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The criteria of students' and teachers' communication privacy management in Facebook and their effect on teacher-student relationship

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Title: The criteria of students" and teachers" communication privacy management in Facebook and their effect on teacher-student relationship
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Summary: The use of social networking sites in education has drawn attention to stakeholders of education. This Master"s thesis aims to examine criteria teachers and students use in managing their self-disclosure in social media using Petronio"s Communication Privacy Management theory. Moreover, self-disclosure in social media and its effect on teacher-student relationships is investigated. Three teachers and three students in secondary level education in Hong Kong were interviewed in depth during October and December of 2012. Moreover, online observation data is undertaken to support the interview data from January 2013 until December 2013. The findings confirm that Facebook could cement teacher-student relationship by magnifying the opportunity of interaction. Findings also suggest that the use of Facebook has positive effects on magnifying teaching resources and creating interactive learning platform. An interesting result emerged showing that teachers receiving encouragement from students" comments help them to recover from emotional downside and provide positive affirmation to their teaching career.

Further information:
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There were many twists and turns in my Master's degree experience in Finland as a foreigner. Fortunately, I have been surrounded by people who are very supportive, encouraging and caring since I have arrived Finland. I would like to give thanks to the ones who have a profound influence in my life as a student at the University of Lapland.

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Rovaniemi, March 2014
Wong Siu Sang

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1 Introduction

1.1 Aim of the study

Social media is dramatically widely-spread all around the world. In Hong Kong, survey has revealed that Hong Kong people are spending significantly high amount of time engaging in social media activities; on a weekly basis, 92% of Hong Kong people surveyed were engaged on Facebook (Ketchum Newscan Public Relations Ltd, 2011). The popularity of social media has profoundly affected many aspects of society, including education sector, where the demand for online learning is fast-growing. While the insufficient of time could restrict the amount of face-to-face interaction, teachers and students who use social media as a communication platform may experience more opportunities to develop personal relationships (Mazer, Murphy & Simonds, 2007). Study is conducted to explore the effects of computer conferencing on the interpersonal messages by rating the relational communication from transcripts of computer-mediated communication (CMC) conversations or from videotapes of face-to-face groups (Walther, 1995). Analyses showed that CMC groups achieved more positive levels on several dimensions of interpersonal communication than face-to-face groups did. On the other hand, teachers may step on the line of student expectations of proper behaviors and run the risk of the mischief of their credibility if they utilize social media websites like Facebook (Davis, 2010). Apparently, school teachers need more guidelines on what, how and when they choose to disclosure themselves to students.

Having four years part-time and full-time teaching experiences in Hong Kong secondary schools, I have experience in making communicative choices on how, what

and when to disclose personal information to the students. Students are usually curious about teachers" private information. Sometimes it even leads students" attention to course content. However, continuing the share of personal information could easily turn the classroom into a chat room which is not necessary related to course content. In my own experiences, I have tried to interact with my previous students via social network sites like Facebook. However, I was struggling too much with what kind of information I should or should not post; the uncertainty makes me take a step backward and at the end I have given up using Facebook to contact my students. I could see the potential educational benefits on social media especially on the enhancement of teacher-student-relationship; that is the reason why I would like to catch this opportunity to investigate how teachers" self-disclosure on social media is considered appropriate and how teacher self-disclosure via social media has impact on teacher-student relationships.

The influence of social media on education has been investigated in previous researches, for example, McLoughlin & Lee (2010) state in their research about personalized and self-regulated learning in the Web 2.0 era that the integration of social media and education is a powerful and influential approach. Social media allow people to create, identify, and filter new modes of interaction. Young people adopt and appreciate new forms of communication technologies and digital media. Teenagers experience the Web 2.0 technology by establishing their self-identity, develop their social networks, and nurture their personal friendship and relationships. This suggests a powerful opportunity for integrating social media and education by incorporating Web 2.0 technology into new classroom teaching and learning environments. As social media has taken a role on many millions" ways of interaction, researchers need to address the need for a better understanding of how social media can be integrated

into the classroom environment.

Another relevant previous research is conducted by Mazer, Murphy & Simonds (2007). They explored the impact of university professor‟s self-disclosure on Facebook on student motivation, affective learning, and classroom climate. The findings suggest that high teacher self-disclosure as operationalized in the present study may lead students to higher levels of anticipated motivation and affective learning and lend to a more comfortable classroom climate. Therefore, university professors can increase mediated immediacy by including forms of self-disclosure on Facebook; however, to date, research has not explored the effects of teacher self-disclosure in social media to secondary level students in Hong Kong. Adolescence is a period when psychological, social and cognitive development blossom, therefore, it is worthwhile to take a step further and investigate how social media affect secondary school teacher and student relationship building.

To fill the gaps, this paper is going to explore what kinds of criteria teachers and students use in managing their self-disclosure in social media. Furthermore, how the teachers and students interpret their self-disclosure on Facebook to affect teacher-student relationships is investigated. Among different social media tools, Facebook is chosen as the object of my research. This is because there are over 800 million active users in Facebook and it is altering the way hundreds of millions of people share information and connect to one another (Wilson, Gosling & Graham, 2012). On the other hand, Facebook is the leading social media tool used in Hong Kong, where the data is collected; to date, research on pedagogical use of Facebook in Hong Kong school context has not been done. The aim of this study is to investigate the management of teacher‟s and students‟ self-disclosure on Facebook and the effect

on teacher-student relationships.

1.2 Context of the study

As the data is gathered from a local Secondary School in Hong Kong, I find it essential to present the readers some background information of Hong Kong, its education system and the school which is targeted in this study.

1.2.1 Educational system in Hong Kong

Hong Kong, situated on China‛s south coast, is one of the two Special Administrative Regions of the People's Republic of China. Having 7 million of population with a land mass of 1,104 km2, Hong Kong is a densely populated city. Hong Kong was a colony of the British Empire (1842-1997). In 1997, Hong Kong was handed back to China. Under the principle of "one country, two systems", Hong Kong has a different political, economical, and educational system from mainland China. However, after the handover, the educational system has undergone a series of reforms. The education reform affected not only the language of instruction policy, but also the senior secondary structure and curriculum. The first cohort of students under the new academic structure graduated in the summer of 2012. The student participants in this research are one of the pioneers of the new secondary curriculum.

Hong Kong‛s educational system under the British colonialism was the 6+5+2+3 system, where it involved 6 years of primary education and 5 years of lower secondary education which led to the Hong Kong Certificate of Education Examination (HKCEE) and 2 years of higher secondary education which led to the Hong Kong Advanced Level Examination (HKAL). The entrance of universities in

Hong Kong was highly competitive; university education lasted 3 years in most degrees. After the handover to China, in 2009, the educational system is reformed to a 6+3+3+4 system. It involves 6 years of primary education, 3 years of junior secondary education and 3 years of higher secondary education which leads to the Hong Kong Diploma of Secondary Education (HKDSE). University education has been lengthened to 4 years.

Other than the restructure of secondary schooling, from the 2008/2009 school year, the Government has extended free education in public sector schools from 9 years to 12 years. In addition, full subsidy has been provided for full-time courses run by the Vocational Training Council (VTC) for Secondary 3 school leavers, giving senior secondary students an alternative free avenue to mainstream education.

There are three main types of schools in Hong Kong: government schools which are operated by the government; aided schools which are fully subsidized by the government but run by charitable bodies; and private schools which are operated by different organizations and some receive financial assistance from the government. Government and aided schools deliver a curriculum recommended by the government. They offer free primary and secondary education. There are 386 of mixed-gender secondary schools and 73 of single-gender secondary schools while 32 of them are boy schools and 41 of which are girl schools.

To entry a secondary school, students undergo the Secondary School Places Allocation System. During the Central Allocation stage, places are allocated according to individual student‟s allocation band, parental choice of schools and a given random number. Students are allocated into three bandings: band 1, 2 and 3.

The bandings are allocated according to students" academic results. Band 1 resembles „excellence", band 2 resembles „good" and band 3 resembles „fair".

Secondary 1 to 3, considered as junior secondary, have compulsory attendance. The study subjects are broad and without students choice of specific areas. Subjects include Chinese, English, Mathematics, History, Geography, Science, Computer, Music, Arts and Physical Education.

Secondary 4-6, considered as senior secondary, is free but without compulsory attendance. Senior secondary students study four core subjects: Chinese, English, Mathematics and Liberal Studies. Students then choose two or three elective subjects from a choice of 20. There are also applied learning subjects and six other modern foreign languages which form part of the students" choices. The three-year secondary curriculum leads to one public examination at the end of Secondary 6 – the Hong Kong Diploma of Secondary Education Examination (HKDSE).

1.2.2 Information and communication technology (ICT) in education

The government launched the first, second and third ICT education strategies in 1998, 2004 and 2008 respectively. The first and second strategies focused on the enhancement of ICT infrastructure and on empowering teaching and learning with ICT. The third strategy is entitled „Right Technology at the Right Time for the Right Task". It aims at reducing the burden on teachers integrating ICT into the core activities, sharpening teachers" ICT pedagogical skills, enhancing students" information literacy, generating a favourable ICT environment at the school level, and

equipping parents with the skills to guide their children to use the Internet safely to learn at home.

The government has further commitment on the promotion of e-Learning in schools. The implementation includes the provision of a one-off grant to schools for purchasing e-Learning resources in the 2010/11 school year, launch of the three-year Pilot Scheme on e-Learning in schools starting from 2011 and the promotion of awareness of health and copyright issues related to the use of digital resources and devices.

Regarding to the education reform, one of the elective subjects is entitled "Information and Communication Technology". The subject curriculum aims to "provide students with a body of essential knowledge, concepts and applications of information, communication and computer systems; equip students with problem-solving and communication skills, and encourage them to think critically and creatively; develop students into competent, effective, discriminating, ethical and confident users of ICT, so as to support their lifelong learning; and provide students with opportunities to appreciate the impact of ICT on our knowledge-based society, so as to nurture in them positive values and attitudes towards this area" (Information and communication technology curriculum and assessment guide, 2007, p.3).

1.2.3 The targeted secondary school

This study was conducted in a secondary school in Hong Kong. The secondary school is an aided, non-religious, mixed-gender school that uses Chinese as the medium of instruction. It means that the school is fully subsidized by the government but run by

non-religious organization. It educates students of the both genders and Chinese is used as the medium of instruction. The school has about 80 teachers and about 700 students. According to nongovernmental research, the school is ranked as a band 3 school by the year of 2012 as most of the secondary students the school accepted are allocated band 3 (Committee on home-school cooperation, 2012).

All of the participants in this research either study or teach in this secondary school. My decision on targeting in this secondary school comes naturally firstly because I graduated from this secondary school. During my university education, I have conducted my practical training in the targeted secondary school. As a teacher in this school, I discovered my colleagues have started to use Facebook to interact with students. This phenomenon has aroused my interest in investigating on the influence of social media in education.

The school motto is ' Nurturing oneself so as to reach out to others' (Committee on home-school cooperation, 2012). The school"s objectives are three-folded. First of all, the school puts stress on all round development of students, namely the five virtues - morality, intelligence, physique, sociality and aesthetics. Secondly, the school encourages students to build up positive self-image, have their potentials tapped and developed, and take initiatives in all endeavours. Thirdly, the school puts equally great emphasis on Chinese language, English language, as well as Putonghua. It could be seen that the school education approach is student-oriented.

One of the school"s key concepts is to develop the students" 3C Sprits: confidence, care & commitment (Committee on home-school cooperation, 2012). Starting from 2011, the school has taken part in 'Project WeCan' which students with the help of teachers challenge missions which seems impossible. Moreover, from 2008, the

school has implemented the policy of small class teaching to enhance teacher-student communication and the effectiveness of teaching and learning.

1.3 Structure of the thesis

To conduct this research, I have interviewed three in-service teachers who have different levels of self-disclosure on Facebook and three secondary school students who are taught by the teachers that are interviewed. In the same line, I observe the interviewees" activities and conversations on Facebook.

The present thesis consists of six parts. After the introductory chapter, in Chapter 2, theoretical background of the study and previous researches conducted on teacher self-disclosure via social media is discussed. In Chapter 3, the research questions of the study are presented. In Chapter 4, methodology is explained in addition to the data collection methods, analysis methods and choice of the target case study group. In Chapter 5, the analytical chapter, results and findings of the research are discussed. In Chapter 6, findings are discussed with theoretical explanation, summary of the findings and conclusion of the thesis are provided; possible future directions on the relevant topic are delineated.

2   Theoretical background and previous researches

In this chapter, the theoretical background of the present study is examined by defining key words: communication privacy management theory, teacher self-disclosure, social media and teacher-student relationships. To construct the theoretical framework, key concepts and previous researches related to the present research are discussed. Also, the differences between the present and previous studies are discussed.

2.1 Communication privacy management theory

Communication privacy management (CPM) posits that individuals make decisions about revealing and or concealing private (or personal) information based upon what they feel is relevant; the sender also believes he or she has the ownership of the information and the ability to share the information with others if he or she is willing to do so (Petronio, 2002). Before exploring how CPM can be applied to the teacher self-disclosure in the present study, it is necessary to understand the original suppositions provided by Petronio (2002) in her attempts to explain how and why individuals disclose to one another.

Table 1. below has listed the five basic suppositions proposed by Petronio (2002) that explain the privacy rules and boundary management system. Each supposition explains how privacy management is established and treated (Petronio, 2002). These suppositions are the framework for CPM and aid in explaining why individuals choose to reveal and conceal private information.

Table 1. Petronio's supposition of CPM

Petronio's (2002) supposition of CPM	Explanation
1) Individual's private information	Private disclosures involve a process of revealing personal content
2) Private boundaries	The differentiation between private information and public information: when people have private (personal) information, how they chose to disclose that information varies pending their perception of how well it will be handled by others
3) Control and ownership	The influence and control of private information: individual believes that he or she holds the sole rights to his or her own personal information and in control of who gains access to the information
4) Rules-based system	The system in which individuals decide when, and to whom, to reveal information based on rules
5) A tension with openness and closeness	Tension individuals feel when struggling with what information to share and to keep secret

The five basic suppositions proposed by Petronio (2002) explain how the privacy rules are established and how the boundary management system is treated. The first supposition of CPM addresses an individual's private information (Petronio, 2002). Petronio (2002) argues that intimacy and self-disclosure are not counterpart to each other, instead "intimacy is the feeling or state of knowing someone deeply in physical, psychological, emotional, and behavioral ways because that person is significant in one's life" (p.6) while private disclosures involves a process of revealing personal content. In Petronio's (2002) second supposition, she distinguishes between public relationships and private information in terms of boundaries. Private boundaries vary

from individual to individual, along with how he or she chooses to reveal or conceal his or her information (Petronio, 2002). The boundaries developed correspond with how an individual feels about the information and his or her perception of how they manage or control that information (Petronio, 2002). This means that the way people choose to disclose private information varies pending their perception of how well it will be handled by others. The third supposition, control and ownership, explains the control and influence of private information. According to Petronio (2002) an individual believes that he or she holds the sole rights to his or her own personal information; Petronio further explains that the individual also believes he or she is in control of who gains access to the information. In Petronio's (2002) fourth supposition, she argues that the decision whether and when to disclose private information is rule-based and determined by a variety of criteria including culture, motivation, risk-benefits ratios, context, and gender. Petronio (2002) posits that individuals employ one or several of these criteria when deciding what information to reveal and conceal to others. Teachers may intentionally or unintentionally apply these criteria to decide whether and when to disclose in the classroom (Mazer, Murphy & Simonds 2007). The final supposition addresses the tension individuals feel when struggling with what information to share and to keep secret; this struggle is described as a tension with openness and closedness (Petronio, 2002).

Petronio (2002) draws upon a numerous empirical studies in proposing that people have boundary guidelines for disclosing or withholding private information about themselves. She argues that there are five key determinants of private-disclosures: 1) Cultural criteria, 2) Contextual criteria, 3) Motivational criteria, 4) Risk-benefit criteria and 5) Gender criteria. Table 2 below explains the definitions of each criterion.

Table 2. The five privacy rule criteria

Cultural criteria	Disclosure within this criterion is dependent of the culture in which an owner has grown to understand expectations and attributes for sharing.
Contextual criteria	This criterion is shaped by issues of physical and social environments that factor in whether or not information will be shared.
Motivational criteria	Owners of information can form certain bonds which will lead to disclosure, or conversely the express interest in forming bonds may cause private information to be shared. Likewise, motivations for sharing can include reciprocity or self-clarification.
Risk-benefit criteria	Owners of private information consider risks against benefits of disclosure or maintaining information private. Risks to sharing can include shame, embarrassment, and vulnerability, among others. Likewise, benefits can be a shared burden of knowledge, a feeling of social acceptance, whereas a benefit of keeping quiet is greater control of information.
Gender criteria	Privacy boundaries are sculpted differently by men and women based on socialization, which leads to difference in how rules are understood and operated in.

Personal and group privacy rules are developed with these five criteria. In terms of teacher privacy management, McBride and Wahl (2005) argue that teachers tend to reveal themselves as social actors in the educational context. It is consistent with Brophy's (1985) statement that teachers view themselves primarily as instructors or socializers. McBride and Wahl (2005) augment the concept of teachers as socializers by arguing that, as social actors, teachers must balance their private information to manage their privacy boundary. To establish a comfortable teacher-student relationship, teachers have to make wise decision on what information they want to reveal to their students (McBride & Wahl, 2005). At the same time, in order to avoid

the negative influence of teacher-student communication and to protect teachers"
professionalism, teachers must also determine what kind of information to conceal
from their students (McBride & Wahl, 2005).

This study will focus on Petronio"s fourth supposition of CPM, namly how privacy
boundary rules are constructed by secondary school teachers and students. Do
teachers and students use the same criteria, namely culture, motivation, risk-benefits
ratios, context, and gender, in Petronio"s fourth supposition of CPM? In the present
thesis, teachers"boundary management processes on social media, in the other words,
„how", „when" and „what" teachers reveal to and conceal from their students are
observed.

2.2   Teacher self-disclosure

In the present research, self-disclosure is defined as „„any message about the self that a
person communicates to another"" (Wheeless & Grotz, 1976, p. 47). The amount of
teacher disclosure refers to how often a teacher self-discloses; "valence refers to the
positive and negative characteristics of the disclosures; and relevance refers to the
relationship of the disclosure to course content" (Cayanus & Martin, 2002, cited in
Mazer, Murphy and Simonds, 2007, p.2). In classroom, while teachers usually spend
most of the time covering course content, they sometimes also are likely to
self-disclose by sharing stories about themselves, telling personal background, and
conveying personal beliefs (Nussbaum, Comadena & Holladay, 1987). Research has
suggested that students perceived teachers to be effective in explaining course content
when they conduct teaching through the use of humor, stories, enthusiasm, and
self-disclosure (Andersen, Norton & Nussbaum, 1981). Scholars have noted the

clarity of the course content is enhanced when teachers self-disclose while presenting course content by using narratives and humor (Downs, Javidi & Nussbaum, 1988). Mazer, Murphy and Simonds (2007) contend the use of teacher self-disclosure as an effective instructional tool to foster student learning. They reported a positive relationship between teacher self-disclosure and student perceptions of affective learning. Researchers have also found that teacher self-disclosure leads students to perceive instructors as successful in creating an environment that encourages student participation inside and outside of the classroom (Fusani, 1994).

McBride and Wahl (2005) argue that self-disclosure is one of the strategies that teachers can use to create an immediate classroom environment. Mehrabian (1971, as cited in McBride & Wahl, 2005) was the first one who has conceptualized immediacy as communication behavior that enhances physical and psychological closeness between human beings. Since then, scholars have widely explored the impact of immediacy on educational context (e.g., Frymier, 1993; Menzel & Carrell, 1999; Rocca & McCroskey, 1999). Gorham (1988) found that teacher verbal behaviors, such as "the use of personal examples, addressing students by their first names, and use of humor" created a more immediate classroom environment (Mazer, Murphy & Simonds, 2007, p.5).

Based on these research findings, it would be reasonable to see Facebook friending as a tool for teacher to self-disclose outside classroom. This could possibly promote student participation and in creation of an immediate classroom environment.

2.3   Teacher – student relationship

Teachers are important figures in the school environment whom student can form relationships with, and these relationships may have an important influence on students" attitude towards schooling. Scholars have conducted studies that examine how the quality of teacher-student relationship is related to students" attitude towards schooling. For example, Birch & Ladd (1994) concluded in their research that having a supportive relationship with a significant adult figure in the school environment is likely to foster learning, whereas a stressful teacher-student relationship could be an obstacle to successful learning. The research also suggests that teacher-student relationships could motivate students to explore the school environment more actively or restrain students from doing so, the result depends on the quality of the relationships teachers and students develop. The characteristics of a supportive and a stressful relationship are yet to be discussed below.

Juvonen and Wentzel (1996) elaborate closeness as a feature of supportive teacher-student relationship. Closeness is the degree of warm and open communication between teachers and students. Indeed, the concept of closeness includes the extent that students feel comfortable approaching teachers, talking about their feelings and experiences, and seeing teachers as sources of support or comfort when they are upset. Teachers being close and having warm and open communication with students could facilitate positive affect and attitudes towards school. Students are more motivated to become involved in school environment if they build up a close relationship with a significant figure in school (Juvonen & Wentzel, 1996). In this manner, closeness may encourage students" learning and performance in school.

As observed by Te Riele, (2006) in her study of students and teachers in two alternative schools, she cited that "the friendly attitude of teachers was not a minor benefit for students but made a genuine difference to their education" (p. 64). It identifies that „friendliness" is one of the characteristics of a supportive teacher-student-relationship. In addition, Shaddock (2007) addressed that one of the successful strategies used by Australian teachers to support students" learning is the construction of positive teacher-student relationships, good teacher-student relationships are intrinsically and instrumentally valuable. Teachers who are friendly, helpful, caring, fair and enthusiastic are popular among students. Particularly senior students who are considered rebellious want teachers who build relationships and who inspire them to work hard and achieve. Furthermore, in Cornelius-White (2007) study on learner-centered teacher-student relationships, it was found that positive teacher-student relationship is associated with large increases in behavioral outcomes like participation/initiation, satisfaction, and motivation to learn. Therefore, it would be reasonable to conclude that friendliness, helpfulness, caring, fairness and enthusiasm are features of a teacher who facilitate a supportive teacher-student-relationship and it leads to student"s enhancement in participation, satisfaction and motivation to learn.

Given that supportive teacher-student relationships have positive influence on students" outcomes, a stressful teacher-student relationship may hinder students" learning. Disaffected students mention that their major school problems include "relationships with teachers; the way teachers treated them; (and) teaching methods used which they felt were barriers to engagement and continuation" (Shaddock, 2007, p.6). Yoon (2002, cited in Hamre & Pianta 2006) identifies a set of teacher characteristics associated with teacher reports of negative relationships with students:

low self-efficacy, high stress level, and negative affect whereas student characteristics that may be linked to a chronic relationship students develop with teachers include disruptive, aggressive and resistant. Furthermore, Hamre & Pianta (2006, p.2) point out that student‟s social and academic competencies and problems influence the development of teacher-student-relationship. In particular, "disruptive behavior (observed, self-reported, and teacher-reported)" is consistently associated with the formation of less supportive and more conflictual relationships. The relational style of disruptive student will be discussed in the later stage of this chapter.

These findings seem to indicate that students become very engaged in student-friendly classrooms, on the other hand, very stressful in student-inimical classroom. Therefore, stakeholders in education sector should advocate for increasing the awareness and practice of positive learner-centered teacher-student relationships and avoid stressful teacher-centered learning environment. In the following, in depth interpretation of different qualities of a positive and a stressful teacher-student relationship will be illustrated and associated with the formation of the analytical framework of this study.

2.4 A conceptual model of student–teacher relationships

The core conceptual model for student–teacher relationships is imparted by developmental systems theory (Lerner, 1998, as cited in Hamre & Pianta, 2006). Accordant with the developmental systems theory, Pianta (1999) reproduced the conceptual model of teacher–student relationships as presented in Figure 1. As described by (Hamre & Pianta, 2006, p.2), the primary components of relationships between teachers and students include "(a) features of the individuals and their representation of the relationship, (b) processes by which information is exchanged

between the relational partners, and (c) external influences of the systems in which the relationship is embedded." Below, the conceptual model of teacher-child relationship is illustrated corresponding to 1) features of individuals, 2) perceptions and beliefs, 3) information exchange processes and 4) external influences.
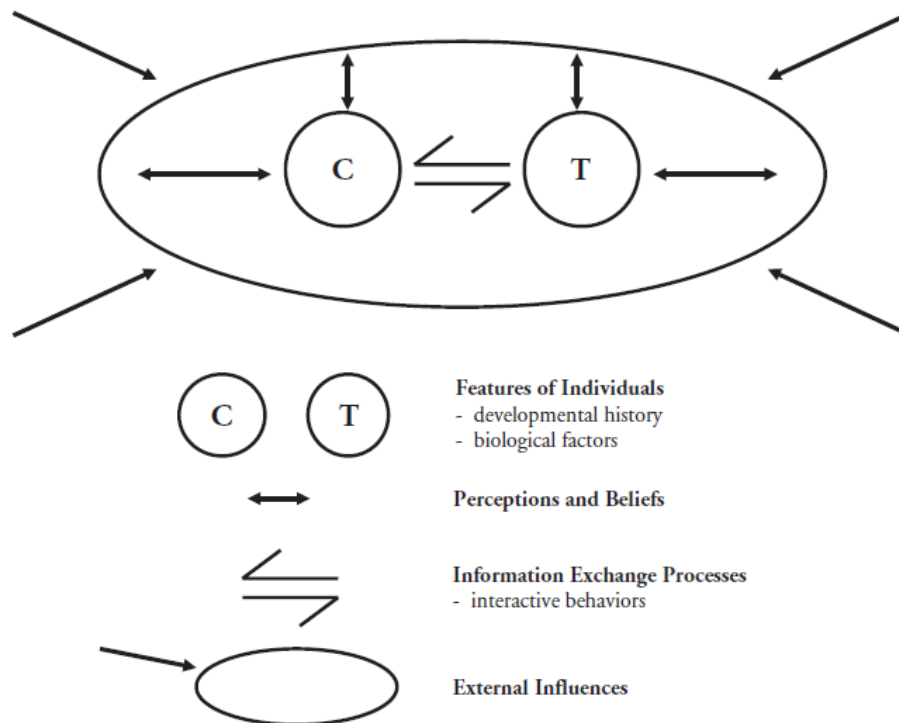
Figure 1: A conceptual model of teacher-student relationship, Hamre & Pianta (2006)

2.4.1 Features of individuals: biological factors and developmental history

Basically, relationships contain features of individuals. Biological facts such as gender and genetics; biological processes such as temperament and responsiveness to stressors; developed features such as personality, self-esteem, or social skills; as well as the perceptions each individual holds of their relational partner and the relationship itself. These are considered features of individuals (Harme & Pianta, 2006).

Referenced on the features mentioned above, teacher and student characteristics that contribute to the development of their relationships with one another will be discussed.

Gender could influence the development of teacher-student relationship (Harme & Pianta, 2006). Girls tend to form closer and less tense relationships with teachers than boys do. However, it is difficult to determine whether this finding is a reflection of gender bias as the proportion of female teacher in elementary and middle school is higher than male teacher. On the other hand, findings from the adolescent literature suggest that relational closeness may be higher for gender-matched dyads (Drevets, Benton & Bradley, 1996; as cited in Hamre & Pianta, 2006) and concluded that boys are at greater risk of relational difficulties in schools.

Biological processes such as temperament and responsiveness to stressors may also play a role in relational experiences (Harme & Pianta, 2006). As evidenced by two studies conducted by Hamre & Pianta (2006), among a group of child care providers and preschool teachers, caregivers who are reported to have more depressive symptoms were less sensitive and more likely to engage in negative interactions with young students likely resulting in less positive relationships. Moreover, teachers experiencing a recent loss or depression in their personal lives were more possibly to have difficulty establishing emotional or behavioral boundaries to students (Zeller & Pianta, 2004; as cited in Hamre & Pianta, 2006). These teachers reported that they see their relationships with students as a source of emotional support and comfort. Little is known about the influences of this kind of emotional establishment from teachers, therefore, the effects of teacher bringing out emotion and seeing student as a source of

emotional support will be examined in the present thesis due to the sense that social media is a platform for emotion relieve.

2.4.2 Perceptions and beliefs

As mentioned above, developed features such as personality, self-esteem, or social skills; as well as the perceptions each individual holds are characteristics that contribute to the development of relationships (Harme & Pianta, 2006).

Considering perception, Hamre & Pianta, (2006) inform teachers" beliefs and perceptions about students and about their own roles are salient to the formation of supportive relationships in the classroom. In contrast, teacher experience and education have shown little relation to teachers"or students"reports about the qualities of their relationships. To discuss further about teachers" perception, Brophy (1985) suggests that teachers see themselves mainly as instructors or socializers and that the way they perceive themselves according to these two roles affect the way they interact with students. Instructors tend to have negative respond to students who are "underachieved, unmotivated, or disruptive during learning tasks", whereas teachers who are socializers tend to have negative respond toward students they view as "hostile, aggressive, or interpersonally disconnected" (Hamre & Pianta, 2006, p.24). In my opinion, teacher, in different situations or coping with different students, could play the role of either an instructor or a socializer. The question is „Is instructor or socializer more preferable in building quality teacher-student relationship? Either, neither or both?"The same question applies to the social media platform. It addresses the needs to investigate in the present study into the characteristics and the effects of

teachers being instructor or/ and socializer when they interact with students through social media website.

Considering beliefs, teachers" self-efficacy beliefs may also affect the nature of teacher-student relationship development (Harme & Pianta, 2006). Teachers who believe that they could influence students are more likely to interact with students in ways that enhance student achievement. Furthermore, when teachers hold high expectations for student achievement, students tend to "achieve more, experience a greater sense of self-esteem and competence as learners, and resist involvement in problem behaviors during both childhood and adolescence" (Hamre & Pianta, 2006, p.3). Therefore, teacher"s beliefs and expectations are considered relevant to the quality of student–teacher relationships.

2.4.3 Information exchange processes: interactive behaviors

The component of the student–teacher relationship includes interaction, in which feedback is provided and information is exchanged among individuals (Harme & Pianta, 2006). This view of interaction as carrying information is somewhat broader than that of interaction as reinforcing or not. This perspective makes explicit the link between interaction and the participants" interpretation of the information embedded in the interaction. Furthermore, the qualities of information or how interaction is interchanged such as "tone of voice, posture and proximity, timing of behavior, or contingency or reciprocity of behavior" may be even more efficient in delivering message than what is actually said or done (Harme & Pianta, 2006, p.3). These conversational elements could be converted into computer-mediated-communication (CMC) and corresponding to Netspeak features such as emoticons, flaming,

abbreviations, acronyms and other variations on words and sentences (Baron, 2001).
It leads me to the idea that the component of student-teacher online interaction
includes Netspeak, in which teacher and student exchange information by using
digital languages. Scholars, for example Prensky (2001), state that educators need to
consider the use of language of teaching student of the digital era. However, the
effects of Netspeak to teacher-student relationship is a new phenomenon and need
further examination.

Research on student–teacher interaction and its relation to student motivation provides
insight into the relationship between interactions and the quality of student–teacher
relationships. For example, Skinner and Belmot (1993) found in a study of upper
elementary teachers that when teachers were more involved with students within the
social environment, students had positive perceptions of the teacher. Extensionally,
teacher"s involvement fostered students"classroom engagement, and in turn, students"
engagement led teachers to become more involved. This study suggests that students
who are able to form strong relationships with teachers have learning advantage.

2.4.4 External Influences

Teachers and students do not interact purely by themselves; they belong to a larger
school community that may support or constrain the development of relationship.
Crosnoe, Johnson and Elder (2004) found that school climate and the quality of
student–teacher relationships share a reciprocal association. However, it is difficult to
determine to what extent student–teacher relationships and school climate influence
one another. Also, student-teacher relationships and school climate could influence

students differently when students grow older and they have more experiences in different situations communicating with a variety of adults in school.

Teacher–student interactions that lead students to feel supported by their teachers are important in enhancing young students" motivation towards learning as well as their emotional well-being (Harme & Pianta, 2006). Unfortunately, in most secondary schools nowadays, students spend very little time each day with teacher, the limited quantity of time constringe the ability for teachers and students form strong bonding (Walther, 1995). One interesting line of research in this area has highlighted the mismatch between students" continuing need for emotional support and schools" increasing departmentalization (Roeser, 1998). Furthermore, many secondary schools make management the goal for students" social and instructional needs (Harme & Pianta, 2006). The control-oriented school curriculum often backfires, which discourage students" motivation towards learning, on the other hand, creating less motivation and increasing student misbehavior and enmity. It gives the clue that establishing a student-friendly environment is beneficial to both parties: student and teacher. The properties of social media affords student-oriented learning environment which could outfire the tension between teacher and student. However, school policy might be a hesitation of this win-win situation.

2.5 Characteristics of Social Media

Social network is defined as "an online community of individuals who exchange messages, share information and cooperate on joint activities" (Encyclopedia Britannica, 2010). The idea of web 2.0 is "commonly associated with web applications that facilitate interactive information sharing, interoperability, user-centered design and collaboration on the World Wide Web. Web 2.0 allows users

to interact with one another or edit or add to website content" (Wikipedia, 2010). Web 2.0 applications allow users to share videos and links, find and stay in contact with friends, comment on each other"s photos. The affordances of social media allow users to perceive social environment. Affordances refer to perceptual cues in the environment that facilitate interaction (Gibson, 1986). The use of social media tools is afforded when some friends are in the chatroom, or when users receive messages, or someone comment on users"photo. Social media afford two-way interaction and even many-to-many interaction (Norman, 1990). The affordances of social media welcome and invite users to access information anytime anywhere. According to Boyd (2010), four affordances of social media play a significant role in configuring the social networked publics.

• Persistence: online expressions are automatically recorded and archived.

• Replicability: content made out of bits can be duplicated.

• Scalability: the potential visibility of content in networked publics is great.

• Searchability: content in networked publics can be accessed through search.

(Boyd, 2010 p.7)

These affordances are discussed on more details and their significances to this study are explained next.

2.5.1 Persistence: What one says stays and lasts

As spoken conversations are short-termed and un-enduring, countless technologies and equipment have been developed to capture conversations and moments and make

them persistent. The invention of writing allows people to record events and emotions; whereas the invention of painting and photography allows human beings to capture un-enduring moment. Internet technologies follow the innovations in the area of capturing the non-persistence. In social network, bytes are the elements being captured, recorded, created and exchanged across the network (Boyd, 2010). Bits are made persistent by default in many systems and, therefore, the text that is produced becomes persistent. While texts in the network can in theory be deleted at any point in the process, information might not be deleted successfully and/ or totally. The persistence of conversations in social networks is ideal for asynchronous conversations, but it also raises new concerns when it is so ideally persistent and can be consumed outside of its original context (Boyd, 2010).

Because of the persistence in social networks, teacher should think twice before they self-disclose on social media. The photographs and the information teacher post on social media may positively or negatively alter student perceptions on teacher's credibility. Other than the teacher's own posts, the comments made by the teacher's Facebook friends, the special interest groups the teacher join on Facebook, and the personal information the teacher discloses in his or her Facebook wall all may affect students' understandings of the teacher (Mazer, Murphy & Simonds, 2007). Student's impression and perceptions on teacher could positively or negatively affect teacher-student-relationship. Therefore, once teacher log in to social media websites, they must make decisions about what and how much information to disclose and be responsible on them.

2.5.2 Replicability: What's the original and what's the duplicate?

Printing allows easy reproduction of news and information; increase the potential circulation of such content (Eisenstein, 1980). According to Boyd (2010), technology has introduced a series of tools to help people duplicate texts, images, videos, and other media. Because bits can be replicated easily when they are shared across the network, the content produced in the social network is easily replicable. The original bit can hardly be differentiated from its duplicate. Also, as digital data can be easily modified, content can be transformed in ways that its hard to distinguish the original source and adjusted or modified information. The replicable nature of content in the social network means that what is replicated may be changed in ways that people do not easily realize (Boyd, 2010).

The replicability of social network could magnify teacher's teaching resources. News, stories, articles of controversial issues, book reviews and many more different kinds of information is heavily loaded in social media websites. It is not surprising that teachers could find information that students are interested in and convert it into teaching materials. Using „real-life" material which is related to students themselves is proved to enhance student motivation of learning (McPherson, 2008). On the other hand, it is important for teachers to avoid violating the copyright and quote the resources they have used carefully. Therefore, to understand more about teacher's perspective on the replicable nature in social media is valuable.

2.5.3 Scalability: What spreads may not be ideally noticeable

Broadcast media like TV and radio made it possible for news or events to be widely distributed along great distances, scaling the potential visibility of a given act and reshaping the public sphere (Starr, 2005). Broadcast media allow content to scale,

however, the distribution are repeatedly regulated (Walker, 2004). The Internet introduced new possibilities for distribution; for example, blogging allows the rise of grassroots journalism and a platform for anyone to express opinions.

According to Boyd (2010), the Internet enables many of the internet society to broadcast content and create publics, but it does not guarantee audiences. What scales in networked publics may not be what the users wishes to scale (Boyd, 2010). Furthermore, only a small portion of network users gain massive attention while many more receive very limited, localized attention. Scalability in networked publics is about the possibility of enmormous visibility, not about the guarantee (Boyd, 2010).

The scalability that Boyd (2010) mentioned relates to teacher's popularity on social media. If Boyd's statement about un-guaranteed audience on social network applies to teacher-student context, it means teacher's hard work of careful self-disclosure and their excellent job of providing extra learning opportunity on social media could be neglected. It could be claimed that teachers have generally large amount of student audiences on social media websites as students are generally curious about teachers' private life and in this sense, teachers' self-disclosure on social media websites could easily attract viewers' attention. There could also be a risk that students distribute information that is out of teachers' expectation, on the other words, the wrong things get popular.

2.5.4 Searchability: Seek and you shall find

Many information specialists have long been developing techniques to make accessing information more user-friendly and more effective. The introduction of search engines has reworked the ways in which information can be accessed in many

aspects (Boyd, 2010). Search has become a common activity and a significant function which favors internet users.

According to Boyd (2010), search takes on a new role as internet publics use technologies that leave traces. Wherever with internet connection, internet users can easily locate a person or object or places. This kind of actions which used to be seen as elements of science fiction are, however, increasingly attainable in the social network. In social websites like Facebook, the search function makes it possible and easy for user to search and view other user's Facebook page. The high searchability in social media brings credit to its affordances to users, for example, students could search for teachers' private information and comments on posts or links with ease. It might lead to the situation that students bring out personal facts on teachers without teachers' self-disclosure. It is interesting for further research to examine whether the searchability in social media brings credit or discredit on the development of teacher-student relationship.

Due to the discussed affordances properties of social media: persistence, replicability, scalability and searchability by Boyd (2010), social media interaction is not totally in teachers' own hands, outside factors influence the use of social media in education.

2.6 Facebook and its educational potential

Over 800 million people in the world are active users of Facebook (Wilson, Gosling & Graham, 2012*)*. This unique social network site is changing the way more than hundreds of millions of people's interaction and share information (Wilson, Gosling

& Graham, 2012*)*. Background information of Facebook is shown in Table 3 below. Institutions have become a huge force in Facebook. In a research done by Ellison, Steinfield and Lampe (2007), it is found that 94% of the undergraduate students at Michigan State University were Facebook users and they spent approximately 10 to 30 minutes on the site per day. The research suggests that „Facebook is used and adopted primarily to maintain contact with offline connections rather than to develop new relationships"(Ellison, Steinfield & Lampe, 2007).

Table 3: Fact file of Facebook

Type of site	Social networking site
Launched	4th February 2004
Founder	Mark Zuckerberg
Users	Over 800 million (active users as of December 2013)
Mission	To give people the power to share and make the world more open and connected.
Key functions	· Create user profile · Adjust privacy settings · News feed · Write Facebook notes · Messaging · Following · Like button · Voice call · Video calling

In Hong Kong, a place well known for its "work hard play hard" lifestyle, social media is playing a role in relieving stress and addressing work-life balance. A survey which investigates the use of social media in Hong Kong has revealed that 92% Hong Kong people were engaged on Facebook in weekly basis (Ketchum Newscan Public Relations Ltd, 2011). It indicates a significantly high level of online participation. With such a high percentage of the population actively engaged in Facebook, educators have a huge opportunity to spark influential conversation in this online space.

There are many excellent examples of how teacher can engage with their students through Facebook pages (Mazer, Murphy & Simonds, 2007). Teacher could use Facebook as an interactive platform, first of all, on the discussion of current affairs, popular culture, sub-culture and relevant materials about study content. Second of all, teacher could open closed groups for varied target group of student to discuss and give opinions on school issues. Furthermore, „Photo caption‟ on Facebook could be used to explain controlled vocabulary. Below is given an example of how a secondary school English teacher in Hong Kong uses Facebook note to remind student of the assignment structure and deadline; while at the same time, provide feedback and encouragement (Figure 2). Other examples of how Facebook could be used to assemble teacher and student will be investigated later in the present study.

THIS COMING MONDAY

by Angus Lam on Saturday, July 24, 2010 at 9:29pm

+ Write a Note

Angus's Notes
Notes About Angus

Browse Notes
Friends' Notes
Pages' Notes
My Notes
My Drafts
Notes About Me

Jump to Friend or Page

Tagged

Dear everybody,

This is to remind you that you will be finishing the Problem-solution essay during the class time on Monday. **The official deadline is 18:00 in the evening.** Late submission will NOT be marked. You are advised to write up part of the composition during this weekend and finish the rest in class on Monday. Alternatively, if you have already finished your writing, I am happy to have a consultation with you in class so we can talk about how you can further improve on your essay before you submit at the end of the day.

Please write your essay on a **composition paper** and make sure your handwriting is clear enough for me to read. Make sure you follow the organisation of the sample essay that we discussed in the previous lesson.

Students from UE (P) Friday group (i.e. Wesley, Keeson and Caesar), please send your composition to me via email latest by 1800 on 26 July, 2010. You could find my email address on P.2 of your reading package.

Looking forward to reading your masterpiece!

Angus

UE (S) class students, if you want the composition question, please send me your email through the message function on facebook.

Like · Comment · Share

Li Chak Fung Brian likes this.

Wai Hong Liu I have just finished the introduction....
It takes me a lot of time ~_~
July 24 at 9:36pm · Like · 1 person

Angus Lam does not matter... practice makes perfect!!
you will write a lot faster when you practise more...
UE in Form 7 is about speed training!
July 24 at 9:39pm · Like

Yiu Anthony Can I submit my paper too, Mr. Lam?
July 24 at 11:36pm · Like

Angus Lam You could. But there is nothing for me to mark cos it must be written just sooo perfectly~
July 24 at 11:49pm · Like

Yeung Tsz-q On a composition paper....oops, I handed in my work on printed paper...should I do it again? and I hv already sent u message~thx
July 25 at 12:06am · Like

Angus Lam There's no problem. But just make sure you allow at least a 1.5 spacing if you want to handin printed work.
Your Section E has been marked and given to Brian. The set of Section B handout was also there. Pick them up on Mon!
July 25 at 12:38am · Like

Friends' F

30.12.200
by Connie

01-04.01.
by Connie

Sponsore

Turvaa p
op.fi

Romantti
scandic-ca

Figure 2. An example of teacher uses Facebook in study context
Retrieved from:
http://www.facebook.com/home.php?#!/profile.php?id=740435661

3 Research Questions

The main research questions of this study are formulated as follows:

1) What kinds of criteria do the teachers and the students use in managing their privacy in Facebook?

2) How do the teachers and the students perceive self-disclosure on Facebook affecting teacher-student relationship?

4 Data and methods

4.1 Qualitative research approach

Qualitative social research is interested in „people", their characteristics, values, attitudes, motivations, experiences, and relations with the surrounding environment (Have, 2004). The major interest of qualitative approach is to study for example what people think, feel and experience (Have, 2004). According to Wisker (2008), qualitative research approach, if used appropriately and sensitively, provide rich data, deep insight into the topic, and information based on emotions, feelings, and experiences. However, qualitative data cannot necessary be used to make assumptions beyond the specific group of participants, meaning that the results may not be applicable to the rest of the population. More important in this research is that, qualitative research allows people to convey to others their situation from their own perspectives, their own point of view in their own words (Kvale, 1996). Qualitative research can be a powerful method for capturing the experiences and meanings of lives of people"s everyday world (Kvale, 1996) which could arouse mass attention and political awareness (e.g. Lewis, 1964).

Qualitative approach is chosen in this study because the purpose and interest of this research is to study the specific experiences of the teachers and students in the case study group, about how they think, their experiences of using Facebook, their interpretation of how Facebook affects teacher student relationship. The major way to study experiences and thinking is to study what people have to say, therefore, interviewing is chosen as an entry into the participant"s experiences, thoughts and

feelings. In this research, the qualitative interview methods enable the examination of how teachers and students construct privacy rules and manage boundaries within the secondary level education environment. It allows teachers and students to reflect on how and why they disclosed personal information in social media and also its effect on relationship building. Semi-structured questions were asked in the interviews to allow teachers and students to expand on their opinions and describe how personal self-disclosures may affect student-teacher relationship. Moreover, to support the interview data, qualitative online observation method is used. According to Fielding, Lee and Blank (2008), social media sites enable explicit links between people likely brings researchers to examine the structure of human relationship. Online observation is used in this study because the study is interested in the examination of the participants" online human relationship.

4.2 Participants

This research studies the Facebook experience of three teachers and three students. All of them are teaching or studying in the same secondary school in Hong Kong. The interviewed teachers have more than five years of teaching experience and at least 8 years of Facebook experience. The interviewed students are all in senior form. The participants are identified as teacher A,B,C and student A,B,C. The background information of the interview participants is presented in Table 4.

Table 4: Background information of interview participants

	Gender	Duties/ Status in school	Facebook experiences
Teacher A	Male	• Teach Physical Education subject • Lead sport teams • Discipline master: dealing with students' disciplinary matters	• 8 years • About 1600 friends on Facebook • 60-70% Facebook friends are students (current and graduated)
Teacher B	Female	• Teach English mainly to senior form students	• 8 years • 'Friend' students on Facebook since 2007 • Facebook friends include junior and senior form students
Teacher C	Female	• Teach General studies subject • Teaching English subject • Class teacher to senior form students	• 8 years • 'Friend' students on Facebook since 2007 • Half of the students are teenagers who are aged 14-16 years • Half of them are grown up who are aged 20-26 years old
Student A	Female	• Secondary 6 • Has been taught by teacher A, B & C • Preparing for the Hong Kong Diploma of Secondary Education Exam (HKDSE)	• 3 years • Starts friending teachers on Facebook since she was in Secondary 4
Student B	Female	• Secondary 6 • Has been taught by teacher A, B & C • Preparing for the Hong Kong Diploma of Secondary Education Exam (HKDSE)	• 3 years • Starts friending teachers on Facebook since 2009, Secondary 2.
Student C	Male	• Secondary 6 • Has been taught by teacher A&B • Preparing for the Hong Kong Diploma of Secondary Education Exam (HKDSE) • Debate team committee member	• Once a frequent user of Facebook • Stopped using Facebook half a year ago since the interview is dated

4.3 Data collection methods

4.3.1 Interviews

Semi-structured interviews are used as a data collection method in this study. In a semi-structured interview, the questions are specific, the sequence can be changed and so can the wordings. The interview format aims to extract the views or experience of the participants relevant to the research topic instead of merely the factual information (Drew, Raymond & Weinberg, 2006). Participants are not restricted to give only yes/ no answers, they are encouraged to give lengthy response with stories or accounts. This enabled me to have a deeper insight into the personal experience of the participants. Although semi-structured interviews allow greater chance for participants to elaborate their opinion and experiences, it is unavoidably "more formal and constrained than everyday conversation" (Drew, Raymond & Weinberg, 2006, p.39). Yet, the accounts in semi-structured interviews can be considered as the collaborative products of social interaction between the researcher and participants, that the research guides the participants to give relevant accounts to attend to the topic, while the participants provide reflection of inner experiences and opinion as data (Drew, Raymond & Weinberg, 2006). Respondents recount their experiences in their own language and give meaning to the discussion topic (Nollaig, 2011). The conversation in the interviews becomes the evidence in the study of the teacher-student relationship in this research and ideas elaborated are considered as the representation of social life.

According to Salmons (2010), researchers traditionally tend to choose to conduct face-to-face interviews because respondents" nonverbal signals and verbal expressions

can lead to a meaningful discussion. However, nowadays, activities that people previously assumed would need physical presentation in many areas of life and work are now conducted via electronic communications. Scholarly activities are included in this trend. Scholars expect to discuss their work with colleagues through e-mail lists, blogs, social media, and interactive websites as their colleagues may live in different cities or travel frequently (Salmons, 2010).

Moreover, researchers are increasingly using the Internet to collect data. There are several reasons for researchers to choose to conduct interviews online. First of all, the constraints that would make face-to-face interviews impractical would be largely reduced and eliminated by online interviews (Salmons, 2010). Second of all, online interviews allow a larger pool of study respondents, including international, geographically distributed, socially isolated individuals or disabled (Salmons, 2010). Furthermore, as the setting is online environment which the participants are familiar with, they may feel more relaxed and comfortable when they are communicating with the researcher. As a result, they may be more open-up to discuss sensitive or personal matters, such as emotions or disorders that are hard to express in face-to-face situation (Salmons, 2010).

To me, as a researcher, the first reason which motivated me to conduct online interviews is the costly of traveling, since the interviewees and I were located over 7000km apart and online interviews do not require any travel expenses. Other than cost considerations, I found online interviews a suitable method for my research topic, in which I explore interaction on-line. Geiser (2002, p.3) comments that "research questions that explore an online phenomenon are strengthened through the use of a method of research that closely mirrors the natural setting under investigation".

Internet publics who are actively engaged in social media virtual communities usually have developed their online identities, friends, and colleagues. Online interviews allowed me to better understand the participating teachers" and students" cyber experience.

In the present research, interviews took place during October and December of 2012. The participants were informed about the interviews through Facebook messages and phone calls. The interviewees" participation was voluntary, they responsed to the interviewer"s invitations and agreed to be interviewed. In the beginning, I sent ten invitations and six respondents agreed to participate in this research. Five out of six of the participants were informed by Facebook inbox messages about the research topic one semester before the interview, and they were confirmed that they would stay anonymous in the research. Interview questions were sent to participants through Facebook messages one week before the interview so that they could catch the insights of what will be discussed. One of the participants was informed by phone call one week before the interview because Facebook was inaccessible to him at that time. Interviews were conducted through a voice-over-IP service, Skype. Interview date and time were agreed among the researcher and the participants in advance. Each of the interviews lasted on average 20-30 minutes. Four of the interviews were conducted in the participants" mother tongue, Cantonese. Two of the interviews were conducted in English according to the participants" wish. Firstly, it is because one of the participants is English professional and confident in communicating in English. Secondly, one of the students would like to practice her English oral skills, provided that her English is easily comprehensible and expressive. All the interviews were audiotaped and transcribed for the ease of analysis. The interviews that were conducted in Cantonese were translated into English.

The interviews followed a semi-structured format. The researcher‟s use of wordings and order of the questions were adjusted according to the responses of different participants. Questions to teachers (Appendix 1) and questions to students (Appendix 2) differ in a small extent. Participants were asked to provide their background information in the beginning. For teacher participants, it included describing their teaching experience, duties in school and background information of friending students on Facebook. Student participants provided information about their current study statutes and background information of friending teachers on Facebook. Next, both teachers and students were asked to give their own accounts of personal experience on using Facebook, their opinions and experience about how Facebook affects their teacher-student relationship and teaching and learning. 15 out of 16 questions were open-ended questions, which allowed the participants to give unconstrained answer. The last question is partly a yes/no question, asking if they want to be friends with teachers/students on Facebook in the future.

4.3.2 Online observation data

To gain examples and evidence of the participants‟ interpretation in the interviews, I observed online materials from the participants‟ Facebook account. The participants were asked for consent to have their Facebook wall being observed. Data collection was undertaken from January 2013 until December 2013. The decision of collecting online materials was based on the findings of the interviews. During the interviews, I was provided with examples of educational use of Facebook and stories of how Facebook serves as a booster of teacher-student-relationship. Therefore, I wanted to take a deeper look into the examples provided and see if I could find real-time materials relevant to the study. I aimed to use online data to validate offline data;

meaning that I wanted to see if the online data served as evidence of interviewees'' interpretation or the other way round.

I found collecting online data important in this study because it enhances my understanding of the study from obtaining a rich and meaningful source of data. The data includes both textual and graphical information. Furthermore, online observation provides a natural setting which is free from pressures of time and space as well as free from bias when the informants might perform differently in conventional interviews (Nurdin, Stockdale & Scheepers, 2013). However, in this research, online observation data serves mainly as supportive data to the interviews. In future studies the use of online observations as the main data collection method could be considered.

During the observation period, I browsed through the informants'' Facebook walls and captured conversations, photos, comments, statuses and posts which were relevant to the focus of my study. These were saved in a Word document. Altogether 7 pages and 10 items were collected. Some of the online data were provided by the interviewees themselves through inbox messages. The interviewees agreed to forward links of posts relevant to their descriptions in the interviews.

The online observation procedure is considered overt as I made my intentions and objectives known and obtained a permission to observe a situation. The subjects were thus aware that they were being observed. I took a role of a complete observer during the observation. The complete observer avoids influencing the observed activities, keeping a distance to the observed interactions, thus approximating the traditional idea of the "objective" observer (Nørskov & Rask, 2011). I followed the interviewees'' Facebook accounts and observed without taking part in the community activities.

The limitation of overt observation is that the participants gain demand characteristics where they might act differently in front of the researcher than they would in a real-life situation, lowering the validity (Nurdin, Stockdale & Scheepers, 2013). On the other hand, covert observation avoids informants" different performance as they are unaware of the researcher"s presence, giving highly valid results. However, overt instead of covert observation is chosen in this research because the response of the participants when they discover my true origins can differ a lot and some may bring me into difficult situation.

Ethical issues were considered in each step of the data collection. The respondents have given the researcher their consent to obtain data from interviewing them as well as following their Facebook account and procure data. The participants were informed that the information they gave in the interviews and the online materials are used only in this Master"s Thesis. I confirmed them that I would not use their information for other purposes. The participants" names are kept confidential and their faces in the photos are not published.

4.4 Data analysis methods

4.4.1 Analyzing the interview data: Thematic Analysis

Thematic analysis refers to a process of analyzing data according to commonalities, relationships and differences across a data set (Gibson & Brown, 2009). „Thematic" relates to the aim of searching for aggregated themes with data. To analyze the data, I

followed Braun & Clarke's (2006) interpretive, six-phase approach to conduct thematic analysis.

Phase 1: Familiarizing with the data

The first phase of the analysis required me to familiarize myself with the data. To get familiar with the data, I first listened to the audio record of the interviews for several times and took notes and marked ideas for coding that I go back to in subsequent phase. I took notes and marked ideas which are related to the focuses of my study: communication privacy management, self-disclosure and teacher-student relationship. I then developed a more thorough understanding of the data by transcribing the interviews into a written form. The written form of the data is needed to conduct the thematic analysis. The first phase of the analysis helped me to be familiar with the depth and breadth of the content of the data.

Phase 2: Generating initial codes

After I familiarized myself with the data, and generated the initial ideas and interests of the data, I began the second phase which involved the production of initial codes from the data. Codes identify a feature of the data that appeared interesting to me, and refer to "the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon" (Boyatzis, 1998, p.63, cited in Braun & Clarke, 2006). The process of coding is a part of the analysis, as the data is organized into meaningful groups (Braun & Clarke, 2006). I conducted coding with Microsoft Word, a word processor. I summarized the answers of the interviewees into short phrases or key words. Then, I used highlighters to indicate potential patterns and to identify segments of the data. In this phase, I ensured that all actual data extracts were coded, and collated together within each code.

Phase 3: Searching for themes

After the data was initially coded and collated, I came up with a list of different codes I identified across the data set. This phase, which re-focuses the analysis at the broader level of themes, rather than codes, involved sorting the different codes into potential themes, and collating all the relevant coded data extracts within the identified themes (Braun & Clarke, 2006). I analyzed the codes, and considered how different codes could be combined to form an overarching theme. I discovered that some of the initial codes formed the main themes, whereas others formed a sub-theme and some seemed not to belong to anywhere. At this point, I had a collection of 14 candidate themes, and all extracts of data that have been coded relationally.

Phase 4: Reviewing themes

This phase involved the refinement of the candidate themes that were devised in phase 3. During this phase, it became evident that some candidate themes were not main themes. Also, there were not enough data to support them, or the data were too diverse. Some themes collapsed into each other, for instance, two apparently separate themes formed one or other themes needed to be broken down into separate themes.

I produced a file for each theme which contains the corresponding data extracts. At this point, 11 files were produced which are named 1) awareness towards teachers‟ presence on Facebook, 2) privacy awareness, 3) awareness of the content of the posts, 4) motives to disclose, 5) cultural background, 6) teacher as instructor, 7) teacher as socializer, 8) communication tool, 9) enhance interaction, 10) express emotions and 11) achieve support. I then read each file which contains all the collated extracts for each theme, and considered whether they appear to form a coherent pattern. In this stage, I discovered that some of the extracts do not present coherent pattern in the corresponding themes. Some of the extracts appeared to belong to other candidate

themes. I then reworked the themes. I found home for those extracts that do not currently work in an already-existing theme, and I discarded some of the extracts from the analysis. In the end of this stage, I refined the 11 candidate themes into 7 sub-main themes which are finalized as 1) awareness towards teachers" presence on Facebook, 2) risk-benefit awareness, 3) motives to disclose, 4) cultural background, 5) teacher as instructors or socializer, 6) enhance communication interaction and 7) express emotions and achieve supports.

Phase 5: Defining and naming themes

During this phase, I defined and further refined the themes that I present for the analysis. Defining and refining means here identifying the essence of what each theme is about, and determining what aspect of the data each theme captures. To define and refine the themes, I went back to the collated data extracts for each theme; organized them into a coherent and internally consistent account. Then, I found relations to the sub-main themes and see if they form one main theme. At the end of this phase, I found the seven sub-main themes form the discussion of two main themes which are answering the research questions. I named the final main themes which made them appear concise, punchy, and immediately giving the reader a sense of what the theme is about. The two main themes are named as 1) Privacy management criteria teachers and students use in Facebook, 2) Self-disclosure and teacher-student relationship. They are finalized and ready for final analysis.

Phase 6: Producing the report

The final phase of thematic analysis involves the final analysis of the fully worked-out themes and write-up of the report which is provided in this Master"s thesis. I aim at providing a concise, coherent, logical, non-repetitive, and interesting

analysis of the data. In the result, I use vivid examples from the data extracts to provide sufficient evidence of the analysis. Moreover, I make arguments to the data extracts I provide in relation to academic analysis.

4.4.2 Analyzing the online observation data

To collect evidences from the participants" interpretation in the interviews, I was motivated to conduct online observation. The aim of conducting online observation was to search for concrete examples which illustrate the interviewees" report of their Facebook experiences. The online observation data is supporting the interview data. I followed the interviewees" Facebook accounts and observed without taking part in the community activities. The Facebook walls of the participants were observed, photos, comments, statutes and notes were uploaded.

After the interviews were conducted, I read through the participants" Facebook pages and tried to chase down some examples which matched the participants" description. For example, two participants mentioned that they had posted useful web links for English learning. I tried to find out if there was any post which matched this description. I paid attention to posts which indicated the participants" sharing of English learning materials. I was also given permission to access a Facebook group that one of the participants used it as an interactive platform to announce class information, to ask questions and to share learning materials.

I captured the posts which illustrated the interview results and collect them into 2 files: teacher online observation data and student online observation data. Then, I chose the

ones which were the most significant as examples to certain descriptions in the interview and discarded the less significant ones. The posts which were written in English had higher priority because the use of original text could avoid loss of meaning after the translation. At the end, I gathered all the significant evidence and present them in the results chapter.

I have to admit that the analysis of online material in this Master Thesis is not ideally organized systematically enough. Quantitative method could have been used to collect and analyze online data. This is one of the limitations in this research and it could be addressed in further studies.

5 Result and Findings

This chapter discusses the findings of the present research based on the resulting categories which are found significant under the analysis process. The findings derive from the qualitative analysis which was introduced and presented in Chapter 4. Following Braun & Clarke''s (2006) six phase thematic analysis approach, 7 sub-main themes and 2 main themes appeared as the most important. The resulting categories are presented below in Figure 3.
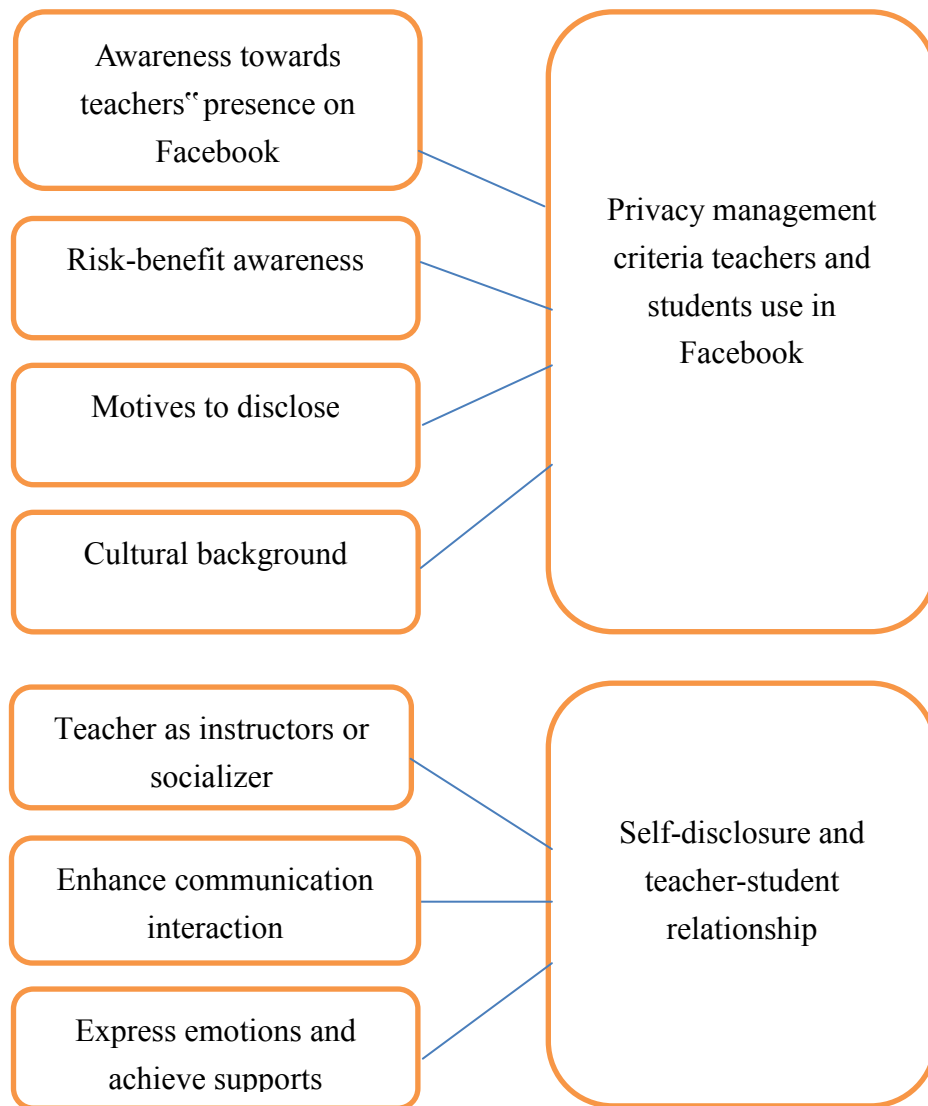

Figure 3. The resulting categories from Thematic Analysis

The last phase of Braun & Clarke‟s (2006) thematic analysis, producing the report of the result, is presented in this chapter. The findings of each category are discussed in the following sub-chapters. Quotations from the interviews and online data are presented; the participants‟ names are not shown to protect their anonymity.

The third phase of Braun & Clarke‟s (2006) thematic analysis, searching for themes, requires the analysis of the initial codes and sorting different codes into potential categories. I originally found 11 initial codes which are placed in 7 categories: 1) awareness towards teachers‟ presence on Facebook, 2) risk-benefit awareness, 3) motives to disclose, 4) cultural background, 5) Teacher as instructors or socializer, 6) Enhance communication and interaction, 7) Express emotions and achieve support.

5.1 Privacy management criteria teachers and students use in Facebook

The fourth phase of Braun & Clarke‟s (2006) thematic analysis, reviewing themes, requires refinement of the candidate themes and gather related phenomena to form main themes. During this process it was noticed that the 4 categories: 1) awareness towards teachers‟ presence on Facebook, 2) risk-benefit awareness, 3) motives to disclose and 4) cultural background form the discussion of the criteria teachers and students consider in managing their privacy in Facebook. The new category, formed on the basis of these four open coding categories, is labeled, „Privacy management criteria teachers and students use in Facebook‟.

Petronio (2002) stated that within the CPM framework there are five criteria (culture, gender, motivation, context, and risk benefit ratios) utilized when individuals create rules for disclosures. In the present study, three out of five of the criteria mentioned

emerged from discussions with the interviewees. An additional criterion not mentioned by Petronio (2002) emerged, which was labeled „awareness towards teachers" presence on Facebook".

Awareness towards teachers" presence on Facebook

This category summarizes to what extent teachers" presence on Facebook is accepted. In other words, to what extent students are willing to send or accept friendships requests from teachers. It was found that all the interviewed teachers are popular on Facebook. Students send them Facebook request actively. All of the teachers have plenty number of students on their friend lists. Teacher A has about 1600 friends on Facebook and 60-70% of them are students. Teacher B has about 600 friends on Facebook and about half of them are her students. Teacher C answered that she has more than 100 students on her Facebook list.

Two of the interviewed students mentioned that they wanted to learn about teacher's private life from their Facebook, for example, where they had traveled, what they were doing in weekends or on holidays etc. They think that knowing about teachers" life could easily create common topics and discover common interests with teachers. One of the students did not access Facebook but he was also eager to know what kinds of updates or learning materials the teachers had posted on Facebook, so he asked his classmates for the information. On the question „Do you usually send teachers friend requests or vice verse? Have you ever rejected teachers' friend requests?" the student respondents answered positively:

> *I never reject teachers" friend request because I think it is impolite to turn down the request. I am willing to add the teacher I know as my Facebook friend as I want to know them more. (Student A)*

Yes, of course! And teachers also add me as friend. I think there"s nothing special to have teachers as friends on Facebook. They are ordinary people. I don"t fed like uncomfortable or being controlled. (Student C)

The reason why students seem to be willing to have teachers as friends on Facebook is mainly that they want to know more about teachers in real life, and also, they think teachers are just ordinary people and some consider teachers as friends. In my view, it is encouraging to know that teachers are being accepted and even being popular on students" Facebook. This is because audience in social network is un-guaranteed; teacher"s hard work of careful self-disclosure and their excellent job of providing extra learning opportunity on social media could be neglected. The positive acceptance of teachers being on Facebook enhances the potential of its educational purpose.

Risk-benefit awareness

This category is created from 2 concepts: „privacy awareness" and „awareness of the content of the posts". I investigated to what extent teachers and students are cautious about the risk and the benefit when they disclose on Facebook. All of the participants paid attention to an excessive self-disclosure of messages and photos they posted on their Facebook walls. 5 out of 6 of the informants mentioned that they avoid posting information that is too private. One student avoided using Facebook so that his privacy is safely protected. Teacher B and teacher C adjusted their privacy settings. Teacher C hid the friend list and Teacher B customized the privacy settings so that part of her information and updates were not shown to students. Concerning the teachers" and the students" awareness, they gave several reasons for this avoidance of too much self-disclosure:

I don"tpost private information on Facebook because my teachers and some of my relatives are on Facebook too. I have to be careful about what they can see. (Student D)

Since I still think that my role as a teacher, so I want to draw a distant between me and them. (Teacher B)

Student D refrains to disclose private information on Facebook because there is a risk that her teachers and relatives might find out some information that she does not want to share. Teacher B considers the risk of her role as a teacher being challenged by disclosing private information on Facebook.

The research data shows also that all the teachers are aware of the content; in other words; what they post on Facebook. They filter information before posting. They are aware of the suitableness of the content to students, the wordings and even grammar. Moreover, all the teachers avoid discussing school policies on Facebook.

The whole thing (Facebook) is positive, I can"tsay anything negative. (Teacher A)

If there is some scene which is not suitable for students or include foul language, then I would avoid posting them. (Teacher C)

The principle has mentioned that we shouldn"tdiscuss about other teachers or school policy on Facebook. (Teacher A)

The finding shows that the persistency of social network has altered teacher"s self-disclosure decision psychologically. The teachers are aware of what they disclose

on social media and avoid any not removable negative influence to students, for example, teacher C mentioned:

Facebook might become unpopular in the near future, however, the posts you write stays forever. (Teacher C)

Teacher C describes the persistence of social network in terms of the change of social media tools. Teacher C commented that she as a teacher has engaged in different stages of her students, as well as different stages of social media. She recalled that before Facebook appeared, the most popular social site which her previous students used was Xanga (a blogging site). After Facebook has earned its throne, people left Xanga as a memory. Teacher C described that all the blogs, comments and feelings expressed in Xanga are neglected but still exists. The experience she had on Xanga stays forever. Even though you could delete your post, reader could have already copied and saved it. It seems that the teacher is aware of the persistence of social network. No matter how fast technology changes and upcoming social media tool might take over the outdated ones, the information persist forever. This is the main reason for her to be aware of what she posts on Facebook.

Motives to disclose

5 out of 6 the respondents reported that they are motivated to reveal themselves on Facebook to build relationships. The teachers reported that they also use personal disclosure to relate students to course content.

The teachers share information with students which gives students a better understanding of who as a person they are so students feel more comfortable to come to them when they need help.

I want them to know that I am not those kinds of mighty ones. They should feel free to talk to me when they need help. (Teacher C)

I found out on Facebook that me and Ms. Xx have some similar hobbies. Then, I talk to her more because we have some common interests and topics and talk. (Student B)

In the data, teacher A mentioned a couple of times that he believes his principal, attitude and thoughts bring influence to students. Therefore, he sets up a positive image in Facebook. He is motivated to reveal to students so that they could learn from his positive attitude. In the present research, the data does not show if students" attitude were influenced by teacher A"s beliefs or if teacher A"s beliefs have affected the development of teacher-student relationship. It is difficult to measure attitude changes in a short period of time (McCroskey, 2006). Further research is needed to determine the relation between teachers" beliefs and its effect on the way teacher interacts with students.

Teacher B is motivated to disclose herself as a role model in English learning to her students. In the data, teacher B mentioned that she always tries her best to produce accurate English with appropriate wordings and correct grammar on Facebook. She wants her students to learn from her and take her as a role model. Student D who is taught by teacher B described that teacher B expects students to use proper English to interact with her on Facebook. If teacher B notices linguistic mistakes with students" comment, she points it out and suggests the correct version. An example is presented in figure 4:

Figure 4. Students' grammatical mistake being pointed out

Student D's grammatical mistake in the photo description was pointed out by the teacher and amended. She originally wrote „I will trying my best". Student D commented that she remembers the error better and could apply the correct usage in other situations afterwards.

Moreover, the findings show that two of the teachers are motivated to use Facebook to extend a classroom discussion, in which one of the teachers also offers quick homework assistance. Two of the interviewed teachers reported that they have used Facebook to share online materials to motivate students' learning. Teacher B has posted useful websites, articles or writing examples for English (Figure 5). Teacher C has posted interesting articles or videos related to General Study, or nice English songs or lyrics to arouse students' interest in learning English (Figure 6).
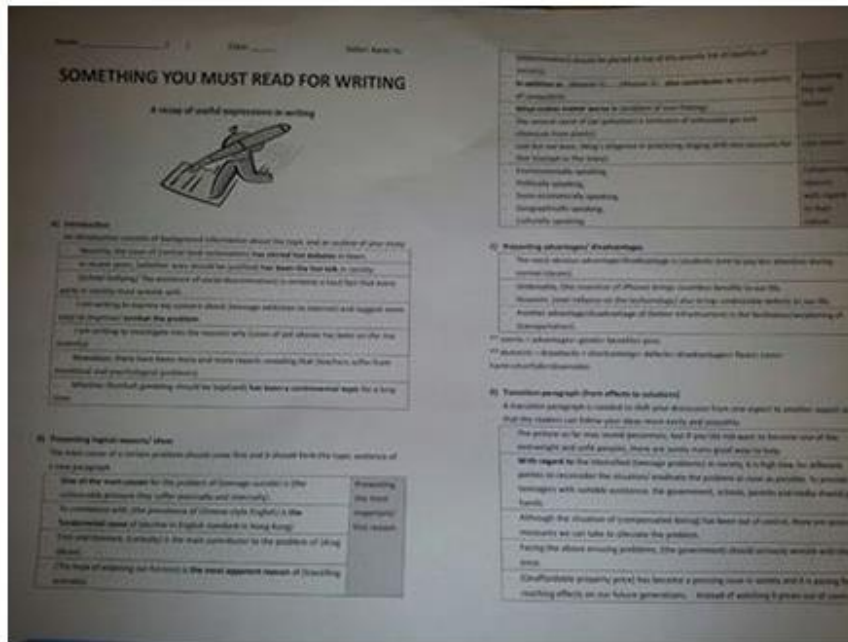
Figure 5. Teacher B's sharing: Tips to improve writing skill

Figure 6. Teacher C shares an interview from a famous local journalist: His biography and views on journalism.

In fact, the students make use of social media and contribute in the magnification of study resources as well. In the study group teacher B created on Facebook, not only the teacher uploads study materials, the students are also found contributing in sharing useful links, videos or articles which facilitates English learning (Figure 7).
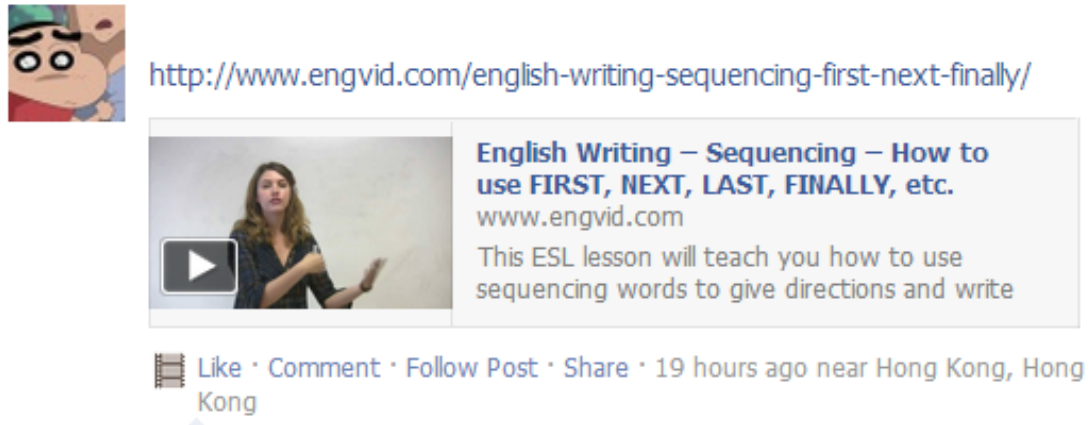
Figure 7. Student''s sharing: The use of sequencing in English.

Cultural background

The targeted secondary school''s motto is 'Nurturing oneself so as to reach out to others' and one of the school''s key concepts is to develop the students'' 3C Sprits Confidence, Care & Commitment. It suggests that the school aims to establish a spirit of friendly teacher-student relationship. The friendly culture of the school suggests that teachers'' appropriate self-disclosure are encouraged.

> *We are encouraged to open up ourselves to students so that students would open up to us as well. (Teacher A)*

Moreover, another teacher explains that using Facebook to interact with students is a trend for teachers in the school.

Many of my colleagues in school have students as friends in Facebook. It's kind of a culture in our school. I feel like I am missing lots of news if I don't read Facebook for a while. (Teacher C)

However, even though the school has an open-minded attitude towards teacher revealing themselves to students, the school is reserved about teachers' disclosure on Facebook.

The principle has mentioned that we shouldn't discuss about other teachers or school policy on Facebook. (Teacher A)

The school has no formal policy on using Facebook. But once in a staff meeting, the principal remind us not to have open discussion of any school policy or affairs on Facebook. (Teacher B)

The school welcomes teachers to build up harmonious relationship with students in which appropriate self-disclosures are encouraged. However, the school is concerned about the discussion of school policies and considers that those are inappropriate to be discussed on Facebook.

5.2 Self-disclosure and teacher-student relationship

As the second research question focuses on the effect of self-disclosure in Facebook on teacher-student relationship, I looked for elements which are matters of teacher-student relationship. Among the candidate themes created from the previous phase, „Teacher as instructor or socializer", „Enhance communication and interaction" and „Express emotions and achieve support" are considered relevant to teacher-student

relationship. These categories are reassembled to the main theme „Self-disclosure and teacher-student relationship".

Teacher as instructor or socializer

The fourth category, teacher as instructor or socializer, is combined from 2 initial codes: „teacher as instructor" and „teacher as socializer". The findings show that all the interviewed teachers take roles of either or both instructor or/and socializer in different situations. Teacher A is a master of discipline in the school, in school hours, he mostly puts himself into the role of an instructor. However, when he interacts with students in the virtual world, he tends to switch himself into the role of a socializer; in which he dresses up a positive image, as he commended:

> „The compliment, the „like" function, I think the whole thing (Facebook) is positive". (Teacher A).

When teacher A notices students" misbehaviors in Facebook activities, he warns them with mild temper. Giving warning is a characteristic of instructor whereas counseling with mild temper represents a socializer. In the present data, it shows that when teacher A handles students" behavior problem in social media, he takes a mixture role of an instructor and a socializer. He cannot neglect the problem he has noticed but he does not prefer to give supervision in social media, as he commented:

> „Iam not school Facebook police. I don't have a duty to do this". (Teacher A).

Teacher B and C have shown characteristics of a socializer. Both of them rejected to accept friend request from students who they considered naughty, hostile or aggressive. On the other hand, one of the reasons for them to interact with students on Facebook is because of its social purpose. They see Facebook as a platform to

socialize with students, create common topics, and understand students" interest and social circle, all lead to the teachers" better understanding to the students" whole person development.

Enhance communication and interaction

The sixth category, enhance communication and interaction, was created from 2 initial codes: „communication tool" and „enhance interaction". 5 out of 6 of the informants use Facebook as a communication tool on social purpose. All of the respondents agree that Facebook is an effective tool to produce interaction and enhance understanding.

The participants use Facebook to update current statuses, upload photos, check out friends" latest news and arrange activities. The teachers see Facebook as a convenient platform to communicate with students. Two of the teachers are using Facebook inbox messages to talk with students and answer students" questions. One of the teachers publishes school"s sport activities photos on Facebook and creates Facebook groups for announcing sport activities and competitions information.

> *I have collected more photos from school"s sport activities like ball games. I use Facebook to post those pictures. And I can create group on Facebook, it"s convenient to announce information like when, where, how some activities or competition are happening. (Teacher A)*

The students as well use Facebook to communicate with teachers, to chat, to exchange information and to arrange activities. One of the students finds it especially convenient to arrange activities with teachers by Facebook during school holidays when they do not usually meet face-to-face.

> *We use Facebook to interact with each other, even on summer holiday. We played*

badminton together in summer time and we arranged the time and place on

Facebook. (Student D)

In the data, it shows that information is exchanged among teachers and students. Teacher knows more about their students apart from school on Facebook as vice versa. Also, the ease of information exchange on Facebook has opened up chances for interaction. Teachers commented that Facebook has helped them to break the ice with students who they are not familiar with. Through Facebook, they gain information; they know more about each other and easier to open up interaction, for example, through comments and encouragements. On the questions „Why do you decide to use Facebook to interaction with teachers/students? Do you think Facebook is a potential tool for you to further improve the relationship with your teachers/students?" the teachers and the students have shown positive attitude:

> „*I feel I have built a good rapport with them. Because there are a lot more interaction on Facebook." (Teacher B)*

> „*For those not familiar, through Facebook, post some comments or encouragement, when we see, it's easier to break the ice."(Teacher C)*

> „*Though supporting their point of views or understand more about their daily lives, I believe that it could help the development of teacher-student relationship." (Student C)*

> „*After more interaction, we are more like friend in school and I feel more relax and comfortable."(Student B)*

„I think it is more convenient to each other because we can response each other immediately and quickly. Interaction with teachers make our relationship get closer……I think Facebook is a good way of communication."(Student A)

The respondents agree that Facebook could facilitate interaction, however, they as well point out many other tools or ways that could facilitate interaction; meaning that Facebook is not solely the only way of interaction. One of the students finds that Facebook is not a necessary tool to communicate with teachers as there are many other ways to contact teachers. Moreover, it seems that the participants favor real-life interaction more than virtual interaction.

„I think it is not necessary to use Facebook as a way to communicate with teachers. Because whenever in school or after school, I have ways to contact with teachers, why do I need Facebook to communicate with them?"(Student C)

„For those I am familiar with, maybe Facebook cannot replace our face-to-face relationship like chatting or just spend time together."(Teacher C)

The reasons why the teachers and the students decide to interact via Facebook varied: some think it is because Facebook is a convenient communication tool, some mentions that it is helpful to break the ice between unfamiliar people; others favor the relaxing atmosphere which eases interaction. No matter what the reasons are, there is no doubt that Facebook is considered a facilitator of interaction. According to Harme & Pianta (2006), interaction is one of the components of the student–teacher relationship, in which feedback is provided and information is exchanged among individual. As Facebook is found as a facilitator of interaction in this research, it as well means that Facebook enhances teacher-student relationship. However, the results

also suggest that Facebook cannot replace real-life interaction. It leaves a question for further research to compare real-life interaction and virtual interaction.

Express emotions and achieve support

This category is created from 2 initial codes: „express emotions" and „achieve support". 5 out of 6 of the informants mention that Facebook is one of the tools to express emotions and they usually gain support on Facebook. The results suggest that the teacher tends to disclose their emotion statuses on Facebook when they want to share their happiness or sadness with students. Teacher discloses his sadness, frustration or exhaustion when he is emotionally or physically weak and needs support (Figure 8). The experiences of teachers sharing their ups and downs are described as follows:

> *„Recently I have written a description to express my feeling of being a sport teacher. I receive many likes and comments; I think it gives me a positive affirmation. I know that many people agree with me, like some students, they comments „Sir, we support you!", it has positive influence to my job."(Teacher A)*

> *„I post on my class page „I love 6B". I want to express my feeling but if I tell it out face-to-face, then it will be too touching and I will cry."(Teacher C)*

> *„They give me a lot of generous supports and encouragements when I feel frustrated or upset in life. It will give me a feeling that many students are on my side to give me a lift and I am very happy and touched by that". (Teacher B)*

> *„Few years ago, my dad passed away, I have received many encouraging comments on Facebook. I feel happy about that."(Teacher A)*

Figure 8.　Teacher A expresses his sorrow when his father passed away

All of the teachers have disclosed on Facebook when they encounter emotional ups and downs. The teachers disclosed their happiness, satisfaction and fulfillment through Facebook. Emotional down-hearted is also found in the teachers‟ disclosure. This is contradicting to the positive image the teachers tend to reinforce. For example, teacher A, who has strong principle of posting only positive messages, has expressed his feeling of depression when his father passed away. Teacher B and C as well express their frustration on the demanding workload and the downside they encounter. In my point of view, the teachers aim to present a purely positive image in front of students on social media. However, in real life situation, the emotion side sometimes takes over the logical side. The teachers have disclosed information that they originally did not intend to. Nevertheless, the failure of purely positive image construction does not harm in this case. On the contrary, it brings credit to the strengthening of the teacher-student relationship as the teacher gains a generous amount of supporting comments from students. Relationship is built two-way. It is not the students‟ privilege to gain encouragement from teachers. Teachers also benefits from students‟ support. The teachers have received a generous amount of supportive comments from students when the teachers encounter difficulties. The students‟ encouragement values a lot to the teachers. The researcher interprets that the teachers acknowledge the students who leave valuable comments as cognitively developed. Having similar cognitive level, the teachers find it more comfortable and appropriate to develop a closer relationship with the students who they could share feelings with.

In a nut shell, it is found that all the interviewed teachers take role as socializers in social media. As discussed in the theoretical chapter, teacher as a socializer tends to focus on relationship building and teacher as an instructor values disciplines and behavior. In this study, it seems that the teachers consider strengthening

teacher-student relationship as their priority when they disclose themselves on Facebook. Under the category „Enhance communication and interaction‟, it is found that the teacher and students understand each other apart from school better by gaining information on Facebook. Information exchange on Facebook opens up chances of interaction which facilitate constructing better teacher-student relationship. The last category of this main theme, „Express emotions and achieve support‟, suggests that the teachers share ups and downs with students on Facebook. In returns, they achieve lots of encouraging comments which cheer them up or serve as acknowledgments. This kind of two-way interaction brings credit to cementing teacher-student relationship.

6 Discussions and Conclusions

The aim of this study was to explore the criteria secondary level teachers and students use in managing their privacies in Facebook. It was also investigated how the interviewees interpret their self-disclosure on Facebook to affect teacher-student relationships. Among different social media tools, Facebook was chosen as the object of my research. The data were collected by qualitative interviews and online observation with 3 teachers and 3 students, and analyzed by thematic analysis theory approach (Gibson & Brown, 2009).

Before giving the theoretical explanations of the main results, I should make some reflections about the theoretical background and the conducted methodology. As already highlighted, the student respondents are in senior level and the teacher respondents have been teaching in the targeted school for at least 5 years. They were selected because they have already passed the period of adaptation to a new environment. Therefore, it can be assumed that the results adequately reflect their actual daily social media use. This would not be guaranteed by taking a sample of newly employed or enrolled teachers and students.

One of the limitations of this study is that, the small amount of participants affects the reliability to present a general guideline on the criteria how teachers should disclose themselves. Even though the present study provides the insight of what, how and when the participants found it suitable or unsuitable to disclose which serves as referencable examples, further researches are recommended to be conducted with a larger quantity of sample. A mixture of qualitative and quantitative approach is

recommended to higher the reliability and validity of the results.

The analysis of the interview data was strengthened through analyzing online observation data. However, it needs to be noted that the analysis of online material in this study was not ideally organized structurally enough.

This study explored use of Facebook of two male and four female teachers and students. According to some previous studies, gender may influence the development of teacher-student relationship. It is claimed that girls tend to form closer and less conflictual relationships with their teachers than boys do whereas boys are at greater risk of relational difficulties in schools (Hamre & Pianta, 2006). In the present research, all of the interviewed students, two female and one male, perform harmony relationships with their teachers. The findings in this research do not show significant influence of gender differences towards teacher-student relationship. However, it is difficult to determine the gender influence in the set of data presented in this research. Firstly because the gender pool of the data is not wide enough. Second of all, the interview questions were not designed to investigate into gender issues in details. The gender influence of the development of teacher-student relationship is left investigated in further researches. The examination of how the gender of the teacher affects student perceptions and learning outcomes will allow scholars to draw upon literature that explores communicative differences among males and females who may take a more masculine and/or feminine approach to communication (Johnson, 1996). In addition, future research should explore the age and status of the teacher who uses Facebook. In this study, one of the interviewed teachers is young and the other two are more mature. Scholars might examine if students" perceptions differ if the teacher is a freshly graduated teacher or a tenured one.

To evaluate the results and findings, this study shows that the privacy management criteria the participants use in Facebook include the awareness towards teachers" presence on Facebook, risk-benefit awareness, motives to disclose and cultural background. My results show that the students accept teachers" presence on Facebook. An explanation of students" affirmation to accept teachers as Facebook friends maybe the curiosity. The students confirmed that the main reason for them to add teachers on Facebook is because they want to know about teachers" private life. Another explanation goes in line with Petronio"s (2002) second supposition of CPM, in which she posits the way people choose to disclose private information varies pending their perception of how well it will be handled by others. The students feel safe and comfortable to disclose themselves to teachers as they presume that teachers are professional enough to handle their information in appropriate ways.

The findings also show that all the participants are aware of the risk and benefit when they disclose on Facebook, they filter information before posting, they are aware of the suitableness of the content and they avoid disclosing privacy. Petronio (2002) states that "one reason we find it necessary to control our privacy boundaries is because we need to balance the risks and gains of revealing private information" (p.65). The teachers were concerned of the role-risk when disclosing. The teachers avoided disclosing too personal information which may lead students to perceive them as friend than teacher. Moreover, the persistency of social network has altered teacher"s self-disclosure decision psychologically (Boyd, 2010). The teachers are aware of what they disclose on social media and avoid having a negative influence on students. Internet technologies have been developed to capture conversations and moments and make them persistent. In social network, the persistency allows memorable conversations, photos or videos to be preserved. On the other hand, it

raises the concern that teacher has to think twice before they self-disclose on social media. The photos, information and comments teacher post are permanent and may persistently alter student perceptions on teacher‟s credibility.

Concerning teachers‟ motives to disclose themselves in Facebook, the teachers reported that they use personal disclosure to build relationship with students and to relate students to course content. As described by Petronio (2002), the express interest in forming bonds may cause private information to be shared. In this study, the teachers have interest in forming bonds with students to achieve harmonious relationship and to raise the tangibility of the course content. The teachers open up to the students and hope in result students would open up to them as well. Moreover, the findings show that the teachers are motivated to use Facebook to extend a classroom discussion, to offer homework assistance and to share learning materials. Boyd, (2010) suggests that the replicablility of technology has enable people to duplicate texts, images, videos, and other media. Teachers could find materials like news, stories, book reviews, song and etc. that students are interested in and convert it into real life teaching materials. The replicability of social network has allowed the teachers to share up-to-date real life materials with the students and magnify the teacher‟s teaching resources. However, learning outcomes are not measured in the present research and it leaves the interest to further research.

Cultural background is one of the criteria the participants consider when they disclose. Having school motto as 'Nurturing oneself so as to reach out to others' and key concepts as to develop the students‟ 3C sprits Confidence, Care & Commitment, the school seems to support friendly teacher-student relationships. Moreover, using Facebook to interact with each other has developed to be part of the school‟s culture

among teachers and students. Petronio (2002) posited, "each culture has privacy values that are the basis for judging levels of disclosure and privacy" (Petronio, 2002, p. 39). Culture sets the tone for how we interact with one another and make decisions about what is perceived to be appropriate or not. This is telling of the culture that the school has established for its occupants. The implied cues from the school's motto holds that one must 'Nurture oneself so as to reach out to others' suggests that supportive and open teacher-student relationship is encouraged. It also suggests that teachers appropriate self-disclosing is encouraged.

In regard to teachers' perception, the findings show that the teachers, in different situations when coping with different students, play the role of either an instructor or a socializer. Considering perception, Stuhlman and Pianta (2001) and Wentzel (2003); as cited in Hamre & Pianta, (2006) inform that teachers' perceptions about students and about their own roles are salient to the formation of supportive relationships in the classroom. Teachers' perceptions in relation to the role of „instructor" or „socializer" affect the way they interact with students (Brophy, 1985). Instructors focus on adjustment of students' misbehaviors; they tend to have negative respond to students who are "underachieved, unmotivated, or disruptive during learning tasks", whereas teachers who are socializers tend to be "friendly, caring, helpful and enthusiastic; they focus on relationship building with students" (Hamre & Pianta, 2006, p.24). An interesting phenomenon shown in the result is the contradicting role of instructor and socializer. One of the participants is a master of discipline in the school, in school hours, he mostly put himself into the role of an instructor. However, when he interacts with students in the virtual world, he tends to switch himself into the role of a socializer; in which he dresses up a positive image. When he notices students' misbehaviors in Facebook activities, he warns them with mild temper. Giving

warning is a characteristic of instructor whereas counseling with mild temper represents a socializer. In the present data, it shows that when teacher A handle students" behavior problem in social media, he takes a mixture role of an instructor and a socializer. He cannot neglect the problem he has noticed but he does not prefer to give supervision in social media. Mazer, Murphy & Simonds (2007) have alarmed the risk of performing a mixture role of teacher. In their research, they found that teachers who exhibit a relaxed personality on Facebook with informal photographs and entertaining messages, but show themselves to be strict in the classroom, may create violated student expectations that may result in negative effects on students. Future research might address the relationship between the teacher"s self-disclosure on Facebook and their teaching style in the classroom to examine if inconsistencies have negative effects on students.

One of the significant results found in this research is that the teachers" and the students" self-disclosure on Facebook cements their relationship building. The participants"disclosure on Facebook brings credits to the teacher-student relationship development. The participants all agree that Facebook has created a lot of possibilities for interaction. Interaction is a catalyst for relationship building. The teachers comment that Facebook enables them to interact with the students who they are not familiar with; it serves as an ice breaker. For students they have known, Facebook creates more opportunity for the teachers to socialize with students, create common topics, and understand students" interest and social circle, all lead to the teachers" better understanding of students especially outside school. The students as well agree that the information exchange on Facebook has helped them to develop a good rapport with teachers. The students have experience an interaction snowball effect with the teachers. It starts with a student"s post, then the teacher comments, then the

interaction continue online and offline. The students feel that they have good relationship with the teachers who they interact with on Facebook because they concern about them. This phenomenon can be elaborated by a theoretical feature discussed earlier, closeness.   Closeness, as a feature of the teacher-student relationship, is the degree of warm and open communication between teachers and students (Juvonen & Wentzel, 1996). Indeed, the concept of closeness includes the extent that students feel comfortable approaching teachers, talking about their feelings and experiences, and seeing teachers as sources of support or comfort when they are upset (Juvonen & Wentzel, 1996). Teachers being close and having warm and open communication with students could facilitate positive affect and attitudes towards school. Students are more motivated to become involved in school environment if they build up a close relationship with a significant figure in school (Juvonen & Wentzel, 1996). In this manner, closeness may encourage students" learning and performance in school. Therefore, stakeholders in education sector should advocate for increasing the awareness and practice of positive learner-centered teacher-student relationships. One of the practical tools we should consider is Facebook, which is proved in this research that it helps in cementing teacher student relationship.

Another interesting result which was found in this study is that the teachers" self-disclosure on Facebook has brought them emotional support and cementing of teacher-student relationship development. The teachers have received a generous amount of supportive comments from students when the teachers encounter difficulties. The students" encouragement values a lot to the teachers. It is interpreted that the teachers acknowledge the students who leave valuable comments as cognitively developed. Having similar cognitive level, the teachers find it more comfortable and appropriate to develop a closer relationship with the students who

they could share feelings with. This is in line with Zeller & Pianta (2004; as cited in Hamre & Pianta, 2006), who analyzed a group of child care providers and their interaction with young their students, and concluded that teachers experiencing a recent loss or depression in their personal lives were more likely to react a dependent manner to students‟ needs and have difficulty establishing emotional or behavioral boundaries for students (Zeller & Pianta, 2004; as cited in Hamre & Pianta, 2006). These teachers report their relationships with students as a source of emotional support and comfort. Little is known about the consequences of this type of emotional investment on the part of teachers. In this study, it is concluded that the emotional support teacher gain brings credit to teacher student relationship. However, further research is needed to investigate on the effects to students if teacher brings out emotion and see student as a source of emotional support in social media.

To conclude, the present research has implications for educators who consider integrating social media into school environment. The findings in this study have shown that Facebook could cement teacher-student relationship by magnifying the opportunity of interaction, create common topic and better understanding. The findings suggest that the use of Facebook has positive effects on magnifying teaching resources and creating interactive learning platform. It seems that the teachers receive encouragement from the students‟ comments which not only help the teachers to recover from emotional downside, but also serve as a positive affirmation of their teaching career. It is hoped that future research will bring more insight on the communicative differences on teachers‟ gender and age and its influence to student perceptions and learning outcomes. Moreover, further research is needed to investigate the effects of teachers expressing emotions and seeing students as sources of emotional support in social media.

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Appendix 1: Interview questions to teachers

1) How many years have you been teaching? What are your main duties in school?

2) When did you start to use Facebook? What do you usually do with Facebook?

3) When did you start to add students as your friend? And why?

4) Do you usually send students friend requests or vice verse? Have you ever rejected students' friend requests?

5) About how many students you have on your friend list?

6) In your school, is there any policy or recommendations on the use of Facebook?

7) Are you aware of what students can view in your Facebook account? If

    Yes, how does it affect the way you edit your profile, upload information, 'like' and write comments?

8) Do you customize your privacy settings? Especially prevent students from seeing some of your posts or photos?

9) Do you think Facebook has affected the relationship between you and your students?

10) Do you know more about your students' private lives from their Facebook pages?

11) How does knowing about your students' private lives affect you? (How does it affect the face-to-face interaction with your students?   Does it affect your teaching? Does it affect you giving advice to your students?)

12) After being friends with students on Facebook, has it affected the comfortableness of being in classroom?

13) Does the use of Facebook has influence on students' performance?

14) In generally speaking, why do you use Facebook to interact with students?

15) What is your best experiences concerning 'friending' students on Facebook?

16) What is your worst experiences concerning 'friending' students on Facebook?

17) Will you continue being friends with students on Facebook in the future?

Appendix 2: Interview questions to students

1) When did you start to use Facebook? What do you usually do with Facebook?

2) When did you start to add teachers as your friend? And why?

3) Is your favourite teacher one of your friends on Facebook?

4) Do you think Facebook has affected the relationship between you and your teachers?

5) How is the relationship between you and those teachers who are friends in your Facebook?

6) Do you usually send teachers friend requests or vice verse? Have you ever rejected teachers' friend requests?

7) Are you aware of what teachers can view in your Facebook account? If Yes, how does it affect the way you edit your profile, upload information, 'like' and write comments?

8) Do you customize your privacy settings? Especially prevent teachers from seeing some of your posts or photos?

9) Do you know more about your teachers' private lives from their Facebook pages?

10) How do you think about knowing teachers' interests and lives out of school? Do you want to know about that?

11) How does knowing about your teachers' private lives affect you? (Does it affect your relationship with teachers in classroom? Does it affect your learning in classroom? Does it affect your study attitude and motivation? Does it affect your study results?)

12) After being friends with teachers on Facebook, how does it affect the comfortableness in class?

13) In generally speaking, why do you decide to use Facebook to interaction with

teachers?

14) What is your best experiences concerning 'friending' teachers on Facebook?

15) What is your worst experiences concerning 'friending' teachers on Facebook?

16) Will you continue being friends with teachers on Facebook in the future?