the following:

- Every student has an equal opportunity to be selected.
- The selection of one person is independent of the selection of another person.
- Comparisons among groups are possible.
- The survey is randomly distributed.

In this research, any student the researcher met in person was eligible to respond if they were students at the universities mentioned above and use Facebook.

Having a sample helped to produce more reliable results, reduce errors, cost, time, and other human resources while collecting the data. It was also not feasible to use the entire population to gain knowledge and investigate the research problem.

5.7.3. Selection of respondents

Questionnaires were randomly distributed to students at each university targeting the sample size. From a total population of seventy-four-thousand (74000), four-hundred and twenty-five (425) responses were received.

5.8. Ethical considerations

In this section, the researcher describes the ethical issues that were taken into consideration to avoid potential problems.

5.8.1. Voluntary participation

Participation in all studies should be voluntary, and there should be no coercion. The researcher should not be in a position to force participants to answer although this can possibly occur in some circumstances. The researcher in this case remembered that the respondents were helping him, and were under no obligation to do so. The participants assisted the researcher with an understanding that there would be no negative consequences for them.

5.8.2. Informed consent

Another significant problem in research concerning social interference is to make sure that students who participate in a research study are fully aware of the aims of the study and are informed if there are any possible negative impacts. In this case, the researcher wrote an information letter which was distributed to all the students who were invited to participate. This letter helped the researcher not only to increase the response rate, but also to inform participants that this is an approved university activity.

5.8.3. Confidentiality and anonymity

In the information letter, the researcher assured the respondents that their answers would be confidential and/or anonymous. The researcher understood the distinction between these two issues, as they are often confused. In this dissertation, the researcher made sure that the participants remained anonymous. This was accomplished through random surveying and having friends physically distributing the survey on behalf of the researcher. Confidentiality was assured; the researcher knew who the participants were but their identities did not appear anywhere in the report.

5.8.4. Possibility for harm

Respondents can be physically, psychologically, and emotionally harmed. It was necessary for the researcher to identify and mitigate potential harm. No harm was reported during the collection of the data.

5.8.5. Communicating results

During the completion of the research project, the researcher minimised plagiarism, academic fraud, and misrepresentation of the findings.

Plagiarism

The researcher was very careful not to present someone else's work as his own and applied appropriate references where necessary.

Academic fraud

Academic fraud is classified to be worse than plagiarism (Schrimsher, et al., 2011). This can occur during the collection, analysis, and interpretation phases of any research. Academic fraud is the intention to misrepresent what has been done by other scientists (Schrimsher, et al., 2011). The researcher avoided any false techniques in analysing and interpreting the data collected via the use of questionnaires.

5.9. Data collection

In this section, the researcher discusses ways in which data was gathered for the purpose of analysis, testing of the hypotheses, and answering the research questions. Data collection methods include questionnaires which can be personally administered or sent electronically, Facebook networks extractor which helps to extract or collect student networks for analysis. Observation is also one of the methods used in collecting data and can be achieved by the use of audio or video recordings.

In this dissertation, the researcher used quantitative data collection techniques that depend on stratified random sampling and organised instruments. They produce results that are easily summarised, compared, and generalised. Questionnaires were used to obtain data relevant to the study's objectives and research questions. The students were asked to complete questionnaires which were randomly handed out.

The data used in this research was collected from three different sources:

- Primary sources: these include data collected by the researcher with the objective of answering the research problem. This was achieved by direct collection of data via questionnaires from students.
- Secondary sources: this data was obtained from the literature study, articles, journals, books, web sites, and the Internet to help support and frame the structure of the dissertation.

- Facebook Networks: these are individual networks extracted and analysed using sophisticated tools to help in understanding online friendships among individuals.

5.10. Data capturing and editing

5.10.1. The tool used for data capturing

There are a variety of tools that can be used in data capturing and analysis. These tools include: Web-based calculators, Spreadsheet software, SAS, Stata and SPSS. In this dissertation, the most widely used programme for statistical analysis, SPSS 21, was used. SPSS is a desktop and large computer-based quantitative analysis package (IBM, 2012).

The choice of using SPSS for this project was driven by considering the advantage it has over other tools and by the nature of the research. Furthermore:

- It is a comprehensive data management tool: the critical part of any data analysis is the initial data capturing. Entering the data into SPSS is often the best choice as the package offers a simple spreadsheet format for data entry that is intuitive and easy to start with. It ensures consistency in data entry.
- It has an excellent user interface: before data analysis, the researcher needed to understand data behaviour. This is achieved graphically. Web-based calculators rarely provide a graphical summary of data, however, SPSS provides scatterplots, boxplots, and histograms that helped the researcher to prototype the data (UNESCO, 2014). These graphics provided a general framework for interpreting the data.
- It offers a broad number of statistical models: a general linear model and a variety of logistic regression models. These models allow for having a single programme that meets all data analysis needs.
- It is an easy to learn the menu-driven interface compared with SAS and Stata. SAS and Stata run as programming languages; they take much longer to learn and can discourage one from trying different approaches.

5.10.2. Errors in data capturing

Errors associated with data capturing include:

- Entering data incorrectly, leading to inappropriate analysis.
- Human error when capturing data manually from questionnaires.
- Missing values from incomplete questionnaires can lead to the omission of data validation procedures.

The strategy used by the researcher in this case was to validate and check the captured data to be used for analysis and interpretation.

5.11. Data analysis

Cross-tabulation and correlations analyses were performed on the data and captured. The objective of these analyses was to establish relationships by examining the connection between variables, and to identify patterns and trends.

Using unsuitable techniques in quantitative investigations can result in errors leading to poor data analysis and interpretation, inappropriate recommendations, and conclusions that are not supported by the data, and inadvertently contain research bias (Sekaran, 2003, p. 306).

The researcher minimised and avoided the impact of errors during each step of the research process to achieve of the required standards of validity and reliability in the research.

5.12. Conclusion

This chapter presented the research design and the methodology used to investigate the research problem. The methods chosen were used in the collection, selection, and analysing of the data. The methodology ensured that all aspects of the empirical research were addressed so that the results obtained would be valid, reliable, and conclusive.

The issues discussed were: a quantitative approach, the research framework, the research instrument, the sampling technique, and the process of gathering, capturing, editing, analysing and interpreting the data to reach appropriate conclusions. Plans to mitigate errors were also discussed. Issues related to ethical considerations and how the research tool was administered to the targeted sample, were discussed.

The next chapter presents the data analysis and interpretation of data gathered from students in order to build conclusions and make informed recommendations.

Chapter 6: Data analysis and Interpretation of results

6.1. Introduction

In this chapter, the researcher analyses the data and interprets the research results on factors influencing the translation of Facebook friendship into real-world friendship by focusing on race, language, and gender. An exploratory analysis was conducted in order to determine the impact of race, language, and gender on Facebook friendship (see Chapter 4). The analysis in this chapter is based on the data collected from the University of KwaZulu-Natal (UKZN), the Durban University of Technology (DUT) and the Mangosuthu University of Technology (MUT) from current students who use Facebook, to determine how social media friendships encourage real-world friendships. Before considering the analysis of the data, it is very important for any researcher to check the reliability of the measurements.

6.2. Reliability of measurements

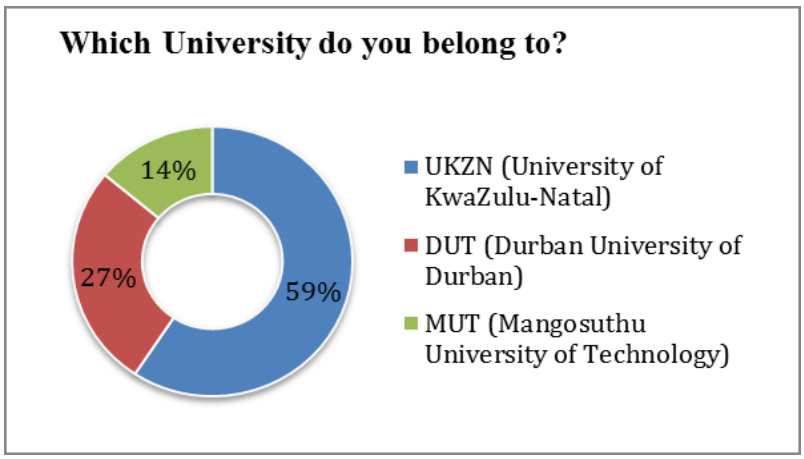
The inter-item reliability, or Cronbach's alpha reliability coefficients of the sixteen independent and dependent factors were obtained. An illustration of the outcome for Cronbach's alpha test for the dependent variable on reasons to convert Facebook friendships are represented in Table 6.1. The closer the reliability gets to 1.0, the better. Generally, reliabilities less than .60 are reflected to be poor, those in the .70 range, satisfactory, and those over .80, good (Sekaran, 2003, p. 311). The consistency of measurements used in this dissertation can be categorised as good since they were all above .80.

Table 6.1: Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
.890	.889	16

6.3. Frequency distributions of the variables

Frequency distributions were obtained for all personal information or classification variables from the total sample. The frequencies for the number of students in the various universities for this sample are presented in Graph 6.1. It may be seen that the greater number of students in the sample came from the University of KwaZulu-Natal (59%), followed by Durban University of Technology (27%). Mangosuthu University of Technology had low representation in the study sample (14%).



Graph 6.1: Frequency distribution

The frequencies in Table 6.2 below show that 53% of the students are male and 47% are female; 60% are Black, 28% Indian, 10% White, and 1.3% Coloured. A total of 57% use Facebook every day, 22% twice a week, 13% less than once a week and only 9% use Facebook once a week. A total of 52% are between 17 and 20 years of age, 42% between 21 and 24 years of age and 6.1% above the age of 24. The frequency table (Appendix F.1, p. 133) shows 9% of respondents had between 1 and 50 Facebook friends, another 9% had 51-100 Facebook friends, 15% had between 101 and 200 Facebook friends, 18% had between 201 and 300 Facebook friends, 13% had between 301 and 400 Facebook friends, 12% had between 401 and 500 Facebook friends, and 25% respondents had more than 500 Facebook friends.

Table 6.2: Frequency distribution

		N	%
Gender	Male	160	53%
	Female	140	47%
Age	17-20	155	52%
	21-24	128	42%
	25+	17	6%
Ethnic group	Black	180	60%
	Colored	4	1.3%
	Indian	85	28%
	White	31	10%

6.4. Univariate analysis

Univariate analysis involves the examination across cases of one variable at a time (Putka & McCloy, 2008). In this case, Likert scales are grouped to facilitate the interpretation of the tendency. As indicated in Chapter 5 (p. 68), all Likert scale questions with options of 'very

unlikely' and 'very likely', 'very low influence' and 'very high influence', were recorded so that 'very unlikely' are 'unlikely' and 'very likely' are 'likely'. Questions with 'very low influence' became 'low influence' and 'very high influence' became 'high influence. This makes the variables categorical and helped the researcher to determine how many students agreed or disagreed by combining and comparing extreme responses to see the tendency of respondents. In this chapter, the word 'high influence' is used interchangeably with 'likely' and 'low influence' interchangeably with 'unlikely'.

6.4.1. Facebook friend request and friendship

The researcher performed descriptive statistics on which factors influence students to add someone as a friend on Facebook.

The result on the gender of participants Facebook friends in Table 6.3 below shows that 41% of the respondents have more female friends than male, 16% have more male friends than female, 30% have an equal number of male and female friends, about 1% do not have male or female friends and 12% did not know the gender of their Facebook friends. The reason for this can be that Facebook friends hide information about their gender to the public.

Table 6.3: Options describing the gender of Facebook friends

	N	%
I have more Female friends than Male	171	41%
I have an equal number of Male and Female friends	127	30%
I have more Male friends than Female	67	16%
I don't have Male friends	3	1%
I don't have Female friends	3	1%
I do not know	50	12%
Grand Total	**421**	**100%**

The difference in students' responses regarding how they reply to friend requests was evaluated. The crosstabulation Tables F.4.1 (Appendix F, p. 141) shows that among those who responded 'likely' to accept a requestor from a different gender, 68% were male and 32% were female. Among those who responded 'likely' to accept a request from the same gender, 63% were female and only 37% were male (Appendix F, Table F.4.2). This means that males are more likely to accept friend requests from females but less likely to accept requests from males, and females are likely to accept friend requests from females but unlikely to accept friendship from males requests. According to Thelwall (2008), the reason for this can be that males expect more than friendship.

The findings in Table F.4.3 (Appendix F) show that it is likely that both males (86%) and females (85%) would accept a Facebook friend request from a face-to-face requestor. The majority of males (54%) prefer a face-to-face Facebook friend request compared with females (46%). As for someone suggested as a friend in Appendix F (Table F.4.4), 58% of males are likely to add him/her as a Facebook friend, and only 42% of females are likely to do so. It can be said from here that males and females are likely to accept a Facebook friend request from a face-to-face person, but females are unlikely to add someone suggested as Facebook friend.

The descriptive results in Appendix F.2 show that the majority (mode = 3) are likely to accept a Facebook requestor with a different gender who is also a face-to-face contact (someone they have met in person). The univariate Table 6.4 below shows that about 52%, representing the majority, are likely to accept someone as a Facebook friend if the requestor is of a different gender and about 48% are unlikely to accept someone who is of a different gender. The results from a chi-square goodness of fit test show that the response options have not been selected equally (χ^2 (N = 419, 2) = 25.208; $p < .0005$). Specifically significant is the fact that more of the respondents are likely to accept a requestor of a different gender. Among those who receive requests from the same gender, 66% of respondents said it is unlikely they would accept such friendship request and only 34% would consider the requests. From a chi-square goodness of fit test (χ^2 (N = 417, 2) = 48.878; $p < .0005$), significantly more students than expected are unlikely to accept a request from someone of the same gender and only few are likely.

Table 6.4: Friend request and gender influence on Facebook

	Unlikely	%	Likely	%	Total
Someone who requests with different gender	112	48%	121	52%	233
Someone who requests with the same gender	150	66%	77	34%	227
Someone who is a face-to-face friend	25	9%	264	91%	289

Respondents were asked to indicate the language spoken by their Facebook friends. The results in Table 6.5 below show that 75% have Facebook friends who speak a language they also speak or understand, 4.3% have more friends who speak others languages, 13.3% have an equal number of Facebook friends who speak the same language and other languages, 3.7% do not have friends who speak a different language and only 3.3% do not know the language spoken by their Facebook friends.

Table 6.5: Options describing the language of Facebook friends

	N	%
I have more friends who speak my language	226	75.3%
I have more friends who speak languages other than mine	13	4.3%
I have an equal number of friend who speaks my language and another language	40	13.3%
I don't have friends who speak other language than mine	11	3.7%
I do not know	10	3.3%

Respondents were asked to describe how they would respond to requests from someone who speaks a language they understand or the language they speak; Table 6.6 below shows that 71% respondents were unlikely to accept such requests and only 29% responded 'likely'. Friend requests coming from someone who speaks a different language are unlikely to be accepted for 79% of the participants, and likely to be for only 21% participants. From a chi-square goodness of fit results (χ^2 (N = 417, 2) = 180.619; p<.0005), more than expected students are significantly unlikely to accept Facebook friends requests from someone who speaks the same language and from someone who speaks a different language.

Table 6.6: Friend request and language influence on Facebook friendship

	Unlikely	%	Likely	%	Total
Someone who request and speaks my language	157	71%	64	29%	221
Someone who request and speaks a different language	192	79%	50	21%	242

Participants were asked to describe the ethnicity of their Facebook friends and the results in Table 6.7 below show that 63% have more friends from the same ethnic group, 22% have an equal number of friends from all ethnic groups, 7% have more friends from other ethnic groups, 0.7% do not have friends from other ethnic groups, 0.5% do not have friends from the same ethnic group, and 8% did not know the ethnicity of their Facebook friends.

Table 6.7: Options describing the ethnicity of Facebook friends

	N	%
I have more friends from my ethnic group	264	63%
I have more friends from other ethnic groups	28	7%
I have an equal number of friends from all ethnic group	91	22%
I don't have friends from my ethnic group	2	0.5%
I don't have friends from other ethnic groups	3	1%
I do not know	33	8%
Grand Total	**421**	**100%**

Considering the ethnicity of the requestor in Table 6.8 below, 64% of respondents said it is unlikely that they would accept a friend request from someone who is from the same ethnic group; 36% would accept such a Facebook request. On the other hand, 75% responded they

were unlikely to accept a request of someone from a different ethnic group and 25% responded 'likely'. The results from a chi-square goodness of fit test show that significantly ($p<.0005$) more respondents said it is unlikely they would not accept a request of someone from the same ethnic group or someone from a different ethnic group.

Table 6.8: Friend request and ethnicity influence on Facebook friendship

	Unlikely	%	Likely	%	Total
Someone who requests and is from my ethnic group	147	64%	82	36%	229
Someone who requests and is from a different ethnic group	176	77%	53	23%	229

Table F.4.12 and Table F.4.13 in Appendix F show that those who responded 'likely' to friend request from someone who is from the same ethnic group, 58% were males and 43% were females. In other words, males are more likely to accept a Facebook friend request from someone from the same ethnic group than females. Males (59%) are more likely to accept a Facebook request from someone from a different ethnic group than females (41%). The results of a chi-square goodness of fit revealed that it is significantly unlikely that Facebook friendships with students who come from the same ethnic group as well as Facebook friendships from different ethnic groups would be converted to real-world friendships.

Different from other ethnic groups, Blacks (74%) are likely to accept a friendship request from someone of the same ethnic group and only 3% of Coloureds, 22% of Indians, and 2% of Whites are likely to do so (Appendix F, Table F.4.14 to Table F.4.15). This means that the majority of Coloureds, Indians, and Whites are unlikely to accept request from the same ethnic group or from a different ethnic group. The chi-square results ($p<0005$) show that are significant differences between ethnic groups in the way they accept requests of people from the same ethnic group and/or from a different ethnic group on Facebook. It may be seen from the results above that Indians, Coloureds, and Whites do not just accept friend request even though those requests come from their ethnic group, but more Blacks would accept Facebook friend requests from either the same and/or a different ethnic group on Facebook.

The results in Table 6.9 below show that 91% of respondents are likely to accept friendship from a face-to-face requestor (a real-world requestor), 80% are unlikely to accept friendship of any requestor, 69% are unlikely to accept requests from anyone who requests and looks cool, and 57% are unlikely to add someone suggested by friends as a Facebook friend.

Table 6.9: Friend request and other variables influencing Facebook friendship

	Unlikely	%	Likely	%	Total
Anyone who request	203	80%	52	20%	255
Anyone who request and looks cool	161	69%	73	31%	234

Someone who is a face-to-face friend	25	9%	264	91%	289
Someone suggested as a friend	124	58%	91	42%	215

From the results presented above, it may be summarised that more respondents are likely to accept the friendship of a face-to-face requestor and of someone who has a different gender. The majority are unlikely to accept requests from someone with the same gender, of someone suggested as a friend, of someone who speaks the same language, of someone who speaks a different language, and from someone in the same or different ethnic group. The findings presented by Thelwall (2008) with respect to gender revealed that although both men and women are interested in friendships, women are more interested than men. In comparison, men are not only interested in friendships but in dating and/or serious relationships.

The reasons for declining friendship requests on Facebook can be that the respondents do not know the requestors at all, the respondents have never met the requestors face-to-face, and the respondents do not trust the requestors.

From the interpretations related to Table 6.5 and Table 6.7 of Facebook friend requests and friendship results, it can also be said that the majority of students have Facebook friends who speak their language and are from the same ethnic group.

6.4.2. The influence of Facebook friendship on the transition to real-world friendship

Analyses of the reasons that influence the transition from Facebook friendships to real-world friendships were performed (Table 6.10). The results show high influence 73% (mode = 3 in Appendix F.2) on participants to convert a Facebook friend into a real-world friend if the friend studies at the same university, and low influence for 27% of participants. For Facebook friends who study at a different university, about 63% answered that Facebook friendships have 'low influence' and 37% they have 'high influence'. Results from a chi-square goodness of fit test show that the response options have not been selected equally (χ^2 (N = 417, 2) = 94.144; $p < .0005$). Specifically significant is the fact that respondents are likely to convert to real-world friends, Facebook friends who study at the same university, and are unlikely to convert to real-world friends Facebook friends who study at a different university.

Table 6.10: Univariate analyses, reasons to convert Facebook friends to real-world friends

	Low influence	%	High influence	%	Total
A Facebook friend is from my country	161	53%	142	47%	303
A Facebook friend is from a different country from mine	235	71%	98	29%	333
A Facebook friend studies at the same university as me	85	27%	232	73%	317
A Facebook friend studies at a different university from mine	184	63%	110	37%	294

A Facebook friend comes from the same background as mine	139	43%	184	57%	323
A Facebook friend comes from a background different to mine	207	68%	99	32%	306
A Facebook friend I have met in person	44	12%	327	88%	371
A Facebook friend I never met before	295	84%	55	16%	350
A Facebook friend I trust	88	26%	247	74%	335
It does not matter	278	86%	46	14%	324

A Facebook friend who comes from the same background (mode =3) has high influence for 57% of respondents to convert into real-world friendships and low influence for 43% of the respondents. A total of 68% of the participants would not convert into real-world friends, Facebook friends who are from a different background and only 32% would do so. The results of the chi-square goodness of fit test ($p<.0005$), show that it is significantly likely that Facebook friendship of students who come from the same background will be converted into real-world friendships but that they are unlikely to convert those from a different background.

According to the results obtained in Table 6.10 above, 74% of respondents would convert a trusted Facebook friendship into real-world friend and only 26% would not convert a trusted Facebook friendship. The respondents are likely to convert Facebook friends who are trusted into real-world friends. A chi-square goodness of fit test indicated a high influence to convert a Facebook friend you trust into a real-world friend. Fewer students than expected indicated a low influence.

Table 6.10 above shows that out of 371 students, 88% (327/371) representing the majority, would convert a Facebook friend they have met in person into a real-world friend and only 12% (44/371) would not. If a student meets with a person recognised as a Facebook friend, it is likely that he/she will become a real-world friend, even thought that person comes from a different background, a different university, or a different country.

In the results interpreted above, the chi-square goodness of fit test shows that with the results in Table 6.10, it will be significantly likely that Facebook friendships of those who study at the same university, a Facebook friend from the same background, are trusted Facebook friends and are Facebook friends whom students have met physically, will be converted into real-world friendships. It is also unlikely that Facebook friendships with those who study at a different university, are from different backgrounds and are Facebook friend whom students have not met physically, will be converted to real-world friendships. In order to determine how gender, race, and language influence the conversion of Facebook friends into real-world friends, hypotheses were tested.

6.5. Hypotheses testing

In this section, the difference between gender and ethnic groups in relation to which group is likely or unlikely to convert Facebook friendships to real-world friendships is analysed. In this dissertation if more than 50% of the group says something is likely, then the group is classified as likely.

6.5.1. Hypotheses1: Gender influence on converting Facebook friendship to real-world friendship

In the sample, the majority of respondents were male (53%) compared with females (47%). These findings are in agreement with the online Facebook statistics reporter, Socialbackers that reported 52% male users and 48% female users in South Africa (Socialbakers, 2013).

To determine which students have more friends on Facebook from either or the same category, males and females were asked to give the gender of their Facebook friends. Table 6.11 below reveal that 68%, representing the majority of males, indicated having more female than male friends, 47% have an equal number of male and female Facebook friends, and only 31% of males have more male than female friends. About 48% of males are not aware of the gender of their Facebook friends compared to females (52%). It was also found that 69% of females have more male than female friends on Facebook, 32% females have more female than male friends, and 53% female have an equal number of male and female Facebook friends. Thelwall (2008) found that who said both men and women tend to have more female friends, but men have a considerably superior percentage of female friends. In this dissertation however, only males tend to have more female friends compared with females who tend to have more male friends.

Table 6.11: Difference between male and female Facebook friends

	Female	%	Male	%	N	%
I have more Female friends than Male	55	32%	116	68%	171	41%
I have more Male friends than Female	46	69%	21	31%	67	16%
I have an equal number of Male and Female friends	67	53%	60	47%	127	30%
I don't have Male friends	1	33%	2	67%	3	1%
I don't have Female friends		0%	3	100%	3	1%
I do not know	26	52%	24	48%	50	12%
Grand Total	**195**	**46%**	**226**	**54%**	**421**	**100%**

By comparing the results above, the researcher realised that males have more female friends and females have more male friends on Facebook. These results agree with the exploratory study conducted in Chapter 4, where females were connected to more males, and disagreed

with the results that males were connected to more males than to females. In the analysis of students' responses, contradicting the results found in Chapter 4, males are connected to more female Facebook friends, and confirming the results, females have more male friends on Facebook. The hypotheses below were thereafter tested to determine to what extent gender influences the conversion of Facebook friends into real-world friends:

Male and female influence

H_{1n}: Males are not likely to translate male Facebook friends into real-world friends

H_{1a}: Males are likely to translate male Facebook friends into real-world friends.

H_{2n}: Females are not likely to convert female Facebook friends into real-world friends

H_{2a}: Females are likely to convert female Facebook friends into real-world friends

H_{3n}: Males are not likely to translate female Facebook friends into real-world friends

H_{3a}: Males are likely to translate female Facebook friends into real-world friends.

H_{4n}: Females are not likely to convert male Facebook friends into real-world friends

H_{4a}: Females are likely to convert male Facebook friends into real-world friends

Table 6.12: Gender influence on Facebook friendship to real-world friendship

Gender * The Facebook friend is of the opposite gender crosstabulation		The Facebook friend is of the opposite gender			N
		Low influence	Neutral	high influence	
Male	Count	65	57	102	224
	% within Gender	29.0%	25.4%	45.5%	100.0%
	% within The Facebook friend is of the opposite gender	35.9%	60.0%	73.9%	54.1%
	Std. Residual	-3.3	.8	3.2	
Female	Count	116	38	36	190
	% within Gender	61.1%	20.0%	18.9%	100.0%
	% within The Facebook friend is of the opposite gender	64.1%	40.0%	26.1%	45.9%
	Std. Residual	3.6	-.8	-3.4	
N	Count	181	95	138	414
	% within Gender	43.7%	22.9%	33.3%	100.0%
	% within The Facebook friend is of the opposite gender	100.0%	100.0%	100.0%	100.0%

The results in Table 6.12 above show that 74% of male respondents are likely to convert into a real-world friend a Facebook friend of the opposite gender and only 26% of females are likely to do so. In this case, males are likely to convert female Facebook friends into real-world friends and females are not likely to convert male Facebook friends into real-world friends. Results from a chi-square goodness of fit test (Table 6.13) show that the responses of results in Table 6.12 have not been selected equally (χ^2 (N = 414, 2) = 26.604; p < .0005). Significantly more females are unlikely to convert a Facebook friend of the opposite gender into a real-world friend but more males are likely to.

Table 6.13: Test statistics, gender influence on Facebook friendship to real-world friendship

	The Facebook friend is of the opposite gender
Chi-Square	26.604[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 139.0.

The results (Appendix F, Table F.4.6) show that the majority of Blacks (66%), an equal number of Coloureds (44%), 25% Indians and 7% of Whites are likely to convert a Facebook friend of the opposite gender into a real-world friend. It can be argued that Blacks and Coloureds are likely to convert Facebook friends of the opposite gender into real-world friends but Whites and Indians are unlikely to. A significant chi-square goodness of fit result ($p<.0005$) shows that Whites, Indians, and Coloureds are unlikely to convert a Facebook friend of the opposite gender into a real-world friend but Blacks are likely to.

The Crosstabulation results not shown here (Appendix F, Table F.4.5) indicate that when it comes to a Facebook friend of the same gender, 58% of females and 42% of males are likely to convert Facebook friends of the same gender into real-world friends, revealing that males oppose the translation of Facebook friendships of those of the same gender compared with females. Among those who are likely to convert a Facebook friend of the same gender into a real-world friendship, Table F.4.7 (Appendix F) shows that 76% are Black, 1% is Coloured, 17% are Indians, and 4% are Whites. A significant chi-square goodness of fit result ($p<.0005$), shows that it is unlikely for Coloureds, Whites, and Indians to convert a Facebook friend of the same gender into a real-world friend, but likely for Blacks. In all the ethnic groups males are significantly unlikely and females are likely to convert Facebook friends into real-world friends.

The analysis tables show that males are more likely to convert female Facebook friendships into real-world friendships as opposed to females, who are more likely to convert female Facebook friendships into real-world friendships. From a *t-test* below (Table 6.14 to Table 6.15), it can be concluded that males (Mean = 3.25 > 3 in Table 6.14 on a scale of 5) are significantly different ($p<0.05 = 0.005$ in Table 6.15) from females (Mean = 2.18 < 3) and are less likely to translate male Facebook friends into real-world friends and females are less likely to convert male Facebook friends into real-world friends. Therefore, the null hypotheses can be rejected.

Table 6.14: Group statistics (male and female)

	Gender	N	Mean	Std. Deviation	Std. Error Mean
The Facebook friend is of the opposite gender	Male	224	3.25	1.449	.097
	Female	190	2.18	1.366	.099

Table 6.15: Independent Samples Test (t-test for differences between two groups)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The Facebook friend is of the opposite gender	Equal variances assumed	.382	.537	7.657	412	**.000**	1.066	.139	.792	1.339
	Equal variances not assumed			7.694	407.399	.000	1.066	.139	.793	1.338

6.5.2. Hypotheses 2: Language influence on friendship

Students were asked to describe the language spoken by their Facebook friends and it is seen from the frequency Table 6.5 (p. 80) that most respondents (75%) have more Facebook friends who speak the language they speak or understand, 4% have more Facebook friends who speak other languages, and about 3% of respondents are not aware of the language spoken by their Facebook friends. This agrees with the result of the analyses performed on ego networks in Chapter 4 where students have more friends who speak the same language they speak. For a student to have Facebook friends who speak other languages, depends on the language those students use on Facebook.

This section presents how language encourages the conversion of Facebook friendships into real-world friendships, leading to testing the hypotheses below:

H_{5n}: A student is likely to convert Facebook friends who speak the same language into real-world friends.

H_{5a}: A student is not likely to convert Facebook friends who speak the same language into real-world friends.

H_{6n}: A student is not likely to convert Facebook friends who speak a different language into real-world friends.

H_{6a}: A student is likely to convert Facebook friends who speak a different language into real-world friends.

Table 6.16: Univariate analyses, language influence on Facebook friendship to real-world friendship

	Low influence	%	High influence	%
A Facebook friend speaks the same language	178	61%	116	39%
A Facebook friend speaks a different language	234	75%	80	25%

Students were asked to describe how influential it could be to convert a Facebook friend who speaks the same language into a real-world friend. The results presented in Table 6.16 above show 61% are unlikely and 39% are likely. A total of 75% of the respondents reported that they were unlikely to convert a Facebook friend into a real-world friend if they spoke a different language to themselves. Among those who responded unlikely (Appendix F, Table F.4.8), an equal number of males and females (50%) would not convert a Facebook friend who speaks the same language into a real-world friend. In a case where a Facebook friend speaks a different language, 56% of males are likely to convert Facebook friends into real-world friends compared with 44% of females (Appendix F, Table F.4.9). The results of a chi-square goodness of fit test in Table 6.17 below show that response options have not been selected equally (χ^2 (N = 412, 2) = 103.243; $p < .0005$). Specifically significant is the finding that more females than expected are unlikely to convert a Facebook friend who speaks a different language into a real-world friend than males.

In order to find where the differences lie when it comes to converting Facebook friends into real-world friends, a cross-tabulation was performed. The researcher used ethnicity as an independent variable. The results in Appendix F (Table F.4.10 and Table F.4.11) show that 70% of Blacks stated they were likely to convert a Facebook friend who speaks the same language into a real-world friend, 1% of Coloureds, 22% of Indians, and 7% of Whites responded likely. A Facebook friend who speaks a different language is likely to be converted into a real-world friend by 81% of Blacks, 3% of Coloureds, 14% of Indians, and 3% of Whites. From the chi-square results, confirming the result above, Coloureds, Indians, and Whites are significantly unlikely to convert Facebook friends who speak a different language into real-world friends.

Table 6.17: Test statistics, language influence on Facebook friendship to real-world friendship

	A Facebook friend speaks a different language
Chi-Square	103.243[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 137.3.

The results from a chi-square goodness-of-fit test show that the response options have not been selected equally ($p<.0005$). Specifically significant is the fact that more of the respondents indicated it is less likely they would convert Facebook friends who speak a different language into real-world friends. From the results presented above, Blacks are significantly likely to convert Facebook friends who speak the same language as well as Facebook friends who speak a different language into real-life friends, but Whites, Indians, and Coloureds are unlikely to. Females are less likely to convert Facebook friends who speak a different language into real-world friends than males. The results presented above confirm the hypotheses that a student is not likely to convert Facebook friends who speak the same language into real-world friends and a student is not likely to convert Facebook friends who speak a different language into real-world friends.

6.5.3. Hypotheses 3: Ethnic group influence on friendship

In this section, the researcher tested how a student's ethnic group influences the translation of Facebook friendships into real-world friendships.

To evaluate ethnic group status on Facebook, students were asked to describe the ethnicity of their Facebook friends. The results in Table 6.18 below show that 63% of respondents have more friends from their own ethnic group, 21% have an equal number of friends from all ethnic groups and only 7% have more friends from other ethnic groups. Eight per cent are not aware of the ethnicity of their Facebook friends. After making comparisons, Blacks (64%), Indians (64%), and Whites (61%), have more friends from their own ethnic group whereas Coloureds (44%), have equal numbers of friends from all ethnic groups. The results above validate the results obtained in Chapter 4, where the outcome of the exploration revealed that students mostly befriends those on Facebook who come from the same ethnic group as they do.

Table 6.18: Ethnic groups and options describing Facebook friends

	B	%	C	%	I	%	W	%	Total	%
I have more friends from my ethnic group	160	64%	3	33%	72	64%	28	61%	264	63%
I have more friends from other ethnic groups	21	8%	2	22%	5	4%			28	7%

I have an equal number of friends from all ethnic groups	41	16%	4	44%	32	28%	14	30%	91	22%
I don't have friends from my ethnic group	2	1%							2	0%
I don't have friends from other ethnic groups	3	1%							3	1%
I do not know	24	10%			4	4%	4	9%	33	8%
Grand Total	**251**		**9**		**113**		**46**		**421**	

It is interesting to see how ethnicity influences real-world friendships. The following hypotheses below were tested:

H_{7n}: A student is likely to translate a Facebook friend from the same ethnic group into a real-world friend.
H_{7a}: A student is not likely to translate a Facebook friend from the same ethnic group into a real-world friend.

H_{8n}: A student is not likely to translate a Facebook friend from a different ethnic group into a real-world friend.
H_{8a}: A student is likely to translate a Facebook friend from a different ethnic group into a real-world friend.

Table 6.19: Univariate analysis, ethnic group influence on Facebook friendship to real-world friendship

	Low influence	%	High influence	%
A Facebook friend is from the same ethnic group as mine	180	64%	103	36%
A Facebook friend is from a different ethnic group	218	74%	77	26%

Students were asked to determine how ethnicity would influence the conversion of a Facebook friend who is from a different ethnic group into a real-world friend. The results in Table 6.19 above show that 64% of participants demonstrate low influence on the conversion of a Facebook friend who comes from the same ethnic group into a real-world friend, and 36% demonstrate high influence. Among those who answered whether a Facebook friend from a different ethnic group would be converted into a real-world friendship, 74% said it would have a low influence. To determine among which groups the true differences lie, a cross-tabulation test (Appendix F, Table F.4.16) was performed. Among those who would convert a Facebook friend who is from the same ethnic group into a real-world friend, 75% were Blacks, 2% were Coloureds, 19% were Indians, and 4% were Whites. In other words Indians, Whites, and Coloureds are unlikely to convert Facebook friends who are from the same ethnic group into real-world friends.

Table 6.20: Test statistics, ethnic groups influence on Facebook friendship to real-world friendship

	A Facebook friend is from a different ethnic group/race
Chi-Square	78.926[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 136.0.

The results from a chi-square goodness-of-fit test (Table 6.20) show that the responses have not been selected equally (χ^2 (N = 408, 2) = 78.926; p < .0005). Specifically significant is that more respondents indicated they are less likely to translate Facebook friends from a different ethnic group into real-world friends. Whites, Indians, and Coloureds are less likely to translate Facebook friends into real-world friends and Blacks are found to be more likely. From results above, the hypothesis H_{7n} is rejected and H_{8n} is accepted.

6.6. Other friendship influencers

In this section, the researcher discusses other reasons that may encourage students to convert Facebook friendships into real-world friendships. The reasons include: trust, age, someone coming from the same background, and someone studying at the same university. These four variables were tested and it was found that the closer a student is to Facebook friends, the more likely he/she is to convert them into real-world friends. The variables are discussed in the following sections.

6.6.1. Age influence on friendship

The majority (51%) of the respondents were aged between 17-20 years, followed by those between 21-24 years (43%). This represents the age of most students at university in South Africa. A total of 6% were above the age of twenty-five. According to Socialbakers (2013), the largest age group is currently 18-24, followed by those in the 25-34 age bracket.

Table 6.21: Age - A Facebook friend I have met in person crosstabulation

			A Facebook friend I have met in person			Total
			Low influence	Neutral	high influence	
Age	17-20	Count	19	22	171	212
		% within Age	9%	10%	81%	100.0%
		% within A Facebook friend I have met in person	46%	48%	52%	51.2%
		Std. Residual	-.4	-.3	.3	
	21-24	Count	19	20	137	176
		% within Age	11%	11%	78%	100.0%

		% within A Facebook friend I have met in person	46%	44%	42%	43%
		Std. Residual	.4	.1	-.2	
	25+	Count	3	4	19	26
		% within Age	12%	15%	73%	100%
		% within A Facebook friend I have met in person	7%	9%	6%	6%
		Std. Residual	.3	.7	-.3	
Total		Count	41	46	327	414
		% within Age	10%	11%	79%	100%
		% within A Facebook friend I have met in person	100%	100%	100%	100%

Students were asked if they would convert a Facebook friend they meet physically into a real-world friend. In response to this in Table 6.21 above, 81% of students between the ages of seventeen and twenty, 78% of those between the ages of twenty-one and twenty-four, and 73% of ages twenty five and more would convert Facebook friends they meet physically into real-world friends. The results of the comparison between different age categories show that those between the ages of seventeen and twenty are likely to convert Facebook friends they meet physically into real-world friends.

A total of 54% of students between 17 and 20 years old said they would not convert a Facebook friend who is from a different country into a real-world friend, 46% between 21 and 24 would convert a Facebook friend who is from a different country, and 6% would not convert a Facebook friend who is from a different country (Appendix F, Table F.4.25). It will be significantly unlikely for students between the age of 17 and 20 and those of age 25 and above to translate Facebook friendships into real-world friendships.

Results from a chi-square goodness of fit test and the cross-tabulations in Table 6.22 below show that students from all age categories are significantly unlikely to convert a Facebook friend of the opposite gender (57%), a Facebook friend of the same gender (75%), a Facebook friend who speaks the same language (60%), a Facebook friend who speaks a different language (74%), a Facebook friend from a different ethnic group (74%), and a Facebook friend from the same ethnic group (64%), into a real-world friend. In essence they are only likely to convert into a real-world friend a Facebook friend whom they have met in person or whom they trust.

Table 6.22: Age and reasons to convert Facebook friends into real-world friends

	17-20	%	21-24	%	25+	%	Total	%
The Facebook friend is of the opposite gender								
High influence	72	43%	59	44%	8	38%	139	43%
Low influence	94	57%	74	56%	13	62%	181	57%
The Facebook friend is of the same gender								

High influence	33	22%	35	27%	8	35%	76	25%
Low influence	116	78%	96	73%	15	65%	227	75%
The Facebook friend speaks the same language as me								
High influence	56	37%	54	45%	6	30%	116	40%
Low influence	96	63%	67	55%	14	70%	177	60%
The Facebook friend speaks a different languages								
High influence	44	27%	33	26%	3	14%	80	26%
Low influence	121	73%	93	74%	19	86%	233	74%
The Facebook friend is from the same ethnic group as mine								
High influence	52	35%	45	38%	6	32%	103	36%
Low influence	95	65%	72	62%	13	68%	180	64%
The Facebook friend is from a different ethnic group								
High influence	37	25%	37	29%	3	17%	77	26%
Low influence	113	75%	89	71%	15	83%	217	74%
A Facebook friend I trust								
High influence	171	90%	137	88%	19	86%	327	89%
Low influence	19	10%	19	12%	3	14%	41	11%

The analyses presented in Table 6.22 above show that students are likely to convert Facebook friends into real-world friends if they have met in person or if they trust them. A Facebook friend they know and have more interactions with can become a real-world friend even though he/she is not trusted. But for students to convert online friendships into real-world friendships, a secure environment must be in place. Students are aware of the risks involved in converting online friendships. The risks influence students not to accept friend requests or not to convert Facebook friendships into real-world friendships.

6.6.2. Trust influence on friendship

The researcher analysed trust in Facebook friendships within gender and ethnic groups. The students were asked to determine how likely they would be to convert someone they trust from a Facebook friend into a real-world friend. The cross-tabulation results (see Table 6.23 below) show that 74% of respondents are likely to convert Facebook friendships into real-world friendships. Among those who are likely to convert Facebook friends, 75% are male and 73% are female. It is seen from this that both males and females would convert someone they trust into a real-world friend.

Table 6.23: Trust influence on Facebook friendship to real-world friendship

A Facebook friend I trust	Female	%	Male	%	Total	%
High influence	113	73%	132	75%	245	74%
Low influence	42	27%	45	25%	87	26%
Grand Total	**155**	**100%**	**177**	**100%**	**332**	**100%**

Among the four ethnic groups, 60% of Blacks, 61% of Indians, 66% of Coloureds and 57% of Whites are likely to convert a Facebook friend they trust into a real-world friend. This does not depend on where they come from, which university they are studying at, what gender they are, and what language they speak.

Table 6.24: Test statistics, trust influence on Facebook friendship to real-world friendship

	A Facebook friend I trust
Chi-Square	127.130[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.7.

Results from the chi-square goodness-of-fit test in Table 6.24 above show that the response options have not been selected equally (χ^2 (N = 416, 2) = 127.130; $p < .0005$). Specifically significant is the fact that more of the respondents indicated that a Facebook friend they trust would be converted into a real-world friend. This result shows no differences between the opinions of Blacks, Indians, Whites, and Coloureds. There were also no differences in responses obtained from males and females. Trust is the most important factor that will encourage the conversion of Facebook friendships into real-world friendships. Friends allow individuals to share thoughts and feelings without judging. This attribute leads to the formation of bonds and the development of trust. Trust is a foundation upon which friendship is built. It takes time and sometimes it is something everyone has to earn (Glowingrocks, 2010).

Trust is the primary influence in converting a Facebook friend to a real-world friend regardless of gender, ethnicity, or language group.

6.6.3. University influence on friendship

Most students in Table 6.10 (p. 82) said it will have more influence on them to convert to a real-world friend a Facebook friend who studies at the same university (73%), and low influence to convert to a real-world friend a Facebook friend who studies at a different university (63%). From the results in the statistical Table F.4.30 and Table F.4.31 in Appendix F, 58% of males said it would have a high influence on the conversion if a Facebook friend studies at the same university, and 53% of females said it would have a low influence. Even if a Facebook friend studies at a different university, males (56%) seem to be comfortable with friends from a different university compared to females (45% high influence). A significant difference exists between males and females in that male students would convert a Facebook friend who studies at the same university and/or at a different

university. Females seem to be resistant to converting a Facebook friend who studies at the same university and/or at a different university.

Table 6.25: A Facebook friend studies at the same university as me

Ethnic group	High influence	%	Low influence	%	Total
Black	149	77%	44	23%	193
Indian	60	71%	24	29%	84
White	18	56%	14	44%	32
Coloured	4	57%	3	43%	7
Grand Total	**231**	**73%**	**85**	**27%**	**316**

Comparing results between different ethnic groups shows the results show that there is no significant difference between Blacks, Indians, Whites, and Coloureds. From the cross-tabulation results in Table 6.25 above, it is significantly likely that Blacks (77%), Whites (56%), Indians (71%) and Coloureds (57%) will convert a Facebook friend studying at the same university into a real-world friend. From the cross-tabulation results (Appendix F, Table F.4.33), we gather that a Facebook friend studying at another university would be rejected and a Facebook friend studying at the same university would be converted into a real-world friend by all ethnic groups.

It was important, at this point, to look at differences between universities. The results in Table 6.26, gathered from a *one-way anova* test, revealed that between UKZN, DUT and MUT, there existed significant differences (the significance between groups p = .003) in converting a Facebook friend from a different university to a real-world friend. From *Multiple Comparisons Turkey* (a test that shows where the differences really lie after comparing one group with another) the results below (Table 6.27), show that a difference exists between the University of KwaZulu-Natal and Durban University of Technology ($p<0.05$) when it comes to converting Facebook friends studying at a different university. There is no significant difference between UKZN and MUT, and MUT and DUT. As explained in the previous interpretation where all universities where unlikely to convert Facebook friends studying at a different university into real-world friends, the Durban University of Technology in this case differs.

Table 6.26: ANOVA - A Facebook friend studies at a different university from mine

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.673	2	9.836	5.873	.003
Within Groups	685.007	409	1.675		
Total	704.680	411			

Table 6.27: Multiple Comparisons – Universities vs a Facebook friend studies at a different university from mine

	(I) Which University do you belong to?	(J) Which University do you belong to?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	UKZN (University of KwaZulu-Natal)	DUT (Durban University of Durban)	-.480*	.147	.003	-.83	-.13
		MUT (Mangosuthu University of Technology)	-.352	.193	.163	-.81	.10
	DUT (Durban University of Durban)	UKZN (University of KwaZulu-Natal)	.480*	.147	.003	.13	.83
		MUT (Mangosuthu University of Technology)	.127	.213	.821	-.37	.63
	MUT (Mangosuthu University of Technology)	UKZN (University of KwaZulu-Natal)	.352	.193	.163	-.10	.81
		DUT (Durban University of Durban)	-.127	.213	.821	-.63	.37

*. The mean difference is significant at the 0.05 level.

The expectation of the researcher was that it would be less likely that students would convert Facebook friends who speak a different language or who are from different ethnic groups. Considering UKZN, DUT, and MUT as independent variables, the results were found not to be significant, confirming the expectations of the researcher. On the other hand, students from the same ethnic group or students who speak the same language are not likely to be converted to real-world friends either. The reason for this can be that online friendships are not taken seriously or that students feel insecure about online friendships. The findings in a survey conducted by Govani and Pashley (2005) show that although the majority of students know that they are able to restrict who sees their personal details, they are not in control of the main system. A trusted Facebook friend and a Facebook friend met physically have more chances to becoming a real-world friend. A person of the same gender is unlikely to become a real-world friend, the results revealed.

The cross-tabulations in Table 6.28 below show that 70% of UKZN and 56% of MUT students said a Facebook friend from another university is unlikely to becoming a real-world friend but likely for students from DUT (50%). The results from multiple comparison in Table 6.27 above show a significant value ($p = 0.003$) which means student at DUT are likely to convert a Facebook friend from a different university into a real-world friend. The reason for the low influence may be that there are only a few Indians or no Whites and/or Coloureds students at all at DUT. The closer students are to another ethnic group the more they learn about their differences, and their views of friendships may consequently be influenced by the behaviour of the group involved.

Table 6.28: A Facebook friend is from a different university than mine

University	High influence	%	Low influence	%	Total
Durban University of Technology	38	50%	38	50%	76
Mangosuthu University of Technology	20	44%	25	56%	45
University of KwaZulu-Natal	52	30%	119	70%	171
Grand Total	**110**	**38%**	**182**	**62%**	**292**

6.6.4. Background influence on friendship

Background refers to location, religion, economy, social structure, politics, history, and culture (Aggarwal, 2014). Comparing responses from UKZN, DUT and MUT, after performing a multiple category test for differences (One-way Anova), there were no significant differences between students' opinions about converting Facebook friends who come from the same background into real-world friends. Table 6.29 below shows that 51% of UKZN respondents, 63% of DUT respondents, and 69% of MUT respondents said a Facebook friend from the same background has a high possibility of being converted into a real-world friend. From Table 6.30 below shows that 73% of students from UKZN, 64% of students from MUT, and 57% of students from DUT are unlikely to convert a Facebook friend who comes from a different background into a real-world friend.

Table 6.29: A Facebook friend comes from the same background as mine

University	High influence	%	Low influence	%	Total
Durban University of Technology	58	63%	34	37%	92
Mangosuthu University of Technology	31	69%	14	31%	45
University of KwaZulu-Natal	94	51%	90	49%	184
Grand Total	**183**	**57%**	**138**	**43%**	**321**

Table 6.30: A Facebook friend comes from a different background than mine

University	High influence	%	Low influence	%	Total
Durban University of Technology	36	43%	48	57%	84
Mangosuthu University of Technology	16	36%	28	64%	44
University of KwaZulu-Natal	47	27%	129	73%	176
Grand Total	**99**	**33%**	**205**	**67%**	**304**

Whites and Indians are unlikely to convert Facebook friends from the same and/or different backgrounds into real-world friends but Coloureds (at the University of KwaZulu-Natal) and Blacks are likely to convert Facebook friends from the same and/or different backgrounds into real-world friends. The cross tabulation table (Appendix F, Table F.4.43-45) show that all ethnic groups revealed that a Facebook friend who comes from a different background is unlikely to be converted into a real-world friend. When gender is considered, men are likely (60%) to convert a Facebook friend from the same background, but females are unlikely (53%) to do so. A total of 51% of females are unlikely to convert Facebook friends who come

from a different background into real-world friends and 56% of males are likely to do so. In this case, it seems that background is not important to females.

The results from a chi-square goodness-of-fit test in Table 6.31 below show that the response options have not been equally selected (χ^2 (N = 415, 2) = 51.489; p < .0005). Specifically significant is that more of the respondents indicated that students are unlikely to convert Facebook friends from a different background into real-world friends but are likely to convert Facebook friends from the same background into real-world friend.

Table 6.31: Test statistics, background influence on Facebook friendship to real-world friendship

	A Facebook friend comes from a different background than mine
Chi-Square	51.489[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.3.

6.6.5. Facebook usage and friendship

The researcher focused on how Facebook usage may impact on the translation of Facebook friendships into real-world friendships. The frequency table (Appendix F.1) shows that 57% of the respondents use Facebook every day, 21% of the respondents use it twice a week, 13% of the respondents use Facebook less than once a week and only 9% of the respondents use Facebook once a week. The majority of respondents from all ethnic groups use Facebook every day and each has more than five-hundred Facebook friends. Males use Facebook more often every day compared to women, and more females use Facebook less than once a week compared to men. This disagrees with a recent study conducted on the adult population of the United States of America which revealed that males and females are equally likely to use social networking sites (Lenhart, 2009). However, it agrees with the results that males were more likely to use Facebook and LinkedIn than females (Lenhart, 2008). The results show that the more students use Facebook, the more friends they have.

To determine whether three or more means differ significantly (Cramer & Howitt, 2004), a Duncan test was performed. In a Duncan test (Table 6.33), groups are categorised into subsets in order to differentiate the mean between groups (Cramer & Howitt, 2004). To understand the results from the Duncan test, cross-tabulations are done to see the distribution among groups. From the test results, significant differences were found between students who would convert a Facebook friend of the opposite gender and a Facebook friend from the same country into a real-world friend. Table 6.32 below shows that a Facebook friend from the same country is likely to be converted into a real-world friend by students who use Facebook

once a week (66%) as well as students who use it twice a week (60%). However, students who use Facebook less than once a week (69%) and those who use Facebook everyday (57%) are unlikely to convert Facebook friendships into real-world friendships.

Table 6.32: Facebook usage and reasons to convert Facebook friends into real-world friends

	Everyday	%	Less than once a week	%	Once a week	%	Twice a week	%	Total	%
The Facebook friend is of the opposite gender										
High influence	80	41%	13	32%	10	40%	36	58%	139	43%
Low influence	113	59%	28	68%	15	60%	26	42%	182	57%
A Facebook friend studies at the same university as me										
High influence	142	77%	23	61%	23	79%	44	67%	232	73%
Low influence	42	23%	15	39%	6	21%	22	33%	85	27%
A Facebook friend is from my country										
High influence	75	43%	13	31%	19	66%	35	60%	142	47%
Low influence	99	57%	29	69%	10	34%	23	40%	161	53%
A Facebook friend I have met in person										
High influence	194	91%	40	89%	30	91%	63	82%	327	89%
Low influence	19	9%	5	11%	3	9%	14	18%	41	11%
A Facebook friend I trust										
High influence	143	74%	32	80%	17	68%	55	72%	247	74%
Low influence	51	26%	8	20%	8	32%	21	28%	88	26%
A Facebook friend comes from the same background as mine										
High influence	113	60%	16	42%	18	56%	37	57%	184	57%
Low influence	75	40%	22	58%	14	44%	28	43%	139	43%

Table 6.32 above shows that a Facebook friend of the opposite gender would be likely to be converted by students who use Facebook twice a week (58%) into a real-world friend, but unlikely to be converted by students who use Facebook every day (59%), once a week (60%), and less than once a week (68%). A Facebook friend from the same background would be unlikely to be converted into a real-world friend by students who use Facebook less than once a week (58%), but likely to be converted by students who use Facebook every day (60%), twice a week (57%), and once a week (56%).

Students who use Facebook every day, twice a week, once a week or less than once a week are likely to convert a friend into real-world friend if the friend is: a Facebook friend they trust (74%), a Facebook friend from the same university (73%) and a person they have met in person (89%).

The results of the cross-tabulation test in Appendix F shows that students who use Facebook every day, twice a week, once a week and less than once a week would be unlikely to convert a Facebook friend into a real-world friend: a Facebook friend of the same gender (Table

F.4.47), a Facebook friend who speaks the same language (Table F.4.48), and a Facebook friend from the same ethnic group (Table F.4.50). Facebook friends from a different ethnic group (Table F.4.51), from a different country (Table F.4.53), from a different background (Table F.4.57), studying in a different university (Table F.4.55), and speaking a different language (Table F.4.49) are also unlikely to be converted into real-world friends.

Table 6.33: Duncan test, a Facebook friend is from my country

How frequently do you use Facebook?	N	Subset for alpha = 0.05		
		1	2	3
Less than once a week	52	2.50		
Everyday	236	2.83	2.83	
Twice a week	85		3.28	3.28
Once a week	37			3.41
Sig.		.187	.065	.618

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 64.247.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

6.7. Multiple regression analysis on friendship

To predict the relationship between the variables the researcher investigated which factor among gender, ethnic group, age, and Facebook usage has more influences on the conversion of Facebook friendships into real-world friendships. To do this, the researcher performed a multiple regression analysis on the dependent variables below:

- A Facebook friend is of the opposite gender
- A Facebook friend is from a different ethnic group
- A Facebook friend speaks a different language.

Gender influence of a Facebook friend to a real-world friend

The results from the regression analysis in the *Model Summary* Table 6.34 below means that 13% of the variance (*R-Square*) on the conversion of a Facebook friend of the opposite gender into a real-world friend has been significantly explained by the five independent variables (gender, age, university attended, ethnic group, and Facebook usage). The *ANOVA* Table 6.35 shows that the *F* value of 11.81 is significant at 0.0005 level. This means the degree of influence of the five independent variables on dependent variables differs. In the coefficient Table 6.36, the only independent variable that significantly influences the conversion of a Facebook friend of the opposite gender into a real-world friend, is gender ($p = 0.0005$ which is < 0.05). Thus, to convert a Facebook friend of the opposite gender into a

real-world friend will significantly depend on the gender he/she belongs to. In this case, ethnicity, age, Facebook usage, and university attended have no significant influence. Males are more likely to translate female Facebook friends into real-world friends. Females are more likely to convert female Facebook friends into real-world friends.

Language influence of a Facebook friend to a real-world friend

The results in the regression analysis in the *Model Summary* Table F.5.3 (Appendix F.5) below means that 7.4% of the variance (*R-Square*) on the conversion of a Facebook friend who speaks a different language into a real-world friend has been significantly explained by the five independent variables (gender, age, university attended, ethnic group, and Facebook usage). The *ANOVA* Table F.5.3 (Appendix F.5) shows that the *F* value of 6.42 is significant at 0.0005 level. Thus, hypothesis 2 is substantiated. A student is more likely to convert Facebook friends who speak the same language into real-world friends but the conversion of a Facebook friend who speaks a different language will significantly depend on the gender ($p = 0.036 < 0.05$) and ethnic group ($p = 0.0005 < 0.05$) he/she belongs to.

Ethnic group influence of a Facebook friend to a real-world friend

The results in the regression analysis in the *Model Summary* Table F.5.1 (Appendix F.5), means that 2% of the variance (*R-Square*) on the conversion of a Facebook friend from a different ethnic group into a real-world friend has not been significantly explained by the five independent variables (gender, age, university attended, ethnic group, and number of Facebook friends). The *ANOVA* Table F.5.1 (Appendix F.5) shows that the *F* value of 1.82 is not significant. This means that a student is less likely to translate a Facebook friend from a different ethnic group into a real-world friend. Among the five independent variables, ethnic group ($p = 0.017 < 0.05$) in the coefficient Table F.5.1 (Appendix F.5) influences most the variance a Facebook friend is from a different ethnic group, meaning that the conversion of a Facebook friend from a different ethnic group into a real-world friend will significantly depend on the ethnic group he/she belongs to. In this case, gender, age, Facebook usage and university attended have no significant influence.

Other influences

From the results in appendix F, other findings on multiple regressions are:

- In Appendix F.5, to convert a Facebook friend from a different university (Table F.5.5) and a Facebook friend from a different background (Table F.5.8) into a real-world friend will significantly depend on the ethnic group he/she belongs to. A Facebook friend from the same university (Table F.5.6) and a Facebook friend from

the same background (Table F.5.7) will significantly depend on gender and ethnic group.

- Students are more likely to convert a trusted Facebook into a real-world friend. This does not depend on gender, age, ethnic group, Facebook usage, and university (Appendix F.5, Table F.5.4).

Table 6.34: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.357[a]	.127	.116	.820

a. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

Table 6.35: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.651	5	7.930	11.805	.000[b]
	Residual	272.057	405	.672		
	Total	311.708	410			

a. Dependent Variable: The Facebook friend is of the opposite gender

b. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

Table 6.36: Coefficients

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.959	.230		12.867	.000
	Gender	-.613	.082	-.351	-7.477	.000
	Age	-.054	.068	-.037	-.798	.425
	Ethnic group	-.063	.039	-.084	-1.617	.107
	Which University do you belong to?	.055	.063	.046	.881	.379
	How frequently do you use Facebook?	-.027	.039	-.032	-.690	.491

a. Dependent Variable: The Facebook friend is of the opposite gender

6.8. Conclusion

This chapter statistically analysed the data collected from current university students. Different tests were performed to determine the influence of online social networking on real-world friendships, based on gender, race, and language.

The analyses on gender showed that 76% of males are likely to convert female Facebook friends into real-world friends and 58% of females are likely to convert Facebook friends of the same gender into real-world friends. Females are less likely to convert Facebook friends who speak a different language into real-world friends than males.

The results on language demonstrated that 75% of the respondents are less likely to convert Facebook friends who speak a different language into real-world friends. The analyses on ethnicity showed that 74% of students are less likely to translate Facebook friends from a different ethnic group into real-world friends. The results indicate that Blacks are significantly likely to convert Facebook friends who speak the same language as well as Facebook friends who speak a different language and Facebook friends from a different ethnic group into real-life friends but Whites, Indians and Coloureds are unlikely to.

A total of 68% of the respondents indicated that they are unlikely to convert Facebook friends from a different background into real-world friends and 57% of the respondents indicated that they are likely to convert Facebook friends from the same background into real-world friends (the majority in this case from UKZN, DUT, and MUT are likely to do so). A total of 70% of UKZN students and 56% of MUT students said a Facebook friend from another university would have less influence on the conversion of Facebook friendships into real-world friendships but this factor would influence more students from DUT (50% with a tendency mean = 3). Blacks, Whites, Indians, and Coloureds are significantly likely to convert Facebook friends studying at the same university (73%) into real-world friends.

A total of 88% of students are likely to convert Facebook friends into real-world friends if they have met in person. Furthermore, 74% of the respondents indicated that a Facebook friend they trust would be converted into a real-world friend.

Not all the statistics tables are presented in this chapter but can be retrieved in the Appendix section. In the next chapter, the researcher gives conclusions and makes informed recommendations.

Chapter 7: Conclusion and Recommendations

7.1. Introduction

The purpose of this study was to determine the factors that encourage the transition of Facebook friendships into real-world friendships. Specifically, its purpose was to determine whether gender, race and language have any impact on current university students' translation of Facebook friendships into real-world friendships. To achieve this, the hypotheses below were formulated (Chapter 3, p. 37):

H_{1n}: Males are not likely to translate male Facebook friends into real-world friends
H_{1a}: Males are likely to translate male Facebook friends into real-world friends.

H_{2n}: Females are not likely to convert female Facebook friends into real-world friends
H_{2a}: Females are likely to convert female Facebook friends into real-world friends

H_{3n}: Males are not likely to translate female Facebook friends into real-world friends
H_{3a}: Males are likely to translate female Facebook friends into real-world friends.

H_{4n}: Females are not likely to convert male Facebook friends into real-world friends
H_{4a}: Females are likely to convert male Facebook friends into real-world friends

H_{5n}: A student is likely to convert Facebook friends who speak the same language into real-world friends.
H_{5a}: A student is not likely to convert Facebook friends who speak the same language into real-world friends.

H_{6n}: A student is not likely to convert Facebook friends who speak a different language into real-world friends.
H_{6a}: A student is likely to convert Facebook friends who speak a different language into real-world friends.

H_{7n}: A student is likely to translate a Facebook friend from the same ethnic group into a real-world friend.
H_{7a}: A student is not likely to translate a Facebook friend from the same ethnic group into a real-world friend.

H_{8n}: A student is not likely to translate a Facebook friend from a different ethnic group into a real-world friend.

H_{8a}: A student is likely to translate a Facebook friend from a different ethnic group into a real-world friend.

This chapter summarises the results and discusses their implications, based on the literature, the theory, the methodology and the analyses of the data. Limitations, suggestions for additional research and recommendations from the study are also specifically stated.

7.2. Methods and findings

Pursuing the aim of this study, a literature review was conducted. It was seen that there are many reasons which motivate students to connect with one another via social networking sites (SNS). SNSs are online-based systems that allow students to socialise using the Internet. SNSs are used in the workplace, universities, colleges, and high schools. SNSs are the most popular kind of sites used world-wide to make friends. They have attracted students around the world so that they can connect. Making friends on Facebook is one of the biggest benefits of socialising as it gives students the opportunity to befriend anyone. This means a person in South Africa can develop a friendship with anyone anywhere in the world. Someone from one ethnic group can develop friendships with people from other ethnic groups. Social networking not only helps make friends, but might help students to learn about each other's cultures and languages, or find a job. None of the researchers in the literature discuss gender, language, and race as factors to encourage the translation of Facebook friendships into real-world friendships. The focus of this dissertation was on these factors.

Based on the literature, a theoretical framework was conceptualised in Chapter 3, and social networking theory was used to explore and analyse students' friendships on Facebook in Chapter 4. This was made possible by the use of Gephi, a social network analysis application (Bastian, et al., 2009). The exploration of students' ego-networks (extracted from Facebook using Netvizz[6]) showed that the majority of students were friends with individuals who speak the same language as they do. The outcome of the exploration revealed that students befriend mostly those who come from the same ethnic groups and the same backgrounds. However, this did not mean they were not connecting with people from other ethnic groups or other backgrounds. Further, the results from the exploratory study in Chapter 4 (p. 45) showed that

[6] Netvizz Tools, 2012 [Online] Available at: https://tools.digitalmethods.net/netvizz/facebook/netvizz/?fb_source=search&ref=br_tf&code=AQAA0gJiMT70OKNhQdRjQBner1AlcAfu56CH4jkWfdAzJ-wXe6LzffrBbAZ7906zmGnZaS58dUnsA_y4qAuhHUOiDIF7ojveoP_swf53WsQ9RvuDrnDpyWy5TqIKFQns9EiFDosr83exczFLx-U_j856JuR7jiPJiJp- [Accessed 15 December 2012]

for as long as different ethnic groups live in the same environment where they speak the same language, their chances of becoming friends are almost the same. It is determined by the degree to which a student feels comfortable around others.

To determine the conversion likelihood of online friendships into real-world friendships, a quantitative approach was used. Data collection was made possible from a sample survey of three universities (University of KwaZulu-Natal, Durban University of Technology, and Mangosuthu University of Technology) in which, after authorization to collect data was given, 425 students participated in answering the survey. The survey was based on the research questions, the literature and the theory, in order to give answers to the hypotheses presented above, and was randomly distributed to university students who are currently using Facebook. After the data was collected, SPSS 21 (a software package used for statistical analysis) was used. The interpretation of the data revealed the opinions of students on their intentions to convert Facebook friends into real-world friends, based on gender, language, and race.

The first question was: 'to what extent does gender influence the decision of current university students to convert Facebook friendships into real-world friendships?' The findings revealed that even if both males and females have more male friends on Facebook, 74% of males are likely to convert female Facebook friends into real-world friends, and 58% of females are likely to convert female Facebook friends into real-world friends. Thus, to convert a Facebook friend of the opposite gender into a real-world friend will significantly depend on the gender of the Facebook friend. This confirms the hypotheses that males are likely to translate female Facebook friends into real-world friends. Females are less likely to convert male Facebook friends into real-world friends but are likely to convert Facebook friends of the same gender in real-world friends. In this case, a multiple regression test showed that ethnicity, age, Facebook usage, and university attended had no significant influence.

The second research question was: 'to what extent does language impacts upon the translation of Facebook friendship into real-world friendship for current university students?' The results indicate that the majority (75%) of respondents said that they would not convert a Facebook friend who speaks a different language into a real-world friend and 61% would not convert a Facebook friend who speaks the same language into a real-world friend. This confirmed the hypotheses that a student is not likely to convert Facebook friends who speak the same language into real-world friends, but the conversion of a Facebook friend who speaks a different language will significantly depend on the gender and language he/she speaks as 56%

males responded that they would convert a Facebook friend who speaks a different language into a real-world friend.

The last research question was: 'to what extent does race impact upon current university students' translation of Facebook friendships into real-world friendships?' The findings showed that 74% of students are not likely to translate a Facebook friend from a different ethnic group into a real-world friend. Blacks were more likely to convert Facebook friends from the same ethnic group and from a different ethnic group into real-world friends than Whites, Indians, and Coloureds, who were unlikely to do so. Among the five independent variables (gender, ethnic group, age, university attended, and Facebook usage), ethnic group most influences the variance a Facebook friend who is from a different ethnic group, meaning that the conversion of a Facebook friend from a different ethnic group into a real-world friend will significantly depend on the ethnicity he/she belongs to.

However, trust and face-to-face meeting would positively encourage friendships with students from different ethnic groups or students who speak a different language. A total of 80% of students were likely to convert Facebook friends into real-world friends if they have met in person. Furthermore, 74% of the respondents indicated that a Facebook friend they trust would be converted into a real-world friend. A total of 57% of respondents from all three universities were likely to convert Facebook friends into real-world friends if they come from the same background. Blacks, Indians, Whites, and Coloureds are likely to translate Facebook friends who study at the same university into real-world friends.

7.3. Limitations

This research was conducted in the province of KwaZulu-Natal in South Africa. The dissertation focused on univerity students at the University of KwaZulu-Natal, Durban University of Technology and Mangosuthu University of Technology. Only students who use Facebook were surveyed. Students who use social networking sites like Twitter, LinkedIn, Flicker, YouTube, MySpace, Delicious, etc. did not participate in the survey. This study investigated the factors which influence the conversion of Facebook friendships into real-world friendships and not vice versa, specifically regarding gender, language, and race. This dissertation does not focus on the implications of translated Facebook friendships into real-world friendships.

7.4. Significance and contribution of the study

'The goal of Facebook is to help people to share more in order to make the world more open and to help promote understanding between people diversity' (Fuchs, 2011, p. 159). Facebook

should be used by students to promote friendships as this can enhance the development of South Africa and Africa in general since when people work together as friends, they forget about their diversity.

It is the researcher's recommendation that Facebook friendships be encouraged since they can benefit South Africans by applying a great number of education styles to enhance student-to-student interactions of students from different ethnic groups. Social networking sites should be used to form study groups that encourage students from different ethnic groups to befriend and learn about one another. Social networking sites can help students in their academic studies through friendship.

Educators should encourage group assignments between students from different ethnic groups and from different backgrounds. This would help students to learn more about their differences and develop strong relationships leading to friendships. Online insecurity can be part of non-encouragement of friendship (Bonneau, et al., 2009). Social networking sites could be used by universities, industries, etc. to encourage interactions between South Africans.

7.5. Recommendation

The results of this dissertation show that trust is not as important in the building of new friendships as it is in face-to-face friendships. People are more likely to become friends with people who are like themselves, thus reflecting the 'birds of a feather flock together' maxim (Boyd, 2007b, p. 214). She adds that 'the motives behind the practice of social divisions are complex, rooted in a history of inequality'. Universities should encourage Facebook friendships between staff and students, between students and students as this can impact on relationships.

In addition, sufficient e-learning systems that support real-world interactions between students from different ethnic groups, students from different backgrounds and students from different universities should be developed. The results presented in Chapter 6 indicate that one of the reasons students do not convert online friendships into real-world friendship is because there is not enough trust. Also, according to Dwyer *et al.* (2007) in an online network, the existence of trust and the desire to discuss personal details do not just convert into online friendships. This research shows that trust play an important role in the initiation, maintenance and conversion of Facebook friendships, factors encouraging trust should be therefore prioritised by universities, government, individuals, business, etc.

Some students are connected to those from different ethnic groups or from different backgrounds on Facebook; these friendships can be classified as online-only friendships. These relationships are easy to enter into and easy to exit because of the lack of offline interaction. The government should encourage the integration between students of different ethnicities, different backgrounds and between those who speak different languages. Social networking sites should be used to learn more about others, discuss courses, and encourage friendship of students from different backgrounds.

In this research, the results show that a person from a different background would not be converted into a real-world friend. Background is a broad subject that includes many factors. It is recommended that future research makes this an area of focus.

7.6. Suggestions for additional research

Additional investigations into the influence of race, age, gender, and the social capital of followers can be done on online social networks like Twitter. This same research can be conducted in higher learning institutions, industries, countries, and on other social networking sites.

According to the owner of Facebook, his objective of creating strong ties between people who are from different environments has not yet been achieved; with this in mind, researchers can investigate frameworks that enhance and encourage friendships and then suggest them to the Facebook Company.

Other studies can focus on countries that do not have multiple races and compare them with those that do have multiple races (eg. a representative sample from one country that has a majority of black citizens can be compared with a country that has a majority of white citizens). The data in this dissertation reflects the opinions of student mostly from the province of KwaZulu-Natal (a province where the majority of people are Black and Indian). Studies can go further afield to other provinces as there may be differences in the way students from other provinces perceive friendships and in their intentions to convert these friendships.

Trust was found to be one of the factors that encourage friendship. Factors that influence students to trust Facebook friends were not investigated in this dissertation. Other researchers can therefore conduct research in this area.

In this dissertation, a questionnaire was used but interviews could be used in other studies. Each participant's data collected from the questionnaire can be combined with information

from their network extracted with Netvizz (online application to extract individuals online networks) and then the two sets of data can be combined for analysis using Gephi.

Insecurity is another factor that researchers should investigate for its impact on friendships. Students from different classes (rich, poor, etc.) can also be investigated to understand how class influences network friendships.

7.7. Conclusion

This chapter first introduced the problem statement, highlighted the methods used in the research, and presented the main findings. Recommendations and further research were highlighted. Facebook friendships are shaped by gender, ethnic groups/race, and language. The majority of individuals at the University of KwaZulu-Natal, the Durban University of Technology and the Mangosuthu University of Technology are not befriending students from other ethnic groups or students who speak different languages. The reason can be that there is no trust between students.

Not only can online SNSs and real-world networks solve friendship problems, but trust between communities (students) and a well-implemented, working system of encouraging friendships and interactions between citizens have to be taken into consideration by government and other stake holders as the results revealed less interaction between people from different ethnic groups. It is therefore important for other researchers to expand this research.

Facebook friendship is one of the solutions to real-world diversities if proper tools that enhance friendships are developed and well implemented. Facebook alone is not enough to solve friendship problems between individuals who are from different ethnic groups and who speak different languages. Gender also influences friendship but again, it depends on the community, ethnic group, environment a person belongs to, and the language he/she speaks. The tendency to befriend others always leans towards people with the same characteristics. To befriend anyone on social networks or real-world networks depends on how comfortable people feel around others. Further researchers are encouraged to enhance the findings of this dissertation to encourage friendship among diverse communities.

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Appendix A: Ethical Clearance Approval Letter

UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

Research Office, Govan Mbeki Centre
Westville Campus
Private Bag x54001
DURBAN, 4000
Tel No: +27 31 260 3587
Fax No: +27 31 260 4609
ximbap@ukzn.ac.za

30 March 2012

Mr M Kambale (209539497)
School of Information Systems and Technology

Dear Mr Kambale

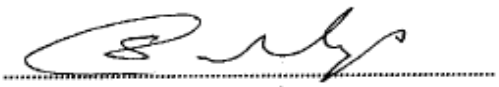
PROTOCOL REFERENCE NUMBER: HSS/0095/012M
PROJECT TITLE: The influence of Online Social Networking on Real-world friendship

In response to your application dated 26 March 2012, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



Professor Steven Collings (Chair)
Humanities & Social Science Research Ethics Committee

cc Supervisor Professor Manoj Maharaj
cc Ms Angela Pearce

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

30 April 2014

Mr Muhongya Kambale (209539497)
School of Management, IT & Governance
Westville Campus

Protocol reference number: HSS/0095/012M
New project title: The factors influencing the translation of Facebook friendship to real-world friendship

Dear Mr Kambale,

Approval - Amendment

I wish to confirm that your application dated 29 April 2014 in connection with the above mentioned project has been approved as follows:

- Change of title

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol.

Yours faithfully

Dr Shenuka Singh (Chair)

/ms

cc Supervisor: Professor Manoj Maharaj
cc Academic leader Professor Brian McArthur
cc School Admin: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
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Website: www.ukzn.ac.za

Appendix B: Gatekeepers' Letters

B.1. UKZN Gatekeepers' letter

3 October 2012

Mr Muhongya Kambale
School of Management, IT and Governance
Westville Campus
UKZN
Email: 209539497@stu.ukzn.ac.za

Dear Mr Kambale

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal towards your postgraduate studies. It is noticed that Ethical clearance has been obtained for this research. We note the title of your research project is:

"The influence of Online Social Networking on Real-world friendship."

It is noted that you will be constituting your sample by randomly handing out questionnaires to students on all campuses.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

Professor J J Meyerowitz
REGISTRAR

B.2. DUT Gatekeepers' letter

DURBAN UNIVERSITY of TECHNOLOGY

Research and Postgraduate Support Directorate
Durban University of Technology
Tromso Annexe, Steve Biko Campus
P.O. Box 1334, Durban 4000
Tel.: 031-3732576/7
Fax: 031-3732946
E-mail: moyos@dut.ac.za

5th November 2012

Mr Muhongya Kambale
c/o School of Information Systems and Technology
University of Kwa-Zulu Natal

Dear Mr Kambale

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence dated 24th October 2012 in respect of the above refers. I am pleased to inform you that the Committee will grant permission to you to conduct your research at the Durban University of Technology.

We would be grateful if a summary of your key research findings can be submitted to the Institutional Research Committee (IRC) on completion of your studies.

Kindest regards.
Yours sincerely

PROF. S. MOYO
DIRECTOR: RESEARCH AND POSTGARDUATE SUPPORT (ACTING)

cc: Professor Manoj Maharaj, University of Kwa-Zulu Natal

B.3. MUT Gatekeepers' letter

Gatekeepers Letters asking for permission to conduct research

February 14, 2013

To Whom It May Concern:

PERMISSION TO CONDUCT RESEARCH AS PART OF THE MCom QUALIFICATION

Name: Muhongya Kambale
Student No: 209539497@stu.ukzn.ac.za

Dissertation Topic: The influence of Online Social Networking on Real-world friendship

We confirm that the above student is registered at the University of UKZN for the Masters of Commerce Programme. It is a requirement of their Programme that the student undertakes a practical research project in his/her final year of study.

Typically this project will be a "practical problem solving" exercise, and necessitates data gathering through questionnaires.

Your assistance in permitting access to your organization for purposes of conducting the research is most appreciated. Please be assured that all information gained from the research will be treated with the utmost confidentiality. Furthermore, should you wish any result/s or findings from the research "to be restricted" for an agreed period of time, this can be arranged. The confidentiality of information and anonymity of personnel will be strictly adhered to by the student.

If permission is granted, kindly confirm this by signing off on the following:
"I am aware of the nature and extent of the document and I am satisfied with all the obligations imposed therein."

Please note that additional information or conditions can be supplied by you.

Name in Full: Dr. Anette Miene

Designation: Director : Research

Company Name & Stamp: _____

RESEARCH DIRECTORATE
MANGOSUTHU UNIVERSITY
OF TECHNOLOGY
PO BOX 12363, JACOBS 4026
TEL. 031 907 7450

Thank you for your assistance in this regard.

Yours sincerely

Prof. M. Maharaj
(Supervisor)

22 October 2012

Page 1

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Appendix C: Letter of Confirmation – Editing

Write Entry Write Entry Write Entry
academic and business writing solutions
T +27(0)312050714 | C +27(0)844400711 | fsaunders@mweb.co.za | 43 Holmes Road Umbilo Durban 4001 | South Africa

To whom it may concern

This is to certify that I edited the following dissertation: "The Factors Influencing the Translation of Facebook Friendship into Real-world Friendship" by Muhongya Kambale. I also made recommendations where further work was required and where meanings needed to be clarified.

Fran Saunders
25 July 2014

Appendix D: Letter of Consent

Discipline of Information Systems and Technology
School of Management, Information Technology and Governance
Faculty of Management Studies
University of KwaZulu-Natal

Project Title: The Influence of Online Social Networking on Real-world Friendship
Dear Respondent

I, Muhongya Kambale am a student in the Discipline of Information Systems and Technology at University of KwaZulu-Natal, doing research on Facebook friendship for my MCom qualification. The aim of this study is to determine reasons influencing Facebook friendship to convert to real-world friendship. You have been selected as a potential respondent for participation in a voluntary, anonymous survey that I am conducting. I would appreciate your participation and your permission to use your responses for official research purposes only. Your personal identity will be treated with the utmost confidentiality throughout the survey and will at no stage appear in print.

If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed here, Muhongya Kambale (079 028 7445) Professor Manoj Maharaj (031 260 8023). If you are willing to participate, please sign the declaration of consent below that gives me permission to use your responses, and thereafter please complete the accompanying questionnaire. It should take less than 5 minutes of your time to do so.

Declaration of Consent

I _____ (please write your name) hereby confirm that I understand the contents of this document as well as the nature of the research project. I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature of Participant _____ Date _____

Appendix E: Questionnaire

VOLUNTARY QUESTIONNAIRE FOR STUDENTS

- Please complete this voluntary questionnaire on "The influence of Online Social Networking on Real-world friendship"
- Please be forthright in your answers
- Please do not revise your initial answers
- Please sign the letter of informed consent, giving me permission to use your responses for this research project.

DEFINITION

- **Facebook friendship** is a form of friendship that takes place online (on a social network).
- **Real-world friendship** is a form of Facebook friendship to convert to real-world.

SECTION A: INFORMATION ABOUT YOURSELF

1. Your gender

☐ Male
☐ Female

2. Your age

☐ 17-18
☐ 19-20
☐ 21-22
☐ 23-24
☐ 25+

3. Your racial grouping?

☐ Black
☐ Coloured
☐ Indian
☐ White
☐ Other group _____

4. Which University do you belong to?
☐ UKZN (University of KwaZulu-Natal)
☐ DUT (Durban University of Technology)
☐ MUT (Mangosuthu University of Technology)

SECTION B: INFORMATION ABOUT FACEBOOK FRIENDS

5. How frequently do you use Facebook?
☐ Everyday
☐ Twice a week
☐ Once a week
☐ Less than once a week

6. How many Facebook friends do you actually have?
☐ 1 – 50
☐ 51 – 100
☐ 101 – 200
☐ 201 – 300
☐ 301 – 400
☐ 401 – 500
☐ 501+

7. Which option below best describes the language spoken by your Facebook friends?
☐ I have more friends who speak my language
☐ I have more friends who speak languages other than mine
☐ I have an equal number of friend who speaks my language and another language
☐ I don't have friends who speak my language
☐ I don't have friends who speak other language than mine
☐ I do not know

8. Which option below best describes the ethnicity of your Facebook friends?
☐ I have more friends from my ethnic group
☐ I have more friends from other ethnic groups
☐ I have an equal number of friends from all ethnic group
☐ I don't have friends from other ethnic group
☐ I don't have friends from my ethnic group
☐ I do not know

9. Which option below best describes the gender of your Facebook friends?
☐ I have more Female friends than Male
☐ I have more Male friends than Female
☐ I have an equal number of Male and Female friends
☐ I don't have Male friends
☐ I don't have Female friends
☐ I do not know

10. The table below lists various people who may request a Facebook friendship. Please indicate the likelihood of you accepting this request, where 1 is highly unlikely and 5 is very likely.

	Ideas influencing you to add a Facebook friend	1	2	3	4	5
1	Anyone who requests					
2	Anyone who requests and looks cool					
3	Someone who requests and speaks my language					
4	Someone who requests and speaks a different language					
5	Someone who requests and is from my ethnic group					
6	Someone who requests and is from a different ethnic group					
7	Someone who requests with different gender					
8	Someone who requests with the same gender					
9	Someone who is a face-to-face friend					
10	Someone I never met in person					
11	Someone suggested as a friend					
12	It does not matter					

SECTION C: INFORMATION ON THE INFLUENCE OF FACEBOOK FRIENDSHIP TO REAL-WORLD FRIENDSHIP

11. The table below lists reasons (race, gender, language and other) that may influence you to convert your Facebook friend to a Real-world friend. Please indicate how much each reason will influence your decision where 1 means low influence and 5 means high influence.

	Reasons to convert a Facebook friend to a real-world friend	1	2	3	4	5
1	The Facebook friend is of the opposite gender					
2	The Facebook friend is of the same gender					
3	A Facebook friend speaks the same language as me					
4	A Facebook friend speaks a different language					
5	A Facebook friend is from the same ethnic group/race as mine					
6	A Facebook friend is from a different ethnic group/race					
7	A Facebook friend is from my country					
8	A Facebook friend is from a different country than mine					
9	A Facebook friend Studies in the same university as me					
10	A Facebook friend Studies in a different university than mine					
11	A Facebook friend comes from the Same background as mine					

12	A Facebook friend comes from a different background than mine					
13	A Facebook friend I have met in person					
14	A Facebook friend I never met before					
15	A Facebook friend I trust					
16	It does not matter					

Thank you very much for assisting in this research project

Appendix F: SPSS Tables of Analysis

F.1. Frequency Table

Information about Facebook Friends		N	Marginal Percentage
How frequently do you use Facebook?	Everyday	173	57.7%
	Twice a week	58	19.3%
	Once a week	28	9.3%
	Less than once a week	41	13.7%
How many Facebook friends do you actually have	1-50	22	7.3%
	51-100	24	8.0%
	101-200	49	16.3%
	201-300	54	18.0%
	301-400	40	13.3%
	401-500	39	13.0%
	500+	72	24.0%
Ideas influencing you to add a Facebook friend		**N**	**Marginal Percentage**
Anyone who request	Unlikely	203	67.7%
	Neither likely Nor unlikely	45	15.0%
	Likely	52	17.3%
Anyone who request and looks cool	Unlikely	161	53.7%
	Neither likely Nor unlikely	66	22.0%
	Likely	73	24.3%
Someone who request and speaks my language	Unlikely	157	52.3%
	Neither likely Nor unlikely	79	26.3%
	Likely	64	21.3%
Someone who request and speaks a different language	Unlikely	192	64.0%
	Neither likely Nor unlikely	58	19.3%
	Likely	50	16.7%
Someone who requests and is from my ethnic group	Unlikely	147	49.0%
	Neither likely Nor unlikely	71	23.7%
	Likely	82	27.3%
Someone who requests and is from a different ethnic group	Unlikely	176	58.7%
	Neither likely Nor unlikely	71	23.7%
	Likely	53	17.7%
Someone who requests with different gender	Unlikely	112	37.3%
	Neither likely Nor unlikely	67	22.3%
	Likely	121	40.3%
Someone who requests with the sama gender	Unlikely	150	50.0%
	Neither likely Nor unlikely	73	24.3%
	Likely	77	25.7%
Someone who is a face-to-face friend	Unlikely	25	8.3%
	Neither likely Nor unlikely	11	3.7%
	Likely	264	88.0%
Someone I never met in person	Unlikely	193	64.3%
	Neither likely Nor unlikely	55	18.3%
	Likely	52	17.3%
Someone suggested as a friend	Unlikely	124	41.3%
	Neither likely Nor unlikely	85	28.3%
	Likely	91	30.3%
It does not matter	Unlikely	215	71.7%

	Neither likely Nor unlikely	47	15.7%
	Likely	38	12.7%
Reasons to convert a Facebook friend to a real-world friend		**N**	**Marginal Percentage**
The Facebook friend is of the opposite gender	Low influence	131	43.7%
	Neutral	72	24.0%
	high influence	97	32.3%
The Facebook friend is of the same gender	Low influence	163	54.3%
	Neutral	88	29.3%
	high influence	49	16.3%
A Facebook friend speaks the same language	Low influence	133	44.3%
	Neutral	88	29.3%
	high influence	79	26.3%
A Facebook friend speaks a different language	Low influence	173	57.7%
	Neutral	72	24.0%
	high influence	55	18.3%
A Facebook friend is from the same ethnic group/race as mine	Low influence	132	44.0%
	Neutral	95	31.7%
	high influence	73	24.3%
A Facebook friend is from a different ethnic group/race	Low influence	168	56.0%
	Neutral	78	26.0%
	high influence	54	18.0%
A Facebook friend is from my country	Low influence	117	39.0%
	Neutral	80	26.7%
	high influence	103	34.3%
A Facebook friend is from a different country than mine	Low influence	178	59.3%
	Neutral	58	19.3%
	high influence	64	21.3%
A Facebook friend studies in the same university as me	Low influence	60	20.0%
	Neutral	78	26.0%
	high influence	162	54.0%
A Facebook friend studies in a different university than mine	Low influence	135	45.0%
	Neutral	86	28.7%
	high influence	79	26.3%
A Facebook friend comes from the same background as mine	Low influence	103	34.3%
	Neutral	68	22.7%
	high influence	129	43.0%
A Facebook friend comes from a different background than mine	Low influence	154	51.3%
	Neutral	74	24.7%
	high influence	72	24.0%
A Facebook friend I have met in person	Low influence	27	9.0%
	Neutral	32	10.7%
	high influence	241	80.3%
A Facebook friend I never met before	Low influence	214	71.3%
	Neutral	47	15.7%
	high influence	39	13.0%
A Facebook friend I trust	Low influence	62	20.7%
	Neutral	59	19.7%
	high influence	179	59.7%
It does not matter	Low influence	222	74.0%
	Neutral	44	14.7%
	high influence	34	11.3%
Total		**425**	**100.0%**

F.2. Descriptive Statistics Tables

	N		Mode	Minimum	Maximum
	Valid	Missing			
Anyone who request	422	3	1	1	3
Anyone who request and looks cool	422	3	1	1	3
Someone who request and speaks my language	414	11	1	1	3
Someone who request and speaks a different language	417	8	1	1	3
Someone who requests and is from my ethnic group	413	12	1	1	3
Someone who requests and is from a different ethnic group	415	10	1	1	3
Someone who requests with different gender	419	6	3	1	3
Someone who requests with the sama gender	417	8	1	1	3
Someone who is a face-to-face friend	422	3	3	1	3
Someone I never met in person	420	5	1	1	3
Someone suggested as a friend	418	7	1	1	3
It does not matter	397	28	1	1	3
The Facebook friend is of the opposite gender	417	8	1	1	3
The Facebook friend is of the same gender	413	12	1	1	3
A Facebook friend speaks the same language	413	12	1	1	3
A Facebook friend speaks a different language	412	13	1	1	3
A Facebook friend is from the same ethnic group/race as mine	416	9	1	1	3
A Facebook friend is from a different ethnic group/race	408	17	1	1	3
A Facebook friend is from my country	410	15	1	1	3
A Facebook friend is from a different country than mine	414	11	1	1	3
A Facebook friend studies in the same university as me	417	8	3	1	3
A Facebook friend studies in a different university than mine	414	11	1	1	3
A Facebook friend comes from the same background as mine	412	13	3	1	3
A Facebook friend comes from a different background than mine	415	10	1	1	3
A Facebook friend I have met in person	415	10	3	1	3
A Facebook friend I never met before	415	10	1	1	3
A Facebook friend I trust	416	9	3	1	3
It does not matter	379	46	1	1	3

F.3. Chi-Square Goodness-of-Fit Test

The tables present in this section provide the observed frequencies (**Observed N**), as well as the expected frequencies (**Expected N**), which are the frequencies expected if the null hypotheses is true. The difference between the observed and expected frequencies is provided in the **Residual** column.

Table F.3.1. Chi-Square: The Facebook friend is of the same gender

	The Facebook friend is of the same gender			
	Category	Observed N	Expected N	Residual
1	Low influence	227	137.7	89.3
2	Neutral	110	137.7	-27.7
3	high influence	76	137.7	-61.7
Total		413		

Test Statistics

	The Facebook friend is of the same gender
Chi-Square	91.153[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 137.7.

Table F.3.2. Chi-Square: The Facebook friend is of the opposite gender

	The Facebook friend is of the opposite gender			
	Category	Observed N	Expected N	Residual
1	Low influence	182	139.0	43.0
2	Neutral	96	139.0	-43.0
3	high influence	139	139.0	.0
Total		417		

Test Statistics

	The Facebook friend is of the opposite gender
Chi-Square	26.604[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 139.0.

Table F.3.3. Chi-Square: A Facebook friend speaks the same language

	A Facebook friend speaks the same language			
	Category	Observed N	Expected N	Residual
1	Low influence	178	137.7	40.3
2	Neutral	119	137.7	-18.7
3	high influence	116	137.7	-21.7
Total		413		

Test Statistics

	A Facebook friend speaks the same language
Chi-Square	17.758[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 137.7.

Table F.3.4. Chi-Square: A Facebook friend speaks a different language

	A Facebook friend speaks a different language			
	Category	Observed N	Expected N	Residual
1	Low influence	234	137.3	96.7
2	Neutral	98	137.3	-39.3
3	high influence	80	137.3	-57.3
Total		412		

Test Statistics

	A Facebook friend speaks a different language
Chi-Square	103.243[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 137.3.

Table F.3.5. Chi-Square: A Facebook friend is from the same ethnic group/race as mine

	A Facebook friend is from the same ethnic group/race as mine			
	Category	Observed N	Expected N	Residual
1	Low influence	180	138.7	41.3
2	Neutral	133	138.7	-5.7
3	high influence	103	138.7	-35.7
Total		416		

Test Statistics

	A Facebook friend is from the same ethnic group/race as mine
Chi-Square	21.726[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.7.

Table F.3.6. Chi-Square: A Facebook friend is from a different ethnic group/race

	A Facebook friend is from a different ethnic group/race			
	Category	Observed N	Expected N	Residual
1	Low influence	218	136.0	82.0
2	Neutral	113	136.0	-23.0
3	high influence	77	136.0	-59.0
Total		408		

Test Statistics

	A Facebook friend is from a different ethnic group/race
Chi-Square	78.926[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 136.0.

Table F.3.7. Chi-Square: A Facebook friend is from my country

	A Facebook friend is from my country			
	Category	Observed N	Expected N	Residual
1	Low influence	161	136.7	24.3
2	Neutral	107	136.7	-29.7
3	high influence	142	136.7	5.3
Total		410		

Test Statistics

	A Facebook friend is from my country
Chi-Square	10.980[a]
df	2
Asymp. Sig.	.004

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 136.7.

Table F.3.8. Chi-Square: A Facebook friend is from a different country than mine

	A Facebook friend is from a different country than mine			
	Category	Observed N	Expected N	Residual
1	Low influence	235	138.0	97.0
2	Neutral	81	138.0	-57.0
3	high influence	98	138.0	-40.0
Total		414		

Test Statistics

	A Facebook friend is from a different country than mine
Chi-Square	103.319[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.0.

Table F.3.9. Chi-Square: A Facebook friend studies in the same university as me

	A Facebook friend studies in the same university as me			
	Category	Observed N	Expected N	Residual
1	Low influence	85	139.0	-54.0
2	Neutral	100	139.0	-39.0
3	high influence	232	139.0	93.0
Total		417		

Test Statistics

	A Facebook friend studies in the same university as me
Chi-Square	94.144[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 139.0.

Table F.3.10. Chi-Square: A Facebook friend studies in a different university than mine

	A Facebook friend studies in a different university than mine			
	Category	Observed N	Expected N	Residual
1	Low influence	184	138.0	46.0
2	Neutral	120	138.0	-18.0
3	high influence	110	138.0	-28.0
Total		414		

Test Statistics

	A Facebook friend studies in a different university than mine
Chi-Square	23.362[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.0.

Table F.3.11. Chi-Square: A Facebook friend comes from the same background as mine

	A Facebook friend comes from the same background as mine			
	Category	Observed N	Expected N	Residual
1	Low influence	139	137.3	1.7
2	Neutral	89	137.3	-48.3
3	high influence	184	137.3	46.7
Total		412		

Test Statistics

	A Facebook friend comes from the same background as mine
Chi-Square	32.888[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 137.3.

Table F.3.12. Chi-Square: A Facebook friend comes from a different background than mine

	A Facebook friend comes from a different background than mine			
	Category	Observed N	Expected N	Residual
1	Low influence	207	138.3	68.7
2	Neutral	109	138.3	-29.3
3	high influence	99	138.3	-39.3
Total		415		

Test Statistics

	A Facebook friend comes from a different background than mine
Chi-Square	51.489[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.3.

Table F.3.13. Chi-Square: A Facebook friend I have met in person

	A Facebook friend I have met in person			
	Category	Observed N	Expected N	Residual
1	Low influence	41	138.3	-97.3
2	Neutral	47	138.3	-91.3
3	high influence	327	138.3	188.7
Total		415		

Test Statistics

	A Facebook friend I have met in person
Chi-Square	386.101[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.3.

Table F.3.14. Chi-Square: A Facebook friend I never met before

	A Facebook friend I never met before			
	Category	Observed N	Expected N	Residual
1	Low influence	295	138.3	156.7
2	Neutral	65	138.3	-73.3
3	high influence	55	138.3	-83.3
Total		415		

Test Statistics

	A Facebook friend I never met before
Chi-Square	266.506[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.3.

Table F.3.15. Chi-Square: A Facebook friend I trust

	A Facebook friend I trust			
	Category	Observed N	Expected N	Residual
1	Low influence	88	138.7	-50.7
2	Neutral	81	138.7	-57.7
3	high influence	247	138.7	108.3
Total		416		

Test Statistics

	A Facebook friend I trust
Chi-Square	127.130[a]
df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.7.

F.4. Cross Tabulations Tables

Table F.4.1. Gender * Someone who requests with different gender Crosstabulation

			Someone who requests with different gender			Total
			Unlikely	Neither likely Nor unlikely	Likely	
Gender	Male	Count	60	48	115	223
		% within Gender	26.9%	21.5%	51.6%	100.0%
		% within Someone who requests with different gender	38.5%	52.7%	68.0%	53.6%
		Std. Residual	-2.6	-.1	2.6	
	Female	Count	96	43	54	193
		% within Gender	49.7%	22.3%	28.0%	100.0%
		% within Someone who requests with different gender	61.5%	47.3%	32.0%	46.4%
		Std. Residual	2.8	.1	-2.8	
Total		Count	156	91	169	416
		% within Gender	37.5%	21.9%	40.6%	100.0%
		% within Someone who requests with different gender	100.0%	100.0%	100.0%	100.0%

Table F.4.2. Gender * Someone who requests with the same gender Crosstabulation

			Someone who requests with the same gender			Total
			Unlikely	Neither likely Nor unlikely	Likely	
Gender	Male	Count	120	63	40	223
		% within Gender	53.8%	28.3%	17.9%	100.0%
		% within Someone who requests with the same gender	58.3%	63.6%	36.7%	53.9%
		Std. Residual	.9	1.3	-2.4	
	Female	Count	86	36	69	191
		% within Gender	45.0%	18.8%	36.1%	100.0%
		% within Someone who requests with the same gender	41.7%	36.4%	63.3%	46.1%
		Std. Residual	-.9	-1.4	2.6	
Total		Count	206	99	109	414
		% within Gender	49.8%	23.9%	26.3%	100.0%
		% within Someone who requests with the same gender	100.0%	100.0%	100.0%	100.0%

Table F.4.3. Gender * Someone who is a face-to-face friend Crosstabulation

			Someone who is a face-to-face friend			Total
			Unlikely	Neither likely Nor unlikely	Likely	
Gender	Male	Count	18	13	195	226
		% within Gender	8.0%	5.8%	86.3%	100.0%
		% within Someone who is a face-to-face friend	47.4%	61.9%	54.2%	53.9%
		Std. Residual	-.6	.5	.1	
	Female	Count	20	8	165	193
		% within Gender	10.4%	4.1%	85.5%	100.0%
		% within Someone who is a face-to-face friend	52.6%	38.1%	45.8%	46.1%
		Std. Residual	.6	-.5	-.1	
Total		Count	38	21	360	419
		% within Gender	9.1%	5.0%	85.9%	100.0%
		% within Someone who is a face-to-face friend	100.0%	100.0%	100.0%	100.0%

Table F.4.4. Gender * Someone suggested as a friend Crosstabulation

			Someone suggested as a friend			Total
			Unlikely	Neither likely Nor unlikely	Likely	
Gender	Male	Count	85	63	76	224
		% within Gender	37.9%	28.1%	33.9%	100.0%
		% within Someone suggested as a friend	48.6%	57.8%	58.0%	54.0%
		Std. Residual	-1.0	.5	.6	
	Female	Count	90	46	55	191
		% within Gender	47.1%	24.1%	28.8%	100.0%
		% within Someone suggested as a friend	51.4%	42.2%	42.0%	46.0%
		Std. Residual	1.1	-.6	-.7	
Total		Count	175	109	131	415
		% within Gender	42.2%	26.3%	31.6%	100.0%
		% within Someone suggested as a friend	100.0%	100.0%	100.0%	100.0%

Table F.4.5. Gender * The Facebook friend is of the same gender Crosstabulation

			The Facebook friend is of the same gender	Total

			Low influence	Neutral	high influence	
Gender	Male	Count	128	62	31	221
		% within Gender	57.9%	28.1%	14.0%	100.0%
		% within The Facebook friend is of the same gender	56.6%	56.4%	41.9%	53.9%
		Std. Residual	.6	.4	-1.4	
	Female	Count	98	48	43	189
		% within Gender	51.9%	25.4%	22.8%	100.0%
		% within The Facebook friend is of the same gender	43.4%	43.6%	58.1%	46.1%
		Std. Residual	-.6	-.4	1.5	
Total		Count	226	110	74	410
		% within Gender	55.1%	26.8%	18.0%	100.0%
		% within The Facebook friend is of the same gender	100.0%	100.0%	100.0%	100.0%

Table F.4.6. Ethnic group * The Facebook friend is of the opposite gender Crosstabulation

			The Facebook friend is of the opposite gender			Total
			Low influence	Neutral	high influence	
Ethnic group	Black	Count	109	50	91	250
		% within Ethnic group	43.6%	20.0%	36.4%	100.0%
		% within The Facebook friend is of the opposite gender	59.9%	52.1%	65.5%	60.0%
		Std. Residual	.0	-1.0	.8	
	Colored	Count	4	1	4	9
		% within Ethnic group	44.4%	11.1%	44.4%	100.0%
		% within The Facebook friend is of the opposite gender	2.2%	1.0%	2.9%	2.2%
		Std. Residual	.0	-.7	.6	
	Indian	Count	40	36	34	110
		% within Ethnic group	36.4%	32.7%	30.9%	100.0%
		% within The Facebook friend is of the opposite gender	22.0%	37.5%	24.5%	26.4%
		Std. Residual	-1.2	2.1	-.4	
	White	Count	27	9	10	46
		% within Ethnic group	58.7%	19.6%	21.7%	100.0%
		% within The Facebook friend is of the opposite gender	14.8%	9.4%	7.2%	11.0%
		Std. Residual	1.5	-.5	-1.4	
	Other group	Count	2	0	0	2
		% within Ethnic group	100.0%	0.0%	0.0%	100.0%
		% within The Facebook friend is of the opposite gender	1.1%	0.0%	0.0%	0.5%
		Std. Residual	1.2	-.7	-.8	
Total		Count	182	96	139	417
		% within Ethnic group	43.6%	23.0%	33.3%	100.0%
		% within The Facebook friend is of the opposite gender	100.0%	100.0%	100.0%	100.0%

Table F.4.7. Ethnic group * The Facebook friend is of the same gender Crosstabulation

			The Facebook friend is of the same gender			Total
			Low influence	Neutral	high influence	
Ethnic group	Black	Count	133	55	58	246
		% within Ethnic group	54.1%	22.4%	23.6%	100.0%
		% within The Facebook friend is of the same gender	58.6%	50.0%	76.3%	59.6%
		Std. Residual	-.2	-1.3	1.9	
	Colored	Count	7	1	1	9
		% within Ethnic group	77.8%	11.1%	11.1%	100.0%
		% within The Facebook friend is of the same gender	3.1%	0.9%	1.3%	2.2%
		Std. Residual	.9	-.9	-.5	
	Indian	Count	56	41	13	110
		% within Ethnic group	50.9%	37.3%	11.8%	100.0%
		% within The Facebook friend is of the same gender	24.7%	37.3%	17.1%	26.6%
		Std. Residual	-.6	2.2	-1.6	
	White	Count	30	13	3	46
		% within Ethnic group	65.2%	28.3%	6.5%	100.0%
		% within The Facebook friend is of the same gender	13.2%	11.8%	3.9%	11.1%
		Std. Residual	.9	.2	-1.9	
	Other group	Count	1	0	1	2
		% within Ethnic group	50.0%	0.0%	50.0%	100.0%

		% within The Facebook friend is of the same gender	0.4%	0.0%	1.3%	0.5%
		Std. Residual	-.1	-.7	1.0	
		Count	227	110	76	413
Total		% within Ethnic group	55.0%	26.6%	18.4%	100.0%
		% within The Facebook friend is of the same gender	100.0%	100.0%	100.0%	100.0%

Table F.4.8. Gender * A Facebook friend speaks the same language Crosstabulation

			A Facebook friend speaks the same language			Total
			Low influence	Neutral	high influence	
Gender	Male	Count	89	71	62	222
		% within Gender	40.1%	32.0%	27.9%	100.0%
		% within A Facebook friend speaks the same language	50.3%	59.7%	53.9%	54.0%
		Std. Residual	-.7	.8	.0	
	Female	Count	88	48	53	189
		% within Gender	46.6%	25.4%	28.0%	100.0%
		% within A Facebook friend speaks the same language	49.7%	40.3%	46.1%	46.0%
		Std. Residual	.7	-.9	.0	
Total		Count	177	119	115	411
		% within Gender	43.1%	29.0%	28.0%	100.0%
		% within A Facebook friend speaks the same language	100.0%	100.0%	100.0%	100.0%

Table F.4.9. Gender * A Facebook friend speaks a different language Crosstabulation

			A Facebook friend speaks a different language			Total
			Low influence	Neutral	high influence	
Gender	Male	Count	116	61	44	221
		% within Gender	52.5%	27.6%	19.9%	100.0%
		% within A Facebook friend speaks a different language	49.8%	62.2%	56.4%	54.0%
		Std. Residual	-.9	1.1	.3	
	Female	Count	117	37	34	188
		% within Gender	62.2%	19.7%	18.1%	100.0%
		% within A Facebook friend speaks a different language	50.2%	37.8%	43.6%	46.0%
		Std. Residual	1.0	-1.2	-.3	
Total		Count	233	98	78	409
		% within Gender	57.0%	24.0%	19.1%	100.0%
		% within A Facebook friend speaks a different language	100.0%	100.0%	100.0%	100.0%

Table F.4.10. Ethnic group * A Facebook friend speaks the same language Crosstabulation

			A Facebook friend speaks the same language			Total
			Low influence	Neutral	high influence	
Ethnic group	Black	Count	94	71	81	246
		% within Ethnic group	38.2%	28.9%	32.9%	100.0%
		% within A Facebook friend speaks the same language	52.8%	59.7%	69.8%	59.6%
		Std. Residual	-1.2	.0	1.4	
	Colored	Count	4	4	1	9
		% within Ethnic group	44.4%	44.4%	11.1%	100.0%
		% within A Facebook friend speaks the same language	2.2%	3.4%	0.9%	2.2%
		Std. Residual	.1	.9	-1.0	
	Indian	Count	51	33	26	110
		% within Ethnic group	46.4%	30.0%	23.6%	100.0%
		% within A Facebook friend speaks the same language	28.7%	27.7%	22.4%	26.6%
		Std. Residual	.5	.2	-.9	
	White	Count	27	11	8	46
		% within Ethnic group	58.7%	23.9%	17.4%	100.0%
		% within A Facebook friend speaks the same language	15.2%	9.2%	6.9%	11.1%
		Std. Residual	1.6	-.6	-1.4	
	Other group	Count	2	0	0	2
		% within Ethnic group	100.0%	0.0%	0.0%	100.0%
		% within A Facebook friend speaks the same language	1.1%	0.0%	0.0%	0.5%
		Std. Residual	1.2	-.8	-.7	
Total		Count	178	119	116	413
		% within Ethnic group	43.1%	28.8%	28.1%	100.0%

		% within A Facebook friend speaks the same language	100.0%	100.0%	100.0%	100.0%

Table F.4.11. Ethnic group * A Facebook friend speaks a different language Crosstabulation

			A Facebook friend speaks a different language			Total
			Low influence	Neutral	high influence	
Ethnic group	Black	Count	119	63	65	247
		% within Ethnic group	48.2%	25.5%	26.3%	100.0%
		% within A Facebook friend speaks a different language	50.9%	64.3%	81.3%	60.0%
		Std. Residual	-1.8	.6	2.5	
	Colored	Count	6	1	2	9
		% within Ethnic group	66.7%	11.1%	22.2%	100.0%
		% within A Facebook friend speaks a different language	2.6%	1.0%	2.5%	2.2%
		Std. Residual	.4	-.8	.2	
	Indian	Count	73	26	11	110
		% within Ethnic group	66.4%	23.6%	10.0%	100.0%
		% within A Facebook friend speaks a different language	31.2%	26.5%	13.8%	26.7%
		Std. Residual	1.3	.0	-2.2	
	White	Count	35	7	2	44
		% within Ethnic group	79.5%	15.9%	4.5%	100.0%
		% within A Facebook friend speaks a different language	15.0%	7.1%	2.5%	10.7%
		Std. Residual	2.0	-1.1	-2.2	
	Other group	Count	1	1	0	2
		% within Ethnic group	50.0%	50.0%	0.0%	100.0%
		% within A Facebook friend speaks a different language	0.4%	1.0%	0.0%	0.5%
		Std. Residual	-.1	.8	-.6	
Total		Count	234	98	80	412
		% within Ethnic group	56.8%	23.8%	19.4%	100.0%
		% within A Facebook friend speaks a different language	100.0%	100.0%	100.0%	100.0%

Table F.4.12. Gender * Someone who requests and is from my ethnic group Crosstabulation

			Someone who requests and is from my ethnic group			Total
			Unlikely	Neither likely Nor unlikely	Likely	
Gender	Male	Count	95	58	65	218
		% within Gender	43.6%	26.6%	29.8%	100.0%
		% within Someone who requests and is from my ethnic group	48.0%	58.6%	57.5%	53.2%
		Std. Residual	-1.0	.7	.6	
	Female	Count	103	41	48	192
		% within Gender	53.6%	21.4%	25.0%	100.0%
		% within Someone who requests and is from my ethnic group	52.0%	41.4%	42.5%	46.8%
		Std. Residual	1.1	-.8	-.7	
Total		Count	198	99	113	410
		% within Gender	48.3%	24.1%	27.6%	100.0%
		% within Someone who requests and is from my ethnic group	100.0%	100.0%	100.0%	100.0%

Table F.4.13. Gender * Someone who requests and is from a different ethnic group Crosstabulation

			Someone who requests and is from a different ethnic group			Total
			Unlikely	Neither likely Nor unlikely	Likely	
Gender	Male	Count	118	60	46	224
		% within Gender	52.7%	26.8%	20.5%	100.0%
		% within Someone who requests and is from a different ethnic group	50.0%	60.6%	59.0%	54.2%
		Std. Residual	-.9	.9	.6	
	Female	Count	118	39	32	189
		% within Gender	62.4%	20.6%	16.9%	100.0%
		% within Someone who requests and is from a different ethnic group	50.0%	39.4%	41.0%	45.8%
		Std. Residual	1.0	-.9	-.6	
Total		Count	236	99	78	413
		% within Gender	57.1%	24.0%	18.9%	100.0%
		% within Someone who requests and is from a different ethnic group	100.0%	100.0%	100.0%	100.0%

Table F.4.14. Ethnic group * Someone who requests and is from my ethnic group Crosstabulation

			Someone who requests and is from my ethnic group			Total
			Unlikely	Neither likely Nor unlikely	Likely	
Ethnic group	Black	Count	99	66	83	248
		% within Ethnic group	39.9%	26.6%	33.5%	100.0%
		% within Someone who requests and is from my ethnic group	49.5%	66.0%	73.5%	60.0%
		Std. Residual	-1.9	.8	1.8	
	Colored	Count	6	0	3	9
		% within Ethnic group	66.7%	0.0%	33.3%	100.0%
		% within Someone who requests and is from my ethnic group	3.0%	0.0%	2.7%	2.2%
		Std. Residual	.8	-1.5	.3	
	Indian	Count	57	26	25	108
		% within Ethnic group	52.8%	24.1%	23.1%	100.0%
		% within Someone who requests and is from my ethnic group	28.5%	26.0%	22.1%	26.2%
		Std. Residual	.6	.0	-.8	
	White	Count	37	7	2	46
		% within Ethnic group	80.4%	15.2%	4.3%	100.0%
		% within Someone who requests and is from my ethnic group	18.5%	7.0%	1.8%	11.1%
		Std. Residual	3.1	-1.2	-3.0	
	Other group	Count	1	1	0	2
		% within Ethnic group	50.0%	50.0%	0.0%	100.0%
		% within Someone who requests and is from my ethnic group	0.5%	1.0%	0.0%	0.5%
		Std. Residual	.0	.7	-.7	
Total		Count	200	100	113	413
		% within Ethnic group	48.4%	24.2%	27.4%	100.0%
		% within Someone who requests and is from my ethnic group	100.0%	100.0%	100.0%	100.0%

Table F.4.15. Ethnic group * Someone who requests and is from a different ethnic group Crosstabulation

			Someone who requests and is from a different ethnic group			Total
			Unlikely	Neither likely Nor unlikely	Likely	
Ethnic group	Black	Count	133	63	52	248
		% within Ethnic group	53.6%	25.4%	21.0%	100.0%
		% within Someone who requests and is from a different ethnic group	55.9%	63.6%	66.7%	59.8%
		Std. Residual	-.8	.5	.8	
	Colored	Count	5	1	2	8
		% within Ethnic group	62.5%	12.5%	25.0%	100.0%
		% within Someone who requests and is from a different ethnic group	2.1%	1.0%	2.6%	1.9%
		Std. Residual	.2	-.7	.4	
	Indian	Count	64	28	19	111
		% within Ethnic group	57.7%	25.2%	17.1%	100.0%
		% within Someone who requests and is from a different ethnic group	26.9%	28.3%	24.4%	26.7%
		Std. Residual	.0	.3	-.4	
	White	Count	36	6	4	46
		% within Ethnic group	78.3%	13.0%	8.7%	100.0%
		% within Someone who requests and is from a different ethnic group	15.1%	6.1%	5.1%	11.1%
		Std. Residual	1.9	-1.5	-1.6	
	Other group	Count	0	1	1	2
		% within Ethnic group	0.0%	50.0%	50.0%	100.0%
		% within Someone who requests and is from a different ethnic group	0.0%	1.0%	1.3%	0.5%
		Std. Residual	-1.1	.8	1.0	
Total		Count	238	99	78	415
		% within Ethnic group	57.3%	23.9%	18.8%	100.0%
		% within Someone who requests and is from a different ethnic group	100.0%	100.0%	100.0%	100.0%

Table F.4.16. Ethnic group * A Facebook friend is from the same ethnic group/race as mine Crosstabulation

			A Facebook friend is from the same ethnic group/race as mine			Total
			Low influence	Neutral	high influence	
Ethnic group	Black	Count	90	82	77	249
		% within Ethnic group	36.1%	32.9%	30.9%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	50.0%	61.7%	74.8%	59.9%

		Std. Residual	-1.7	.3	2.0	
		Count	5	2	2	9
	Colored	% within Ethnic group	55.6%	22.2%	22.2%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	2.8%	1.5%	1.9%	2.2%
		Std. Residual	.6	-.5	-.2	
		Count	53	37	20	110
	Indian	% within Ethnic group	48.2%	33.6%	18.2%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	29.4%	27.8%	19.4%	26.4%
		Std. Residual	.8	.3	-1.4	
		Count	30	12	4	46
	White	% within Ethnic group	65.2%	26.1%	8.7%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	16.7%	9.0%	3.9%	11.1%
		Std. Residual	2.3	-.7	-2.2	
		Count	2	0	0	2
	Other group	% within Ethnic group	100.0%	0.0%	0.0%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	1.1%	0.0%	0.0%	0.5%
		Std. Residual	1.2	-.8	-.7	
		Count	180	133	103	416
Total		% within Ethnic group	43.3%	32.0%	24.8%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	100.0%	100.0%	100.0%	100.0%

Table F.4.17. Ethnic group * A Facebook friend is from a different ethnic group/race Crosstabulation

			A Facebook friend is from a different ethnic group/race			Total
			Low influence	Neutral	high influence	
		Count	120	69	53	242
	Black	% within Ethnic group	49.6%	28.5%	21.9%	100.0%
		% within A Facebook friend is from a different ethnic group/race	55.0%	61.1%	68.8%	59.3%
		Std. Residual	-.8	.2	1.1	
		Count	6	0	3	9
	Colored	% within Ethnic group	66.7%	0.0%	33.3%	100.0%
		% within A Facebook friend is from a different ethnic group/race	2.8%	0.0%	3.9%	2.2%
		Std. Residual	.5	-1.6	1.0	
		Count	58	34	18	110
Ethnic group	Indian	% within Ethnic group	52.7%	30.9%	16.4%	100.0%
		% within A Facebook friend is from a different ethnic group/race	26.6%	30.1%	23.4%	27.0%
		Std. Residual	-.1	.6	-.6	
		Count	33	10	3	46
	White	% within Ethnic group	71.7%	21.7%	6.5%	100.0%
		% within A Facebook friend is from a different ethnic group/race	15.1%	8.8%	3.9%	11.3%
		Std. Residual	1.7	-.8	-1.9	
		Count	1	0	0	1
	Other group	% within Ethnic group	100.0%	0.0%	0.0%	100.0%
		% within A Facebook friend is from a different ethnic group/race	0.5%	0.0%	0.0%	0.2%
		Std. Residual	.6	-.5	-.4	
		Count	218	113	77	408
Total		% within Ethnic group	53.4%	27.7%	18.9%	100.0%
		% within A Facebook friend is from a different ethnic group/race	100.0%	100.0%	100.0%	100.0%

Table F.4.18. Age * The Facebook friend is of the opposite gender Crosstabulation

			The Facebook friend is of the opposite gender			Total
			Low influence	Neutral	high influence	
		Count	94	46	72	212
	17-20	% within Age	44.3%	21.7%	34.0%	100.0%
		% within The Facebook friend is of the opposite gender	51.9%	47.9%	51.8%	51.0%
Age		Std. Residual	.2	-.4	.1	
		Count	74	45	59	178
	21-24	% within Age	41.6%	25.3%	33.1%	100.0%
		% within The Facebook friend is of the opposite gender	40.9%	46.9%	42.4%	42.8%
		Std. Residual	-.4	.6	-.1	

	25+	Count	13	5	8	26
		% within Age	50.0%	19.2%	30.8%	100.0%
		% within The Facebook friend is of the opposite gender	7.2%	5.2%	5.8%	6.3%
		Std. Residual	.5	-.4	-.2	
Total		Count	181	96	139	416
		% within Age	43.5%	23.1%	33.4%	100.0%
		% within The Facebook friend is of the opposite gender	100.0%	100.0%	100.0%	100.0%

Table F.4.19. Age * The Facebook friend is of the same gender Crosstabulation

			The Facebook friend is of the same gender			Total
			Low influence	Neutral	high influence	
Age	17-20	Count	116	63	33	212
		% within Age	54.7%	29.7%	15.6%	100.0%
		% within The Facebook friend is of the same gender	51.1%	57.3%	43.4%	51.3%
		Std. Residual	.0	.9	-1.0	
	21-24	Count	96	44	35	175
		% within Age	54.9%	25.1%	20.0%	100.0%
		% within The Facebook friend is of the same gender	42.3%	40.0%	46.1%	42.4%
		Std. Residual	.0	-.4	.5	
	25+	Count	15	3	8	26
		% within Age	57.7%	11.5%	30.8%	100.0%
		% within The Facebook friend is of the same gender	6.6%	2.7%	10.5%	6.3%
		Std. Residual	.2	-1.5	1.5	
Total		Count	227	110	76	413
		% within Age	55.0%	26.6%	18.4%	100.0%
		% within The Facebook friend is of the same gender	100.0%	100.0%	100.0%	100.0%

Table F.4.20. Age * A Facebook friend speaks the same language Crosstabulation

			A Facebook friend speaks the same language			Total
			Low influence	Neutral	high influence	
Age	17-20	Count	96	60	56	212
		% within Age	45.3%	28.3%	26.4%	100.0%
		% within A Facebook friend speaks the same language	54.2%	50.4%	48.3%	51.5%
		Std. Residual	.5	-.2	-.5	
	21-24	Count	67	54	54	175
		% within Age	38.3%	30.9%	30.9%	100.0%
		% within A Facebook friend speaks the same language	37.9%	45.4%	46.6%	42.5%
		Std. Residual	-.9	.5	.7	
	25+	Count	14	5	6	25
		% within Age	56.0%	20.0%	24.0%	100.0%
		% within A Facebook friend speaks the same language	7.9%	4.2%	5.2%	6.1%
		Std. Residual	1.0	-.8	-.4	
Total		Count	177	119	116	412
		% within Age	43.0%	28.9%	28.2%	100.0%
		% within A Facebook friend speaks the same language	100.0%	100.0%	100.0%	100.0%

Table F.4.21. Age * A Facebook friend speaks a different language Crosstabulation

			A Facebook friend speaks a different language			Total
			Low influence	Neutral	high influence	
Age	17-20	Count	121	45	44	210
		% within Age	57.6%	21.4%	21.0%	100.0%
		% within A Facebook friend speaks a different language	51.9%	45.9%	55.0%	51.1%
		Std. Residual	.2	-.7	.5	
	21-24	Count	93	49	33	175
		% within Age	53.1%	28.0%	18.9%	100.0%
		% within A Facebook friend speaks a different language	39.9%	50.0%	41.3%	42.6%
		Std. Residual	-.6	1.1	-.2	
	25+	Count	19	4	3	26
		% within Age	73.1%	15.4%	11.5%	100.0%
		% within A Facebook friend speaks a different language	8.2%	4.1%	3.8%	6.3%
		Std. Residual	1.1	-.9	-.9	
Total		Count	233	98	80	411
		% within Age	56.7%	23.8%	19.5%	100.0%
		% within A Facebook friend speaks a different language	100.0%	100.0%	100.0%	100.0%

Table F.4.22. Age * A Facebook friend is from the same ethnic group/race as mine Crosstabulation

			A Facebook friend is from the same ethnic group/race as mine			Total
			Low influence	Neutral	high influence	
Age	17-20	Count	95	65	52	212
		% within Age	44.8%	30.7%	24.5%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	52.8%	48.9%	50.5%	51.0%
		Std. Residual	.3	-.3	-.1	
	21-24	Count	72	61	45	178
		% within Age	40.4%	34.3%	25.3%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	40.0%	45.9%	43.7%	42.8%
		Std. Residual	-.6	.5	.1	
	25+	Count	13	7	6	26
		% within Age	50.0%	26.9%	23.1%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	7.2%	5.3%	5.8%	6.3%
		Std. Residual	.5	-.5	-.2	
Total		Count	180	133	103	416
		% within Age	43.3%	32.0%	24.8%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	100.0%	100.0%	100.0%	100.0%

Table F.4.23. Age * A Facebook friend is from a different ethnic group/race Crosstabulation

			A Facebook friend is from a different ethnic group/race			Total
			Low influence	Neutral	high influence	
Age	17-20	Count	113	57	37	207
		% within Age	54.6%	27.5%	17.9%	100.0%
		% within A Facebook friend is from a different ethnic group/race	52.1%	50.4%	48.1%	50.9%
		Std. Residual	.3	-.1	-.3	
	21-24	Count	89	50	37	176
		% within Age	50.6%	28.4%	21.0%	100.0%
		% within A Facebook friend is from a different ethnic group/race	41.0%	44.2%	48.1%	43.2%
		Std. Residual	-.5	.2	.6	
	25+	Count	15	6	3	24
		% within Age	62.5%	25.0%	12.5%	100.0%
		% within A Facebook friend is from a different ethnic group/race	6.9%	5.3%	3.9%	5.9%
		Std. Residual	.6	-.3	-.7	
Total		Count	217	113	77	407
		% within Age	53.3%	27.8%	18.9%	100.0%
		% within A Facebook friend is from a different ethnic group/race	100.0%	100.0%	100.0%	100.0%

Table F.4.24. Age * A Facebook friend is from my country Crosstabulation

			A Facebook friend is from my country			Total
			Low influence	Neutral	high influence	
Age	17-20	Count	84	51	75	210
		% within Age	40.0%	24.3%	35.7%	100.0%
		% within A Facebook friend is from my country	52.5%	47.7%	52.8%	51.3%
		Std. Residual	.2	-.5	.2	
	21-24	Count	66	51	57	174
		% within Age	37.9%	29.3%	32.8%	100.0%
		% within A Facebook friend is from my country	41.3%	47.7%	40.1%	42.5%
		Std. Residual	-.3	.8	-.4	
	25+	Count	10	5	10	25
		% within Age	40.0%	20.0%	40.0%	100.0%
		% within A Facebook friend is from my country	6.3%	4.7%	7.0%	6.1%
		Std. Residual	.1	-.6	.4	
Total		Count	160	107	142	409
		% within Age	39.1%	26.2%	34.7%	100.0%
		% within A Facebook friend is from my country	100.0%	100.0%	100.0%	100.0%

Table F.4.25. Age * A Facebook friend is from a different country than mine Crosstabulation

			A Facebook friend is from a different country than mine			Total
			Low influence	Neutral	high influence	
Age	17-20	Count	128	33	49	210
		% within Age	61.0%	15.7%	23.3%	100.0%
		% within A Facebook friend is from a different country than mine	54.5%	41.3%	50.0%	50.8%
		Std. Residual	.8	-1.2	-.1	
	21-24	Count	92	41	45	178
		% within Age	51.7%	23.0%	25.3%	100.0%
		% within A Facebook friend is from a different country than mine	39.1%	51.3%	45.9%	43.1%
		Std. Residual	-.9	1.1	.4	
	25+	Count	15	6	4	25

		% within Age	60.0%	24.0%	16.0%	100.0%
		% within A Facebook friend is from a different country than mine	6.4%	7.5%	4.1%	6.1%
		Std. Residual	.2	.5	-.8	
		Count	235	80	98	413
Total		% within Age	56.9%	19.4%	23.7%	100.0%
		% within A Facebook friend is from a different country than mine	100.0%	100.0%	100.0%	100.0%

Table F.4.26. Age * A Facebook friend I have met in person Crosstabulation

			A Facebook friend I have met in person			Total
			Low influence	Neutral	high influence	
Age	17-20	Count	19	22	171	212
		% within Age	9.0%	10.4%	80.7%	100.0%
		% within A Facebook friend I have met in person	46.3%	47.8%	52.3%	51.2%
		Std. Residual	-.4	-.3	.3	
	21-24	Count	19	20	137	176
		% within Age	10.8%	11.4%	77.8%	100.0%
		% within A Facebook friend I have met in person	46.3%	43.5%	41.9%	42.5%
		Std. Residual	.4	.1	-.2	
	25+	Count	3	4	19	26
		% within Age	11.5%	15.4%	73.1%	100.0%
		% within A Facebook friend I have met in person	7.3%	8.7%	5.8%	6.3%
		Std. Residual	.3	.7	-.3	
Total		Count	41	46	327	414
		% within Age	9.9%	11.1%	79.0%	100.0%
		% within A Facebook friend I have met in person	100.0%	100.0%	100.0%	100.0%

Table F.4.27. Age * A Facebook friend I trust Crosstabulation

			A Facebook friend I trust			Total
			Low influence	Neutral	high influence	
Age	17-20	Count	44	47	121	212
		% within Age	20.8%	22.2%	57.1%	100.0%
		% within A Facebook friend I trust	50.6%	58.0%	49.0%	51.1%
		Std. Residual	-.1	.9	-.5	
	21-24	Count	38	31	108	177
		% within Age	21.5%	17.5%	61.0%	100.0%
		% within A Facebook friend I trust	43.7%	38.3%	43.7%	42.7%
		Std. Residual	.1	-.6	.3	
	25+	Count	5	3	18	26
		% within Age	19.2%	11.5%	69.2%	100.0%
		% within A Facebook friend I trust	5.7%	3.7%	7.3%	6.3%
		Std. Residual	-.2	-.9	.6	
Total		Count	87	81	247	415
		% within Age	21.0%	19.5%	59.5%	100.0%
		% within A Facebook friend I trust	100.0%	100.0%	100.0%	100.0%

Table F.4.28. Gender * A Facebook friend I trust Crosstabulation

			A Facebook friend I trust			Total
			Low influence	Neutral	high influence	
Gender	Male	Count	45	46	132	223
		% within Gender	20.2%	20.6%	59.2%	100.0%
		% within A Facebook friend I trust	51.7%	56.8%	53.9%	54.0%
		Std. Residual	-.3	.3	.0	
	Female	Count	42	35	113	190
		% within Gender	22.1%	18.4%	59.5%	100.0%
		% within A Facebook friend I trust	48.3%	43.2%	46.1%	46.0%
		Std. Residual	.3	-.4	.0	
Total		Count	87	81	245	413
		% within Gender	21.1%	19.6%	59.3%	100.0%
		% within A Facebook friend I trust	100.0%	100.0%	100.0%	100.0%

Table F.4.29. Ethnic group * A Facebook friend I trust Crosstabulation

			A Facebook friend I trust			Total
			Low influence	Neutral	high influence	
Ethnic group	Black	Count	57	44	149	250
		% within Ethnic group	22.8%	17.6%	59.6%	100.0%
		% within A Facebook friend I trust	64.8%	54.3%	60.3%	60.1%

	Colored	Std. Residual	.6	-.7	.0	
		Count	2	3	4	9
		% within Ethnic group	22.2%	33.3%	44.4%	100.0%
		% within A Facebook friend I trust	2.3%	3.7%	1.6%	2.2%
	Indian	Std. Residual	.1	.9	-.6	
		Count	21	21	68	110
		% within Ethnic group	19.1%	19.1%	61.8%	100.0%
		% within A Facebook friend I trust	23.9%	25.9%	27.5%	26.4%
	White	Std. Residual	-.5	-.1	.3	
		Count	8	12	25	45
		% within Ethnic group	17.8%	26.7%	55.6%	100.0%
		% within A Facebook friend I trust	9.1%	14.8%	10.1%	10.8%
	Other group	Std. Residual	-.5	1.1	-.3	
		Count	0	1	1	2
		% within Ethnic group	0.0%	50.0%	50.0%	100.0%
		% within A Facebook friend I trust	0.0%	1.2%	0.4%	0.5%
		Std. Residual	-.7	1.0	-.2	
Total		Count	88	81	247	416
		% within Ethnic group	21.2%	19.5%	59.4%	100.0%
		% within A Facebook friend I trust	100.0%	100.0%	100.0%	100.0%

Table F.4.30. Gender * A Facebook friend studies at the same university as me Crosstabulation

			A Facebook friend studies in the same university as me			Total
			Low influence	Neutral	high influence	
Gender	Male	Count	39	52	133	224
		% within Gender	17.4%	23.2%	59.4%	100.0%
		% within A Facebook friend studies in the same university as me	47.0%	52.0%	57.6%	54.1%
		Std. Residual	-.9	-.3	.7	
	Female	Count	44	48	98	190
		% within Gender	23.2%	25.3%	51.6%	100.0%
		% within A Facebook friend studies in the same university as me	53.0%	48.0%	42.4%	45.9%
		Std. Residual	1.0	.3	-.8	
Total		Count	83	100	231	414
		% within Gender	20.0%	24.2%	55.8%	100.0%
		% within A Facebook friend studies in the same university as me	100.0%	100.0%	100.0%	100.0%

Table F.4.31. Gender * A Facebook friend studies at a different university than mine Crosstabulation

			A Facebook friend studies in a different university than mine			Total
			Low influence	Neutral	high influence	
Gender	Male	Count	95	67	61	223
		% within Gender	42.6%	30.0%	27.4%	100.0%
		% within A Facebook friend studies in a different university than mine	52.2%	56.3%	55.5%	54.3%
		Std. Residual	-.4	.3	.2	
	Female	Count	87	52	49	188
		% within Gender	46.3%	27.7%	26.1%	100.0%
		% within A Facebook friend studies in a different university than mine	47.8%	43.7%	44.5%	45.7%
		Std. Residual	.4	-.3	-.2	
Total		Count	182	119	110	411
		% within Gender	44.3%	29.0%	26.8%	100.0%
		% within A Facebook friend studies in a different university than mine	100.0%	100.0%	100.0%	100.0%

Table F.4.32. Ethnic group * A Facebook friend studies in the same university as me Crosstabulation

			A Facebook friend studies in the same university as me			Total
			Low influence	Neutral	high influence	
Ethnic group	Black	Count	44	57	149	250
		% within Ethnic group	17.6%	22.8%	59.6%	100.0%
		% within A Facebook friend studies in the same university as me	51.8%	57.0%	64.2%	60.0%
		Std. Residual	-1.0	-.4	.8	
	Colored	Count	3	2	4	9

		% within Ethnic group	33.3%	22.2%	44.4%	100.0%
		% within A Facebook friend studies in the same university as me	3.5%	2.0%	1.7%	2.2%
		Std. Residual	.9	-.1	-.5	
	Indian	Count	24	26	60	110
		% within Ethnic group	21.8%	23.6%	54.5%	100.0%
		% within A Facebook friend studies in the same university as me	28.2%	26.0%	25.9%	26.4%
		Std. Residual	.3	-.1	-.2	
	White	Count	14	14	18	46
		% within Ethnic group	30.4%	30.4%	39.1%	100.0%
		% within A Facebook friend studies in the same university as me	16.5%	14.0%	7.8%	11.0%
		Std. Residual	1.5	.9	-1.5	
	Other group	Count	0	1	1	2
		% within Ethnic group	0.0%	50.0%	50.0%	100.0%
		% within A Facebook friend studies in the same university as me	0.0%	1.0%	0.4%	0.5%
		Std. Residual	-.6	.8	-.1	
Total		Count	85	100	232	417
		% within Ethnic group	20.4%	24.0%	55.6%	100.0%
		% within A Facebook friend studies in the same university as me	100.0%	100.0%	100.0%	100.0%

Table F.4.33. Ethnic group * A Facebook friend studies in a different university than mine Crosstabulation

			A Facebook friend studies in a different university than mine			Total
			Low influence	Neutral	high influence	
Ethnic group	Black	Count	99	74	75	248
		% within Ethnic group	39.9%	29.8%	30.2%	100.0%
		% within A Facebook friend studies in a different university than mine	53.8%	61.7%	68.2%	59.9%
		Std. Residual	-1.1	.2	1.1	
	Colored	Count	5	2	2	9
		% within Ethnic group	55.6%	22.2%	22.2%	100.0%
		% within A Facebook friend studies in a different university than mine	2.7%	1.7%	1.8%	2.2%
		Std. Residual	.5	-.4	-.3	
	Indian	Count	52	30	28	110
		% within Ethnic group	47.3%	27.3%	25.5%	100.0%
		% within A Facebook friend studies in a different university than mine	28.3%	25.0%	25.5%	26.6%
		Std. Residual	.4	-.3	-.2	
	White	Count	26	14	5	45
		% within Ethnic group	57.8%	31.1%	11.1%	100.0%
		% within A Facebook friend studies in a different university than mine	14.1%	11.7%	4.5%	10.9%
		Std. Residual	1.3	.3	-2.0	
	Other group	Count	2	0	0	2
		% within Ethnic group	100.0%	0.0%	0.0%	100.0%
		% within A Facebook friend studies in a different university than mine	1.1%	0.0%	0.0%	0.5%
		Std. Residual	1.2	-.8	-.7	
Total		Count	184	120	110	414
		% within Ethnic group	44.4%	29.0%	26.6%	100.0%
		% within A Facebook friend studies in a different university than mine	100.0%	100.0%	100.0%	100.0%

Table F.4.34. Which University do you belong to? * A Facebook friend studies in the same university as me Crosstabulation

			A Facebook friend studies in the same university as me			Total
			Low influence	Neutral	high influence	
Which University do you belong to?	UKZN (University of KwaZulu-Natal)	Count	47	60	138	245
		% within Which University do you belong to?	19.2%	24.5%	56.3%	100.0%
		% within A Facebook friend studies in the same university as me	56.0%	60.0%	59.7%	59.0%
		Std. Residual	-.4	.1	.1	
	DUT (Durban University of Durban)	Count	24	26	64	114
		% within Which University do you belong to?	21.1%	22.8%	56.1%	100.0%
		% within A Facebook friend studies in the same university as me	28.6%	26.0%	27.7%	27.5%
		Std. Residual	.2	-.3	.1	

	MUT (Mangosuthu University of Technology)	Count	13	14	29	56
		% within Which University do you belong to?	23.2%	25.0%	51.8%	100.0%
		% within A Facebook friend studies in the same university as me	15.5%	14.0%	12.6%	13.5%
		Std. Residual	.5	.1	-.4	
Total		Count	84	100	231	415
		% within Which University do you belong to?	20.2%	24.1%	55.7%	100.0%
		% within A Facebook friend studies in the same university as me	100.0%	100.0%	100.0%	100.0%

Table F.4.35. Which University do you belong to? * A Facebook friend studies in a different university than mine Crosstabulation

			A Facebook friend studies in a different university than mine			Total
			Low influence	Neutral	high influence	
	UKZN (University of KwaZulu-Natal)	Count	119	73	52	244
		% within Which University do you belong to?	48.8%	29.9%	21.3%	100.0%
		% within A Facebook friend studies in a different university than mine	65.4%	60.8%	47.3%	59.2%
		Std. Residual	1.1	.2	-1.6	
	DUT (Durban University of Durban)	Count	38	37	38	113
		% within Which University do you belong to?	33.6%	32.7%	33.6%	100.0%
		% within A Facebook friend studies in a different university than mine	20.9%	30.8%	34.5%	27.4%
		Std. Residual	-1.7	.7	1.4	
	MUT (Mangosuthu University of Technology)	Count	25	10	20	55
		% within Which University do you belong to?	45.5%	18.2%	36.4%	100.0%
		% within A Facebook friend studies in a different university than mine	13.7%	8.3%	18.2%	13.3%
		Std. Residual	.1	-1.5	1.4	
Total		Count	182	120	110	412
		% within Which University do you belong to?	44.2%	29.1%	26.7%	100.0%
		% within A Facebook friend studies in a different university than mine	100.0%	100.0%	100.0%	100.0%

Table F.4.36. Which University do you belong to? * A Facebook friend speaks the same language Crosstabulation

			A Facebook friend speaks the same language			Total
			Low influence	Neutral	high influence	
	UKZN (University of KwaZulu-Natal)	Count	112	65	67	244
		% within Which University do you belong to?	45.9%	26.6%	27.5%	100.0%
		% within A Facebook friend speaks the same language	63.3%	55.1%	57.8%	59.4%
		Std. Residual	.7	-.6	-.2	
	DUT (Durban University of Durban)	Count	43	39	30	112
		% within Which University do you belong to?	38.4%	34.8%	26.8%	100.0%
		% within A Facebook friend speaks the same language	24.3%	33.1%	25.9%	27.3%
		Std. Residual	-.8	1.2	-.3	
	MUT (Mangosuthu University of Technology)	Count	22	14	19	55
		% within Which University do you belong to?	40.0%	25.5%	34.5%	100.0%
		% within A Facebook friend speaks the same language	12.4%	11.9%	16.4%	13.4%
		Std. Residual	-.3	-.5	.9	
Total		Count	177	118	116	411
		% within Which University do you belong to?	43.1%	28.7%	28.2%	100.0%
		% within A Facebook friend speaks the same language	100.0%	100.0%	100.0%	100.0%

Table F.4.37. Which University do you belong to? * A Facebook friend speaks a different language Crosstabulation

			A Facebook friend speaks a different language			Total
			Low influence	Neutral	high influence	
	UKZN (University of KwaZulu-Natal)	Count	148	52	42	242
		% within Which University do you belong to?	61.2%	21.5%	17.4%	100.0%

		% within A Facebook friend speaks a different language	63.8%	53.1%	52.5%	59.0%
		Std. Residual	.9	-.8	-.8	
		Count	59	32	22	113
		% within Which University do you belong to?	52.2%	28.3%	19.5%	100.0%
	DUT (Durban University of Durban)	% within A Facebook friend speaks a different language	25.4%	32.7%	27.5%	27.6%
		Std. Residual	-.6	1.0	.0	
		Count	25	14	16	55
		% within Which University do you belong to?	45.5%	25.5%	29.1%	100.0%
	MUT (Mangosuthu University of Technology)	% within A Facebook friend speaks a different language	10.8%	14.3%	20.0%	13.4%
		Std. Residual	-1.1	.2	1.6	
		Count	232	98	80	410
		% within Which University do you belong to?	56.6%	23.9%	19.5%	100.0%
Total		% within A Facebook friend speaks a different language	100.0%	100.0%	100.0%	100.0%

Table F.4.38. Which University do you belong to? * A Facebook friend is from the same ethnic group/race as mine Crosstabulation

			A Facebook friend is from the same ethnic group/race as mine			Total
			Low influence	Neutral	high influence	
		Count	117	81	47	245
		% within Which University do you belong to?	47.8%	33.1%	19.2%	100.0%
	UKZN (University of KwaZulu-Natal)	% within A Facebook friend is from the same ethnic group/race as mine	65.4%	60.9%	46.1%	59.2%
		Std. Residual	1.1	.3	-1.7	
		Count	42	35	36	113
		% within Which University do you belong to?	37.2%	31.0%	31.9%	100.0%
	DUT (Durban University of Durban)	% within A Facebook friend is from the same ethnic group/race as mine	23.5%	26.3%	35.3%	27.3%
		Std. Residual	-1.0	-.2	1.5	
		Count	20	17	19	56
		% within Which University do you belong to?	35.7%	30.4%	33.9%	100.0%
	MUT (Mangosuthu University of Technology)	% within A Facebook friend is from the same ethnic group/race as mine	11.2%	12.8%	18.6%	13.5%
		Std. Residual	-.9	-.2	1.4	
		Count	179	133	102	414
		% within Which University do you belong to?	43.2%	32.1%	24.6%	100.0%
Total		% within A Facebook friend is from the same ethnic group/race as mine	100.0%	100.0%	100.0%	100.0%

Table F.4.39. Which University do you belong to? * A Facebook friend is from a different ethnic group/race Crosstabulation

			A Facebook friend is from a different ethnic group/race			Total
			Low influence	Neutral	high influence	
		Count	136	61	43	240
		% within Which University do you belong to?	56.7%	25.4%	17.9%	100.0%
	UKZN (University of KwaZulu-Natal)	% within A Facebook friend is from a different ethnic group/race	63.0%	54.0%	55.8%	59.1%
		Std. Residual	.7	-.7	-.4	
		Count	54	35	22	111
		% within Which University do you belong to?	48.6%	31.5%	19.8%	100.0%
	DUT (Durban University of Durban)	% within A Facebook friend is from a different ethnic group/race	25.0%	31.0%	28.6%	27.3%
		Std. Residual	-.7	.7	.2	
		Count	26	17	12	55
		% within Which University do you belong to?	47.3%	30.9%	21.8%	100.0%
	MUT (Mangosuthu University of Technology)	% within A Facebook friend is from a different ethnic group/race	12.0%	15.0%	15.6%	13.5%
		Std. Residual	-.6	.4	.5	
		Count	216	113	77	406
Total		% within Which University do you belong to?	53.2%	27.8%	19.0%	100.0%

	% within A Facebook friend is from a different ethnic group/race	100.0%	100.0%	100.0%	100.0%

Table F.4.40. Which University do you belong to? * A Facebook friend comes from the same background as mine Crosstabulation

			A Facebook friend comes from the same background as mine			Total
			Low influence	Neutral	high influence	
	UKZN (University of KwaZulu-Natal)	Count	90	59	94	243
		% within Which University do you belong to?	37.0%	24.3%	38.7%	100.0%
		% within A Facebook friend comes from the same background as mine	65.2%	66.3%	51.4%	59.3%
		Std. Residual	.9	.9	-1.4	
	DUT (Durban University of Durban)	Count	34	20	58	112
		% within Which University do you belong to?	30.4%	17.9%	51.8%	100.0%
		% within A Facebook friend comes from the same background as mine	24.6%	22.5%	31.7%	27.3%
		Std. Residual	-.6	-.9	1.1	
	MUT (Mangosuthu University of Technology)	Count	14	10	31	55
		% within Which University do you belong to?	25.5%	18.2%	56.4%	100.0%
		% within A Facebook friend comes from the same background as mine	10.1%	11.2%	16.9%	13.4%
		Std. Residual	-1.0	-.6	1.3	
Total		Count	138	89	183	410
		% within Which University do you belong to?	33.7%	21.7%	44.6%	100.0%
		% within A Facebook friend comes from the same background as mine	100.0%	100.0%	100.0%	100.0%

Table F.4.41. Which University do you belong to? * A Facebook friend comes from a different background than mine Crosstabulation

			A Facebook friend comes from a different background than mine			Total
			Low influence	Neutral	high influence	
	UKZN (University of KwaZulu-Natal)	Count	129	68	47	244
		% within Which University do you belong to?	52.9%	27.9%	19.3%	100.0%
		% within A Facebook friend comes from a different background than mine	62.9%	62.4%	47.5%	59.1%
		Std. Residual	.7	.4	-1.5	
	DUT (Durban University of Durban)	Count	48	30	36	114
		% within Which University do you belong to?	42.1%	26.3%	31.6%	100.0%
		% within A Facebook friend comes from a different background than mine	23.4%	27.5%	36.4%	27.6%
		Std. Residual	-1.1	.0	1.7	
	MUT (Mangosuthu University of Technology)	Count	28	11	16	55
		% within Which University do you belong to?	50.9%	20.0%	29.1%	100.0%
		% within A Facebook friend comes from a different background than mine	13.7%	10.1%	16.2%	13.3%
		Std. Residual	.1	-.9	.8	
Total		Count	205	109	99	413
		% within Which University do you belong to?	49.6%	26.4%	24.0%	100.0%
		% within A Facebook friend comes from a different background than mine	100.0%	100.0%	100.0%	100.0%

Table F.4.42. Ethnic group * A Facebook friend comes from the same background as mine Crosstabulation

			A Facebook friend comes from the same background as mine			Total
			Low influence	Neutral	high influence	
Ethnic group	Black	Count	68	47	131	246
		% within Ethnic group	27.6%	19.1%	53.3%	100.0%
		% within A Facebook friend comes from the same background as mine	48.9%	52.8%	71.2%	59.7%
		Std. Residual	-1.6	-.8	2.0	
	Colored	Count	4	1	4	9
		% within Ethnic group	44.4%	11.1%	44.4%	100.0%

		% within A Facebook friend comes from the same background as mine	2.9%	1.1%	2.2%	2.2%
		Std. Residual	.6	-.7	.0	
		Count	48	27	34	109
		% within Ethnic group	44.0%	24.8%	31.2%	100.0%
	Indian	% within A Facebook friend comes from the same background as mine	34.5%	30.3%	18.5%	26.5%
		Std. Residual	1.9	.7	-2.1	
		Count	18	14	14	46
		% within Ethnic group	39.1%	30.4%	30.4%	100.0%
	White	% within A Facebook friend comes from the same background as mine	12.9%	15.7%	7.6%	11.2%
		Std. Residual	.6	1.3	-1.4	
		Count	1	0	1	2
		% within Ethnic group	50.0%	0.0%	50.0%	100.0%
	Other group	% within A Facebook friend comes from the same background as mine	0.7%	0.0%	0.5%	0.5%
		Std. Residual	.4	-.7	.1	
		Count	139	89	184	412
Total		% within Ethnic group	33.7%	21.6%	44.7%	100.0%
		% within A Facebook friend comes from the same background as mine	100.0%	100.0%	100.0%	100.0%

Table F.4.43. Ethnic group * A Facebook friend comes from a different background than mine Crosstabulation

			A Facebook friend comes from a different background than mine			Total
			Low influence	Neutral	high influence	
		Count	117	64	68	249
		% within Ethnic group	47.0%	25.7%	27.3%	100.0%
	Black	% within A Facebook friend comes from a different background than mine	56.5%	58.7%	68.7%	60.0%
		Std. Residual	-.6	-.2	1.1	
		Count	4	2	3	9
		% within Ethnic group	44.4%	22.2%	33.3%	100.0%
	Colored	% within A Facebook friend comes from a different background than mine	1.9%	1.8%	3.0%	2.2%
		Std. Residual	-.2	-.2	.6	
		Count	56	30	24	110
		% within Ethnic group	50.9%	27.3%	21.8%	100.0%
Ethnic group	Indian	% within A Facebook friend comes from a different background than mine	27.1%	27.5%	24.2%	26.5%
		Std. Residual	.2	.2	-.4	
		Count	28	13	4	45
		% within Ethnic group	62.2%	28.9%	8.9%	100.0%
	White	% within A Facebook friend comes from a different background than mine	13.5%	11.9%	4.0%	10.8%
		Std. Residual	1.2	.3	-2.1	
		Count	2	0	0	2
		% within Ethnic group	100.0%	0.0%	0.0%	100.0%
	Other group	% within A Facebook friend comes from a different background than mine	1.0%	0.0%	0.0%	0.5%
		Std. Residual	1.0	-.7	-.7	
		Count	207	109	99	415
Total		% within Ethnic group	49.9%	26.3%	23.9%	100.0%
		% within A Facebook friend comes from a different background than mine	100.0%	100.0%	100.0%	100.0%

Table F.4.44. Gender * A Facebook friend comes from the same background as mine Crosstabulation

			A Facebook friend comes from the same background as mine			Total
			Low influence	Neutral	high influence	
		Count	64	47	110	221
Gender	Male	% within Gender	29.0%	21.3%	49.8%	100.0%
		% within A Facebook friend comes from the same background as mine	47.1%	52.8%	59.8%	54.0%
		Std. Residual	-1.1	-.2	1.1	

	Female	Count	72	42	74	188
		% within Gender	38.3%	22.3%	39.4%	100.0%
		% within A Facebook friend comes from the same background as mine	52.9%	47.2%	40.2%	46.0%
		Std. Residual	1.2	.2	-1.2	
Total		Count	136	89	184	409
		% within Gender	33.3%	21.8%	45.0%	100.0%
		% within A Facebook friend comes from the same background as mine	100.0%	100.0%	100.0%	100.0%

Table F.4.45. Gender * A Facebook friend comes from a different background than mine Crosstabulation

			A Facebook friend comes from a different background than mine			Total
			Low influence	Neutral	high influence	
Gender	Male	Count	101	67	55	223
		% within Gender	45.3%	30.0%	24.7%	100.0%
		% within A Facebook friend comes from a different background than mine	49.3%	62.0%	55.6%	54.1%
		Std. Residual	-.9	1.1	.2	
	Female	Count	104	41	44	189
		% within Gender	55.0%	21.7%	23.3%	100.0%
		% within A Facebook friend comes from a different background than mine	50.7%	38.0%	44.4%	45.9%
		Std. Residual	1.0	-1.2	-.2	
Total		Count	205	108	99	412
		% within Gender	49.8%	26.2%	24.0%	100.0%
		% within A Facebook friend comes from a different background than mine	100.0%	100.0%	100.0%	100.0%

Table F.4.46. How frequently do you use Facebook? * The Facebook friend is of the opposite gender Crosstabulation

			The Facebook friend is of the opposite gender			Total
			Low influence	Neutral	high influence	
	Everyday	Count	113	46	80	239
		% within How frequently do you use Facebook?	47.3%	19.2%	33.5%	100.0%
		% within The Facebook friend is of the opposite gender	62.1%	47.9%	57.6%	57.3%
		Std. Residual	.9	-1.2	.0	
	Twice a week	Count	26	27	36	89
		% within How frequently do you use Facebook?	29.2%	30.3%	40.4%	100.0%
		% within The Facebook friend is of the opposite gender	14.3%	28.1%	25.9%	21.3%
		Std. Residual	-2.1	1.4	1.2	
	Once a week	Count	15	12	10	37
		% within How frequently do you use Facebook?	40.5%	32.4%	27.0%	100.0%
		% within The Facebook friend is of the opposite gender	8.2%	12.5%	7.2%	8.9%
		Std. Residual	-.3	1.2	-.7	
	Less than once a week	Count	28	11	13	52
		% within How frequently do you use Facebook?	53.8%	21.2%	25.0%	100.0%
		% within The Facebook friend is of the opposite gender	15.4%	11.5%	9.4%	12.5%
		Std. Residual	1.1	-.3	-1.0	
Total		Count	182	96	139	417
		% within How frequently do you use Facebook?	43.6%	23.0%	33.3%	100.0%
		% within The Facebook friend is of the opposite gender	100.0%	100.0%	100.0%	100.0%

Table F.4.47. How frequently do you use Facebook? * The Facebook friend is of the same gender Crosstabulation

			The Facebook friend is of the same gender			Total
			Low influence	Neutral	high influence	
	Everyday	Count	132	63	43	238
		% within How frequently do you use Facebook?	55.5%	26.5%	18.1%	100.0%
		% within The Facebook friend is of the same gender	58.1%	57.3%	56.6%	57.6%
		Std. Residual	.1	.0	-.1	
	Twice a week	Count	45	22	19	86
		% within How frequently do you use Facebook?	52.3%	25.6%	22.1%	100.0%
		% within The Facebook friend is of the same gender	19.8%	20.0%	25.0%	20.8%

		Std. Residual	-.3	-.2	.8	
		Count	23	10	4	37
	Once a week	% within How frequently do you use Facebook?	62.2%	27.0%	10.8%	100.0%
		% within The Facebook friend is of the same gender	10.1%	9.1%	5.3%	9.0%
		Std. Residual	.6	.0	-1.1	
		Count	27	15	10	52
	Less than once a week	% within How frequently do you use Facebook?	51.9%	28.8%	19.2%	100.0%
		% within The Facebook friend is of the same gender	11.9%	13.6%	13.2%	12.6%
		Std. Residual	-.3	.3	.1	
		Count	227	110	76	413
Total		% within How frequently do you use Facebook?	55.0%	26.6%	18.4%	100.0%
		% within The Facebook friend is of the same gender	100.0%	100.0%	100.0%	100.0%

Table F.4.48. How frequently do you use Facebook? * A Facebook friend speaks the same language Crosstabulation

			A Facebook friend speaks the same language			Total
			Low influence	Neutral	high influence	
		Count	100	70	68	238
	Everyday	% within How frequently do you use Facebook?	42.0%	29.4%	28.6%	100.0%
		% within A Facebook friend speaks the same language	56.2%	58.8%	58.6%	57.6%
		Std. Residual	-.3	.2	.1	
		Count	32	27	27	86
	Twice a week	% within How frequently do you use Facebook?	37.2%	31.4%	31.4%	100.0%
		% within A Facebook friend speaks the same language	18.0%	22.7%	23.3%	20.8%
		Std. Residual	-.8	.4	.6	
		Count	18	8	11	37
	Once a week	% within How frequently do you use Facebook?	48.6%	21.6%	29.7%	100.0%
		% within A Facebook friend speaks the same language	10.1%	6.7%	9.5%	9.0%
		Std. Residual	.5	-.8	.2	
		Count	28	14	10	52
	Less than once a week	% within How frequently do you use Facebook?	53.8%	26.9%	19.2%	100.0%
		% within A Facebook friend speaks the same language	15.7%	11.8%	8.6%	12.6%
		Std. Residual	1.2	-.3	-1.2	
		Count	178	119	116	413
Total		% within How frequently do you use Facebook?	43.1%	28.8%	28.1%	100.0%
		% within A Facebook friend speaks the same language	100.0%	100.0%	100.0%	100.0%

Table F.4.49. How frequently do you use Facebook? * A Facebook friend speaks a different language Crosstabulation

			A Facebook friend speaks a different language			Total
			Low influence	Neutral	high influence	
		Count	139	56	41	236
	Everyday	% within How frequently do you use Facebook?	58.9%	23.7%	17.4%	100.0%
		% within A Facebook friend speaks a different language	59.4%	57.1%	51.3%	57.3%
		Std. Residual	.4	.0	-.7	
		Count	43	21	23	87
	Twice a week	% within How frequently do you use Facebook?	49.4%	24.1%	26.4%	100.0%
		% within A Facebook friend speaks a different language	18.4%	21.4%	28.8%	21.1%
		Std. Residual	-.9	.1	1.5	
		Count	22	8	7	37
	Once a week	% within How frequently do you use Facebook?	59.5%	21.6%	18.9%	100.0%
		% within A Facebook friend speaks a different language	9.4%	8.2%	8.8%	9.0%
		Std. Residual	.2	-.3	-.1	
		Count	30	13	9	52
	Less than once a week	% within How frequently do you use Facebook?	57.7%	25.0%	17.3%	100.0%
		% within A Facebook friend speaks a different language	12.8%	13.3%	11.3%	12.6%
		Std. Residual	.1	.2	-.3	
		Count	234	98	80	412
Total		% within How frequently do you use Facebook?	56.8%	23.8%	19.4%	100.0%
		% within A Facebook friend speaks a different language	100.0%	100.0%	100.0%	100.0%

Table F.4.50. How frequently do you use Facebook? * A Facebook friend is from the same ethnic group/race as mine Crosstabulation

			A Facebook friend is from the same ethnic group/race as mine			Total
			Low influence	Neutral	high influence	
How frequently do you use Facebook?	Everyday	Count	104	75	60	239
		% within How frequently do you use Facebook?	43.5%	31.4%	25.1%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	57.8%	56.4%	58.3%	57.5%
		Std. Residual	.1	-.2	.1	
	Twice a week	Count	34	29	25	88
		% within How frequently do you use Facebook?	38.6%	33.0%	28.4%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	18.9%	21.8%	24.3%	21.2%
		Std. Residual	-.7	.2	.7	
	Once a week	Count	14	15	8	37
		% within How frequently do you use Facebook?	37.8%	40.5%	21.6%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	7.8%	11.3%	7.8%	8.9%
		Std. Residual	-.5	.9	-.4	
	Less than once a week	Count	28	14	10	52
		% within How frequently do you use Facebook?	53.8%	26.9%	19.2%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	15.6%	10.5%	9.7%	12.5%
		Std. Residual	1.2	-.6	-.8	
Total		Count	180	133	103	416
		% within How frequently do you use Facebook?	43.3%	32.0%	24.8%	100.0%
		% within A Facebook friend is from the same ethnic group/race as mine	100.0%	100.0%	100.0%	100.0%

Table F.4.51. How frequently do you use Facebook? * A Facebook friend is from a different ethnic group/race Crosstabulation

			A Facebook friend is from a different ethnic group/race			Total
			Low influence	Neutral	high influence	
How frequently do you use Facebook?	Everyday	Count	130	59	45	234
		% within How frequently do you use Facebook?	55.6%	25.2%	19.2%	100.0%
		% within A Facebook friend is from a different ethnic group/race	59.6%	52.2%	58.4%	57.4%
		Std. Residual	.4	-.7	.1	
	Twice a week	Count	42	27	18	87
		% within How frequently do you use Facebook?	48.3%	31.0%	20.7%	100.0%
		% within A Facebook friend is from a different ethnic group/race	19.3%	23.9%	23.4%	21.3%
		Std. Residual	-.7	.6	.4	
	Once a week	Count	19	13	5	37
		% within How frequently do you use Facebook?	51.4%	35.1%	13.5%	100.0%
		% within A Facebook friend is from a different ethnic group/race	8.7%	11.5%	6.5%	9.1%
		Std. Residual	-.2	.9	-.8	
	Less than once a week	Count	27	14	9	50
		% within How frequently do you use Facebook?	54.0%	28.0%	18.0%	100.0%
		% within A Facebook friend is from a different ethnic group/race	12.4%	12.4%	11.7%	12.3%
		Std. Residual	.1	.0	-.1	
Total		Count	218	113	77	408
		% within How frequently do you use Facebook?	53.4%	27.7%	18.9%	100.0%
		% within A Facebook friend is from a different ethnic group/race	100.0%	100.0%	100.0%	100.0%

Table F.4.52. How frequently do you use Facebook? * A Facebook friend is from my country Crosstabulation

			A Facebook friend is from my country			Total
			Low influence	Neutral	high influence	
How frequently do you use Facebook?	Everyday	Count	99	62	75	236
		% within How frequently do you use Facebook?	41.9%	26.3%	31.8%	100.0%
		% within A Facebook friend is from my country	61.5%	57.9%	52.8%	57.6%
		Std. Residual	.7	.1	-.7	

	Twice a week	Count	23	27	35	85
		% within How frequently do you use Facebook?	27.1%	31.8%	41.2%	100.0%
		% within A Facebook friend is from my country	14.3%	25.2%	24.6%	20.7%
		Std. Residual	-1.8	1.0	1.0	
	Once a week	Count	10	8	19	37
		% within How frequently do you use Facebook?	27.0%	21.6%	51.4%	100.0%
		% within A Facebook friend is from my country	6.2%	7.5%	13.4%	9.0%
		Std. Residual	-1.2	-.5	1.7	
	Less than once a week	Count	29	10	13	52
		% within How frequently do you use Facebook?	55.8%	19.2%	25.0%	100.0%
		% within A Facebook friend is from my country	18.0%	9.3%	9.2%	12.7%
		Std. Residual	1.9	-1.0	-1.2	
Total		Count	161	107	142	410
		% within How frequently do you use Facebook?	39.3%	26.1%	34.6%	100.0%
		% within A Facebook friend is from my country	100.0%	100.0%	100.0%	100.0%

Table F.4.53. How frequently do you use Facebook? * A Facebook friend is from a different country than mine Crosstabulation

			A Facebook friend is from a different country than mine			Total
			Low influence	Neutral	high influence	
	Everyday	Count	131	48	57	236
		% within How frequently do you use Facebook?	55.5%	20.3%	24.2%	100.0%
		% within A Facebook friend is from a different country than mine	55.7%	59.3%	58.2%	57.0%
		Std. Residual	-.3	.3	.2	
	Twice a week	Count	48	19	22	89
		% within How frequently do you use Facebook?	53.9%	21.3%	24.7%	100.0%
		% within A Facebook friend is from a different country than mine	20.4%	23.5%	22.4%	21.5%
		Std. Residual	-.4	.4	.2	
	Once a week	Count	21	8	8	37
		% within How frequently do you use Facebook?	56.8%	21.6%	21.6%	100.0%
		% within A Facebook friend is from a different country than mine	8.9%	9.9%	8.2%	8.9%
		Std. Residual	.0	.3	-.3	
	Less than once a week	Count	35	6	11	52
		% within How frequently do you use Facebook?	67.3%	11.5%	21.2%	100.0%
		% within A Facebook friend is from a different country than mine	14.9%	7.4%	11.2%	12.6%
		Std. Residual	1.0	-1.3	-.4	
Total		Count	235	81	98	414
		% within How frequently do you use Facebook?	56.8%	19.6%	23.7%	100.0%
		% within A Facebook friend is from a different country than mine	100.0%	100.0%	100.0%	100.0%

Table F.4.54. How frequently do you use Facebook? * A Facebook friend studies in the same university as me Crosstabulation

			A Facebook friend studies in the same university as me			Total
			Low influence	Neutral	high influence	
	Everyday	Count	42	55	142	239
		% within How frequently do you use Facebook?	17.6%	23.0%	59.4%	100.0%
		% within A Facebook friend studies in the same university as me	49.4%	55.0%	61.2%	57.3%
		Std. Residual	-1.0	-.3	.8	
	Twice a week	Count	22	23	44	89
		% within How frequently do you use Facebook?	24.7%	25.8%	49.4%	100.0%
		% within A Facebook friend studies in the same university as me	25.9%	23.0%	19.0%	21.3%
		Std. Residual	.9	.4	-.8	
	Once a week	Count	6	8	23	37
		% within How frequently do you use Facebook?	16.2%	21.6%	62.2%	100.0%
		% within A Facebook friend studies in the same university as me	7.1%	8.0%	9.9%	8.9%
		Std. Residual	-.6	-.3	.5	
	Less than once a week	Count	15	14	23	52
		% within How frequently do you use Facebook?	28.8%	26.9%	44.2%	100.0%
		% within A Facebook friend studies in the same university as me	17.6%	14.0%	9.9%	12.5%
		Std. Residual	1.4	.4	-1.1	

	Count	85	100	232	417
Total	% within How frequently do you use Facebook?	20.4%	24.0%	55.6%	100.0%
	% within A Facebook friend studies in the same university as me	100.0%	100.0%	100.0%	100.0%

Table F.4.55. How frequently do you use Facebook? * A Facebook friend studies in a different university than mine Crosstabulation

			A Facebook friend studies in a different university than mine			Total
			Low influence	Neutral	high influence	
	Everyday	Count	104	71	63	238
		% within How frequently do you use Facebook?	43.7%	29.8%	26.5%	100.0%
		% within A Facebook friend studies in a different university than mine	56.5%	59.2%	57.3%	57.5%
		Std. Residual	-.2	.2	.0	
	Twice a week	Count	35	27	26	88
		% within How frequently do you use Facebook?	39.8%	30.7%	29.5%	100.0%
		% within A Facebook friend studies in a different university than mine	19.0%	22.5%	23.6%	21.3%
		Std. Residual	-.7	.3	.5	
	Once a week	Count	14	9	14	37
		% within How frequently do you use Facebook?	37.8%	24.3%	37.8%	100.0%
		% within A Facebook friend studies in a different university than mine	7.6%	7.5%	12.7%	8.9%
		Std. Residual	-.6	-.5	1.3	
	Less than once a week	Count	31	13	7	51
		% within How frequently do you use Facebook?	60.8%	25.5%	13.7%	100.0%
		% within A Facebook friend studies in a different university than mine	16.8%	10.8%	6.4%	12.3%
		Std. Residual	1.8	-.5	-1.8	
Total		Count	184	120	110	414
		% within How frequently do you use Facebook?	44.4%	29.0%	26.6%	100.0%
		% within A Facebook friend studies in a different university than mine	100.0%	100.0%	100.0%	100.0%

Table F.4.56. How frequently do you use Facebook? * A Facebook friend comes from the same background as mine Crosstabulation

			A Facebook friend comes from the same background as mine			Total
			Low influence	Neutral	high influence	
	Everyday	Count	75	51	113	239
		% within How frequently do you use Facebook?	31.4%	21.3%	47.3%	100.0%
		% within A Facebook friend comes from the same background as mine	54.0%	57.3%	61.4%	58.0%
		Std. Residual	-.6	-.1	.6	
	Twice a week	Count	28	20	37	85
		% within How frequently do you use Facebook?	32.9%	23.5%	43.5%	100.0%
		% within A Facebook friend comes from the same background as mine	20.1%	22.5%	20.1%	20.6%
		Std. Residual	-.1	.4	-.2	
	Once a week	Count	14	4	18	36
		% within How frequently do you use Facebook?	38.9%	11.1%	50.0%	100.0%
		% within A Facebook friend comes from the same background as mine	10.1%	4.5%	9.8%	8.7%
		Std. Residual	.5	-1.4	.5	
	Less than once a week	Count	22	14	16	52
		% within How frequently do you use Facebook?	42.3%	26.9%	30.8%	100.0%
		% within A Facebook friend comes from the same background as mine	15.8%	15.7%	8.7%	12.6%
		Std. Residual	1.1	.8	-1.5	
Total		Count	139	89	184	412
		% within How frequently do you use Facebook?	33.7%	21.6%	44.7%	100.0%
		% within A Facebook friend comes from the same background as mine	100.0%	100.0%	100.0%	100.0%

Table F.4.57. How frequently do you use Facebook? * A Facebook friend comes from a different background than mine Crosstabulation

			A Facebook friend comes from a different background than mine			Total
			Low influence	Neutral	high influence	
	Everyday	Count	116	64	58	238
		% within How frequently do you use Facebook?	48.7%	26.9%	24.4%	100.0%
		% within A Facebook friend comes from a different background than mine	56.0%	58.7%	58.6%	57.3%
		Std. Residual	-.2	.2	.2	

	Twice a week	Count	43	22	23	88
		% within How frequently do you use Facebook?	48.9%	25.0%	26.1%	100.0%
		% within A Facebook friend comes from a different background than mine	20.8%	20.2%	23.2%	21.2%
		Std. Residual	-.1	-.2	.4	
	Once a week	Count	19	9	9	37
		% within How frequently do you use Facebook?	51.4%	24.3%	24.3%	100.0%
		% within A Facebook friend comes from a different background than mine	9.2%	8.3%	9.1%	8.9%
		Std. Residual	.1	-.2	.1	
	Less than once a week	Count	29	14	9	52
		% within How frequently do you use Facebook?	55.8%	26.9%	17.3%	100.0%
		% within A Facebook friend comes from a different background than mine	14.0%	12.8%	9.1%	12.5%
		Std. Residual	.6	.1	-1.0	
Total		Count	207	109	99	415
		% within How frequently do you use Facebook?	49.9%	26.3%	23.9%	100.0%
		% within A Facebook friend comes from a different background than mine	100.0%	100.0%	100.0%	100.0%

Table F.4.58. How frequently do you use Facebook? * A Facebook friend I have met in person Crosstabulation

			A Facebook friend I have met in person			Total
			Low influence	Neutral	high influence	
	Everyday	Count	19	24	194	237
		% within How frequently do you use Facebook?	8.0%	10.1%	81.9%	100.0%
		% within A Facebook friend I have met in person	46.3%	51.1%	59.3%	57.1%
		Std. Residual	-.9	-.5	.5	
	Twice a week	Count	14	12	63	89
		% within How frequently do you use Facebook?	15.7%	13.5%	70.8%	100.0%
		% within A Facebook friend I have met in person	34.1%	25.5%	19.3%	21.4%
		Std. Residual	1.8	.6	-.9	
	Once a week	Count	3	4	30	37
		% within How frequently do you use Facebook?	8.1%	10.8%	81.1%	100.0%
		% within A Facebook friend I have met in person	7.3%	8.5%	9.2%	8.9%
		Std. Residual	-.3	-.1	.2	
	Less than once a week	Count	5	7	40	52
		% within How frequently do you use Facebook?	9.6%	13.5%	76.9%	100.0%
		% within A Facebook friend I have met in person	12.2%	14.9%	12.2%	12.5%
		Std. Residual	-.1	.5	-.2	
Total		Count	41	47	327	415
		% within How frequently do you use Facebook?	9.9%	11.3%	78.8%	100.0%
		% within A Facebook friend I have met in person	100.0%	100.0%	100.0%	100.0%

Table F.4.60. How frequently do you use Facebook? * A Facebook friend I trust Crosstabulation

			A Facebook friend I trust			Total
			Low influence	Neutral	high influence	
	Everyday	Count	51	43	143	237
		% within How frequently do you use Facebook?	21.5%	18.1%	60.3%	100.0%
		% within A Facebook friend I trust	58.0%	53.1%	57.9%	57.0%
		Std. Residual	.1	-.5	.2	
	Twice a week	Count	21	14	55	90
		% within How frequently do you use Facebook?	23.3%	15.6%	61.1%	100.0%
		% within A Facebook friend I trust	23.9%	17.3%	22.3%	21.6%
		Std. Residual	.4	-.8	.2	
	Once a week	Count	8	12	17	37
		% within How frequently do you use Facebook?	21.6%	32.4%	45.9%	100.0%
		% within A Facebook friend I trust	9.1%	14.8%	6.9%	8.9%
		Std. Residual	.1	1.8	-1.1	
	Less than once a week	Count	8	12	32	52
		% within How frequently do you use Facebook?	15.4%	23.1%	61.5%	100.0%
		% within A Facebook friend I trust	9.1%	14.8%	13.0%	12.5%
		Std. Residual	-.9	.6	.2	
Total		Count	88	81	247	416
		% within How frequently do you use Facebook?	21.2%	19.5%	59.4%	100.0%
		% within A Facebook friend I trust	100.0%	100.0%	100.0%	100.0%

F.5. Multiple Regression Analysis Tables

Table F.5.1. A Facebook friend is from a different ethnic group/race

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.150[a]	.022	.010	.773

a. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.435	5	1.087	1.818	.108[b]
	Residual	237.310	397	.598		
	Total	242.744	402			

a. Dependent Variable: A Facebook friend is from a different ethnic group/race
b. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.939	.221		8.777	.000
	Gender	-.108	.078	-.069	-1.377	.169
	Age	.003	.065	.003	.053	.957
	Ethnic group	-.090	.038	-.134	-2.397	.017
	Which University do you belong to?	.015	.060	.014	.242	.809
	How frequently do you use Facebook?	.012	.037	.016	.322	.748

a. Dependent Variable: A Facebook friend is from a different ethnic group/race

Table F.5.2. The Facebook friend is of the opposite gender

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.357[a]	.127	.116	.820

a. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.651	5	7.930	11.805	.000[b]
	Residual	272.057	405	.672		
	Total	311.708	410			

a. Dependent Variable: The Facebook friend is of the opposite gender
b. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.959	.230		12.867	.000
	Gender	-.613	.082	-.351	-7.477	.000
	Age	-.054	.068	-.037	-.798	.425
	Ethnic group	-.063	.039	-.084	-1.617	.107
	Which University do you belong to?	.055	.063	.046	.881	.379
	How frequently do you use Facebook?	-.027	.039	-.032	-.690	.491

a. Dependent Variable: The Facebook friend is of the opposite gender

Table F.5.3. A Facebook friend speaks a different language

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.273[a]	.074	.063	.762

a. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.652	5	3.730	6.420	.000[b]
	Residual	232.441	400	.581		
	Total	251.094	405			

a. Dependent Variable: A Facebook friend speaks a different language
b. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.192	.215		10.173	.000
	Gender	-.161	.077	-.102	-2.105	.036
	Age	-.067	.063	-.052	-1.064	.288
	Ethnic group	-.168	.037	-.247	-4.571	.000
	Which University do you belong to?	.028	.059	.026	.476	.634
	How frequently do you use Facebook?	.028	.036	.038	.785	.433

a. Dependent Variable: A Facebook friend speaks a different language

Table F.5.4. A Facebook friend I trust

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.052[a]	.003	-.010	.815

a. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.725	5	.145	.219	.955[b]
	Residual	268.155	404	.664		
	Total	268.880	409			

a. Dependent Variable: A Facebook friend I trust
b. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.277	.229		9.959	.000
	Gender	-.013	.082	-.008	-.165	.869
	Age	.064	.067	.048	.947	.344
	Ethnic group	.011	.039	.015	.275	.783
	Which University do you belong to?	.004	.062	.003	.059	.953
	How frequently do you use Facebook?	.000	.038	.000	.007	.994

a. Dependent Variable: A Facebook friend I trust

Table F.5.5. A Facebook friend studies in a different university than mine

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.177[a]	.031	.019	.818

a. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.652	5	1.730	2.589	.025[b]
	Residual	268.679	402	.668		
	Total	277.331	407			

a. Dependent Variable: A Facebook friend studies in a different university than mine
b. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.121	.230		9.220	.000
	Gender	-.086	.082	-.052	-1.049	.295
	Age	-.049	.068	-.036	-.728	.467
	Ethnic group	-.077	.039	-.109	-1.972	.049
	Which University do you belong to?	.088	.063	.077	1.398	.163
	How frequently do you use Facebook?	-.044	.039	-.056	-1.129	.260

a. Dependent Variable: A Facebook friend studies in a different university than mine

Table F.5.6. A Facebook friend studies in the same university as me

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.198[a]	.039	.027	.781

a. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.031	5	2.006	3.290	.006[b]
	Residual	246.952	405	.610		
	Total	256.983	410			

a. Dependent Variable: A Facebook friend studies in the same university as me
b. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.157	.219		14.413	.000
	Gender	-.155	.078	-.097	-1.979	.048
	Age	-.058	.065	-.044	-.892	.373
	Ethnic group	-.108	.037	-.158	-2.879	.004
	Which University do you belong to?	-.104	.060	-.095	-1.728	.085
	How frequently do you use Facebook?	-.065	.037	-.087	-1.776	.076

a. Dependent Variable: A Facebook friend studies in the same university as me

Table F.5.7. A Facebook friend comes from the same background as mine

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.252[a]	.064	.052	.854

a. Predictors: (Constant), How frequently do you use Facebook?, Gender, Age, Which University do you belong to?, Ethnic group

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.885	5	3.977	5.453	.000[b]
	Residual	292.454	401	.729		
	Total	312.339	406			

a. Dependent Variable: A Facebook friend comes from the same background as mine
b. Predictors: (Constant), How frequently do you use Facebook?, Gender, Age, Which University do you belong to?, Ethnic group

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.669	.240		11.134	.000
	Gender	-.230	.086	-.131	-2.675	.008
	Age	.028	.071	.019	.396	.692
	Ethnic group	-.135	.041	-.179	-3.299	.001
	Which University do you belong to?	.067	.066	.055	1.016	.310
	How frequently do you use Facebook?	-.060	.040	-.072	-1.484	.139

a. Dependent Variable: A Facebook friend comes from the same background as mine

Table F.5.8. A Facebook friend comes from a different background than mine

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.160[a]	.025	.013	.816

a. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.007	5	1.401	2.107	.064[b]
	Residual	268.055	403	.665		
	Total	275.061	408			

a. Dependent Variable: A Facebook friend comes from a different background than mine
b. Predictors: (Constant), How frequently do you use Facebook?, Gender, Which University do you belong to?, Age, Ethnic group

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.026	.229		8.850	.000
	Gender	-.136	.082	-.082	-1.660	.098
	Age	.022	.068	.016	.319	.750
	Ethnic group	-.077	.039	-.109	-1.975	.049
	Which University do you belong to?	.052	.063	.045	.821	.412
	How frequently do you use Facebook?	-.026	.038	-.034	-.682	.496

a. Dependent Variable: A Facebook friend comes from a different background than mine