UNIVERSITY OF KWAZULU-NATAL

ASSESSING INTERPERSONAL PRIVACY THROUGH THE USAGE OF FACEBOOK FEATURES BY UNIVERSITY STUDENTS

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DECLARATION

I Fatima Bibi Shaik declare that

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ABSTRACT

With online social networks swiftly growing in popularity millions of users are sharing their personal information daily without being aware of where such disseminated information eventually resides. Combined with such growth is the diversity of both users and content shared, that results in an extensive amount of personal data availed in social networks. This poses a challenge to individuals in terms of knowing what content is available: when and where, as well as the subsequent flow of that information. One such social network which has impacted modern day communication and altered the nature of digital information sharing is Facebook: Used by over one billion people world-wide, Facebook users interact with friends, family and other social contacts in a public medium. This has changed the nature of privacy and consequences of information disclosures. Despite media reports highlighting the unintended consequences of information disclosures via social network sites such as Facebook, students are often thought to be unconcerned regarding the subsequent costs of these disclosures. The current study sought to explore university student's informational disclosures influence on their interpersonal privacy through the usage of the Friendship Pages and Timeline Facebook features.

Participants of this study were 333 university students who were current users of Facebook. A significant 41.7% of the respondents revealed they used both the Friendship Page and Timeline feature of Facebook. Findings further revealed that students used Facebook for several functions. These functions include; to search for friends by disclosing their personal information such as pictures, searching for events or groups, uploading and sharing their own images, which can be accessed by friends of friends, therefore causing potential privacy concerns. Results also revealed that students had a polarized attitude towards sharing their details. Furthermore, analysis revealed that students had comprehensive profiles and they shared information that represented the reality about themselves, therefore, making it easier for strangers to understand who they are. Investigations also indicated that privacy is not a primary concern for university students based on the kind of activities and interactions gained in its usage. Results from the research indicate that a significant number of students use Facebook Friendship page to find new friends with potentially risky disclosure of personal information through the use of profile pictures that are visible to everyone.

Results for the Timeline feature revealed students who adjusted their timeline settings were selective of whom has access to their uploaded content based on the different type of Facebook friends they have. In addition, the study revealed that there was a strong and positive relationship between the Friendship Page and the Timeline to the extent that individuals that are accepted as friends also gain access to the content shared on each other's timeline. There was also minimal trust found between friends on the usage of Facebook content since a significant number of respondents revealed that they could not trust their friends not to share their content with other people. Despite the negative relationship, students continued to share their private information, therefore, revealing a relaxed attitude. Additionally, many

respondents felt uneasy with increased viewership and sharing of their content by people not within their friendship network which illustrates a polarized attitude.

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION TO STUDY 8

1.1 INTRODUCTION 8

1.2 BACKGROUND AND CONTEXT 8

1.3 MOTIVATION 10

1.4 PROBLEM STATEMENT 12

1.5 RESEARCH QUESTIONS 12

1.6 THEORETICAL FRAMEWORK 12

1.7 METHODOLOGY 13

1.8 OVERVIEW OF THE STUDY 14

CHAPTER TWO: LITERATURE REVIEW 15

2.1 INTRODUCTION 15

2.2 INTERPERSONAL PRIVACY 19

2.3 INTERPERSONAL PRIVACY THROUGH FACEBOOK FEATURES 21

2.3.1 Friendship Pages 25

2.3.2 Timeline 27

2.3.3 Content Sharing 30

2.4 THEORETICAL FRAMEWORK 31

CHAPTER THREE: RESEARCH METHODOLOGY 35

3.1 INTRODUCTION 35

3.2 RESEARCH DESIGN 35

3.2.1 Nature of Study 35

3.2.2 Descriptive Research Design 36

3.2.3 Questionnaire Design 37

3.2.4 Ethical Considerations 37

3.2.5 Pilot Testing 38

3.3 RESEARCH METHODOLOGY 38

3.3.1. Target Population 38

3.3.2 Sample Size 40

3.3.3 Sample Method, Data Collection and Analytical Approach 40

3.3.4 Reliability and Validity 41

3.4 CONCLUSION 42

CHAPTER FOUR: FINDINGS AND ANALYSIS 43

4.1 INTRODUCTION 43

4.2. RESEARCH QUESTION ONE 43
4.2.1 Description of the Respondents 43
4.2.2 Facebook Usage and Attitude 44
4.2.3 Activity on Facebook 46
4.3. RESEARCH QUESTION TWO 48
4.3.1 Facebook Features: Attitude towards Interpersonal Privacy and Content Sharing 48
4.3.2 Timeline and Timeline Settings 51
4.3.3 Communication, Control and Privacy Settings 52
4.4. RESEARCH QUESTION THREE 54
4.4.1 Usage vs Opinions 54
4.4.2 General Facebook Use: Information-Related Behaviour 57
4.4.3 Timeline Settings: Content sharing and Control offered 58
4.4.4 Timeline Settings: Interpersonal Privacy habits 59
4.5. CONCLUSION 60
CHAPTER FIVE: DISCUSSION 62
5.1. INTRODUCTION 62
5.2. RQ 1: WHAT USE DO UNIVERSITY STUDENTS MAKE OF FRIENDSHIP PAGES AND TIMELINE FEATURES OF FACEBOOK? 62
5.3. RQ 2: WHAT ARE UNIVERSITY STUDENTS' ATTITUDES TO INTERPERSONAL PRIVACY AND CONTENT SHARING? 64
5.4. RQ 3: What relationships exist between university students' use of Facebook Friendship Pages and Timeline and their attitude towards interpersonal privacy and content sharing? 66
5.5. CONCLUSION 67
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS 70
6.1 INTRODUCTION 70
6.2 RESEARCH QUESTION OUTCOMES 70
6.3 RECOMMENDATIONS 73
6.4 LIMITATIONS OF THE STUDY 73
6.5 CONCLUSION OF THE STUDY 74
REFERENCES 75
APPENDICES 83
APPENDIX A – RESEARCH INSTRUMENT 83
A1 - PAPER-BASED QUESTIONNAIRE 83
A2 - ONLINE QUESTIONNAIRE 90
APPENDIX B – ETHICAL CLEARANCE 98
APPENDIX C – GATEKEEPERS LETTER 100
APPENDIX D – ALIGNMENT MATRIX 101

D1 - Research Instrument: Variable and Measurement 101
D2 - Research Instrument: Question Details 103
Appendix E – SPSS Tables Of Analysis 104
Section E1 - Demographics 104
Section E2 - Facebook usage 106
Section E3 - Facebook Feature Usage and Attitude 120
Section E4 -Timeline Settings and Usage 131
Section E5 - Interpersonal Privacy & Content Sharing 136
Section E6 - Information Control 138
Section E7 - Content Sharing Settings & Attitude 140
Section E8 - Bivariate Analysis Usage vs Opinions 143
Section E8.1 - Facebook Usage & Student Opinions 143
Section E8.2 - Use of Friendship Pages; Timeline & Student Opinions 148
Section E8.3 - Facebook User Behaviour & Student Opinions 161
Appendix F - Language Editor ii

List of Figures

Figure 1: Concept of Interpersonal Privacy 25
Figure 2: Privacy regulation theory. Source: Altman (1975) 32
Figure 3: Theoretical model of the research questions 33
Figure 4: Demographic Distribution 43
Figure 5: Facebook Usage: Length of Time; Number of Friends; Features; Self-portrayal 44
Figure 6: Activity on Facebook 46
Figure 7: User Profile Information 48
Figure 8: Attitude: Uploaded shared content 49
Figure 9: Attitude towards Uploaded Information 50
Figure 10: Facebook users Trust level 51
Figure 11: Facebook Control (Functionality & Privacy Policies) 53

CHAPTER ONE: INTRODUCTION TO STUDY

1.1 INTRODUCTION

The purpose of this research is to explore university student's informational disclosures influence on their interpersonal privacy through the usage of the Friendship Pages and Timeline Facebook features. In this chapter a brief background will be given to the focus of this study, which will be placed into context. In addition, the need for this study will be established, followed by a brief summary of the purpose of this study. The questions that this study seeks to answer will then be addressed. Finally, an outline of this dissertation's structure will be provided.

1.2 BACKGROUND AND CONTEXT

In recent times, social network sites such as Facebook have become increasingly prevalent platforms which offer users with numerous features to ease social connectivity, information dissemination and relationship development. Users of these online platforms generate, share, link and transmit information amongst each other. In turn, these disclosures and the user-generated content is stored and processed, providing users with tailored profiles and social environments (Kokolakis, 2017). For example, in Facebook every user sees a unique, consolidated collection of their friends, recent online postings, activities and likes based on their profile settings, social interaction history and other installed applications. While users can alter these settings, the underlying notion is that, by default, online platforms want and encourage users to share as much information as possible. This illustrates how, within social networks, information is public by default and private only through mindful effort on the part of the user. This highly interactive communication and information exchange on such sites has resulted in increasing privacy concerns by users.

Today one can hardly imagine a life without social networks, given their widespread popularity and use as a means of communication. A multitude of social networking sites exist, with a plethora of services provided, to diverse audiences, globally (Čičević, Samčović & Nešić, 2016). With the advancement of information technologies within everyday activities, there has been a decline in what was once viewed as private / personal information (Pilcer, 2012). One such instance is the use of social networking sites and the voluntary disclosure of private information by users of such media. With the advent of social networks, there has been a fundamental change in the means in which people communicate and share information. Social networks are digital spaces which are used to express views which are read by others who can join the conversation almost immediately (Pilcer, 2012). In this manner, people are able to

connect with others, find information, and collaborate and communicate with like-minded people faster than ever before.

Users' digital footprints or existence in social networks are formed through a user's profile on the affiliated web site. On using social network platforms, users create an account or profile including their first and last names; a photo; date of birth; email; telephonic contact numbers; physical location, etc. Moreover, users have the ability to edit and update their profile (user-provided data) as they wish. A user's profile is his or her digital representation for others to peruse, with the intent of connecting on a digitally social level (Nyoni, 2018).

The motivation behind the use of social networks, and communication patterns within the parameters of social media, are of substantial research interest due to the ability to investigate the digital footprint of human activities. Moreover, the younger generation's use of social networks to maintain connections with a multitude of people, irrespective of physical distance, brings to the fore the drawbacks of social networks. A major drawback is users' lack of awareness with regards the privacy and protection of shared data in social network applications. Among the pre-eminent challenges of social networks is that of the subsequent levels of online 'voluntary' disclosure of information which has raised several concerns regarding privacy implications (Čičević, Samčović & Nešić, 2016)

At the time of commencement of this study and data collection, if Facebook were to be a country, with each user profile being a citizen, it would be the most populous country in the world, with over 1.65 billion active users each month (Facebook.com). This way of describing Facebook and its users helps to conceptualize the scale of the potential problem in relation to disclosure of information via Facebook's pages. Moreover, more than 82% of that population would be in the age demographic 18 to 29 (Drachmann-Hansen et al., 2012)(Sprout Social, 2019). This in itself suggests that the youthful populace plays a significant part in the type of information, as well as the information disclosed on Facebook's profile pages. Facebook users globally have intensely amplified over the past years, and an alarming facet of this trend is the users' readiness to share personal identifying information about themselves, often without a clear inkling of who is privy to their private information. Particularly, younger users of social networks periodically post very personal information on such open and public fora (Kayode, Zamzami & Olowolayemo, 2012). The popularity of social networks, as well as the subsequent levels of online 'voluntary' disclosure of information has raised numerous concerns concerning the privacy implications thereof (Nosko, 2012; Kokolakis, 2017). Previous research regarding privacy concerns has focused predominately on information misuse, and specifically on the protection aspects of privacy (Madejski, Johnson & Bellovin, 2011).

Within a physical context, personal privacy is important and in order to attain such privacy there are numerous privacy behaviours that exist: we lock doors, lower voices and close

curtains (Altman, 1977). This behaviour is prevalent and utilised in order to protect our privacy. Likewise, in the digital context, personal privacy is just as important. To achieve such privacy online, there exist different privacy behaviours. For example, users of social network sites have the ability to exhibit only particular characteristics of themselves, limit the audience privy to information disclosure via friends' lists, or retain different user profiles. However, such privacy behaviours are often lacking and not prevalent within social networks, when compared to the privacy behaviour exhibited in the offline, physical context (Taddicken, 2013).

In other words, in social networks, we arguably do not really 'lock our doors'. This lack of privacy behaviour is relevant, given the omnipresence of social network sites in everyday life. As a result, this disclosure of information becomes a threat to one's privacy, if users are not able to completely and effortlessly control the sharing of personal information. Given that social networking sites such as Facebook are based on the premise of user-generated content, the sustainability of such platforms depends on the assumption that users will share and disseminate content online. As a result, the capability to socially share digitised content is omnipresent through the various features available on these platforms (Trepte & Masur, 2017). With a simple click of a button, content, pictures, and virtually everything else can be instantaneously shared with one's online friends. With the growth of social networking sites, individuals not only reveal personal data but similarly share private information regarding others online (Kokolakis, 2017). While shared information is co-constructed by oneself and others, personal and collective privacy restrictions become distorted. Hence, there is a cumulative apprehension over information privacy beyond the individual perspective (Kokolakis, 2017). Recent data breaches and scandals involving Facebook, have brought awareness to users of the potential vulnerabilities associated with the privacy and protection of their shared data. Users are not always privy to the uses of the information gathered by Facebook as well as the risk of repackaging such user uploaded data and users' sharing of it with others, beyond their initial target audience — without their knowledge nor consent.

1.3 MOTIVATION

Social networking sites (SNSs) have become a progressively significant and an essential part of daily life. With their extensive popularity, users are challenged with the unprecedented task of managing and protecting their online privacy and shared content (Jia & Xu, 2015). Such platforms have brought new forms of privacy threats, not only to users themselves, but also to their broader social circle. While individuals are unrestricted in what personal information they choose to disclose, more often than not, they cannot control what others choose to divulge about them, or how others may use such private

information that they disclose. Likewise, people may share information that implicates others in ways that violate their privacy preferences (Hammer, 2013). The emergence of social networks such as Facebook has resulted in increasingly significant threats to privacy. These digitised public platforms have the ability to combine ones' personal self-disclosure with whatever others might choose to disclose about one, recording it in a digitally persistent manner. Such stored and archived information is then often presented publicly, resulting in the disclosed content becoming accessible beyond one's initial and intended social circles.

Current research regarding online privacy is predominantly focused on an individual's personal privacy, due to their usage of, and interaction with, online services and websites (Kokolakis, 2017). However, there is an increasing acknowledgement of a paradigm shift in SNS privacy research; with research focus starting to emphasize the need for re-conceptualising SNS privacy as a social phenomenon, and to contemplate engaging users in privacy protective behaviour through highlighting the social inferences of information disclosure (Jia & Xu, 2015). As a result, the way in which such information is being disclosed and disseminated is of the utmost importance to the social considerations of such privacy.

Mainstream knowledge concerning social network sites and their usage is often drawn from experiences in developed nations and western countries (Shambare, Rugimbana & Sithole, 2012; Jordaan & Van Heerden, 2017; Nyoni, 2018). Facebook is one of the largest social media platforms, and at the time of data collection for this study there were 1.65 billion users, of which 139 million users live on the African continent, with 14 million users in South Africa – making South Africa one of the top ten Facebook-using African countries (Pedroncelli, 2017). As a result, sampling a student population within a South African context would be useful in adding to the understanding of the behaviour and adoption of such technologies within a developing nation. This would also allow for comparison of results with Nyoni (2018), who sampled at the University of North-West, South Africa.

Maintaining user privacy within social platforms such as Facebook continues to be imperative as they face a multitude of threats to their personal data. Such sites as Facebook store vast amounts of users' personal data as well as shared content, allowing these users to be prime targets for accidental and unintended breaches in their privacy (Nyoni, 2018). Prior research by Jordaan and Van Heerden (2017) and Takavarasha, Cilliers & Chinyamurindi, (2017) focused predominately on the usage patterns of South African university students on Facebook and not the privacy concerns stemming from the use of Facebook experienced by these students.

1.4 PROBLEM STATEMENT

The increasing use of social networking as an avenue for social interaction has resulted in social networks becoming central to their users' day-to-day activities. Social network sites have become a digital sphere in which they are able to express their imagination through the formation of digital material (Drachmann-Hansen et al., 2012). From uploaded photos, videos and status updates, online postings in social networks help start digital conversations. These centers of content-creating activities often become search results when using search engines and discovery tools. Given that social networks allow users greater flexibility and freedom in expressing themselves, the nature of content and voluntary disclosure of personal, identifying information could result in an upsurge of privacy concerns.

The focus of this study will be to look at understanding the use of Facebook's Friendship Pages and Timeline and their relationship to university students' behaviour and willingness to disclose private, identifying information on social networks. This leads to the statement of purpose:

The purpose of this study is to explore the factors which determine university students' Facebook sharing and interpersonal privacy when using Friendship Page and Timeline features.

1.5 RESEARCH QUESTIONS

The primary aim of this research is to obtain greater insight into the influence of Facebook Friendship pages and Timeline features on university students' informational disclosures on social networks. This leads to the research question:

How is the use of the Friendship Page and Timeline features of Facebook related to university students' attitudes towards interpersonal privacy and content sharing?

This research question leads to the following research sub-questions:

RQ 1: What use do university students make of Friendship Pages and Timeline features of Facebook?

RQ 2: What are university students' attitudes to interpersonal privacy and content sharing?

RQ 3: What relationship/s exists between university students' use of Facebook Friendship Pages and Timeline and their attitude towards interpersonal privacy and content sharing?

1.6 THEORETICAL FRAMEWORK

As a theoretical framework, this study utilizes the privacy regulation theory established by social psychologist Irwin Altman (Altman, 1977). While privacy is conventionally understood as a state of withdrawal, Altman theorised that privacy control and regulation in practice should not be merely the avoidance of information disclosure. Altman regarded privacy as a dialectic and dynamic boundary regulation process, which we can acclimate to our own expectations and experiences, including with whom we interact socially. Furthermore, involvement in the social world also necessitates careful disclosure of private information. Users have the ability to reserve certain information as private, but they also have the aptitude to explicitly divulge or expose information, which makes privacy a dynamic process of constant compromise and management (Robinson, 2017).

Disclosure of private information almost always occurs gradually between people over a period (Altman, 1977) and is essentially centered around the trust that has been established between such persons (Robinson, 2017). As a result, such interactions help define these relationships, which make navigating and managing such self-disclosure, among the different relationships people have, an invaluable skill. However, given the manner in which information can be dispersed in today's digital era, particularly on sites such as Facebook, deciding on the level of self-disclosure has become problematic (Robinson, 2017). Once personal information is shared in the digital sphere, the owner of such information has effectively lost control over the information (Koohikamali, Peak & Prybutok, 2017).

The focus of this study is the influence on interpersonal privacy experienced on Facebook through the utilisation of their features, specifically Friendship Pages and Timeline. Altman's privacy regulation theory envisages a broad optimisation function, which allows for the individual to create a balance between the necessary disclosures, while utilising available privacy controls (Stutzman, Vitak, Ellison, Gray & Lampe, 2012). To attain the desired level of privacy, the individual should be able to measure their level of disclosure. It is through the process of developing familiarity with others that users control how much information, and what kinds of information, they choose to disclose.

1.7 METHODOLOGY

The aim of this research is to discover the level of interpersonal privacy awareness by university students using Facebook. The input constructs for this research were users' experience and usage of Facebook's Friendship Pages and Timeline features. This study measured university students' attitudes to such features and use of privacy settings, illustrating the contribution to existing concepts of interpersonal privacy outlined in the literature review. The research is designed to be descriptive in nature, as the research intent is to depict several constructs, through description and discussion, relating to the level of interpersonal privacy and Facebook feature usage (Blumberg, Cooper & Schindler, 2008)

This study adopted a correlational and survey descriptive approach to obtain insight regarding the relation between university students' interpersonal privacy levels and their usage of Facebook features such as Friendship Pages and Timeline. Data were collected through a questionnaire survey (Privitera, 2015). Upon receipt of the necessary approvals, such as the gatekeepers' letter and ethical clearance, pilot testing was administered prior to the full-scale data collection.

The data collected for this research was cross-sectional and representative of the respondents' opinions at the time at which the survey was administrated. The study population for this research was university students who use Facebook. Facebook had been chosen as the study of interest, given its widespread popularity in South Africa, exhibiting all the characteristics of a social media platform. On a global scale the Internet and its use reflect cultural and regional profiles (Kandikanti, 2017; Koohikamali et al., 2017; Reda, Shah, Tiwari, Lillie & Noble, 2012). The questionnaire was administered simultaneously through both online and paper-based mediums. A total of 333 students, being current users of Facebook from the University of KwaZulu-Natal, Westville campus, were the participants in this study. A number of statistical tests were performed to ascertain the influence of interpersonal privacy attitudes, based on the students' usage of Facebook features such as Friendship Pages and Timeline. These included cross tabulation analysis; nonparametric Kruskal Wallis testing; Pearson's Correlations; Spearman Correlation and Wilcoxon Signed Rank Test.

1.8 Overview Of The Study

Chapter One provides a brief outline regarding the focus areas the study. This included the need for such a study, as well as comprehensive summary of the study's purpose as well as the research questions it aims to answer. Chapter Two outlines an extensive description of the literature focus areas of this study (Interpersonal Privacy and Facebook feature usage) as well as a review of work done by other researchers in this area, to help recognize the gaps that exist in the literature. Chapter Three presents a summary of the statement of purpose in addition to the research questions this study aims to answer. The research methods, techniques and decisions employed by this study are defined and explained. A comprehensive account of each research instrument (paper-based and online) and the manner in which such were administered are further stipulated in this chapter. The ethical considerations and limitations of this study are addressed in Chapter Three. In Chapter Four, the presentation of the data findings is outlined in relation to the respective research questions. Such findings and their inferences are analysed and elucidated in Chapter Five. Chapter Six outlines the outcomes and conclusion the study. A comprehensive outline key findings from the study are presented in this chapter. Thereafter, recommendations for future research will be made.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The development of the literature outlined in this research is a result of a cumulation of consultation of various resources. Such resources utilized in this study included journal articles, books, conference proceedings and presentations, online databases, and websites. For this study, keywords were identified, which were used when searching for literature in online databases. These included: social network privacy, interpersonal privacy; Facebook features; Facebook Friendship Pages; Facebook Timeline; Facebook usage, Altman's privacy theory. Databases utilized to conduct the literature search included Elsevier, Google Scholar, IEEExplore, ScienceDirect, Springer, and Taylor & Francis Online, among others. Furthermore, to ensure the literature obtained remained current, a Google Scholar Alert query was utilized for: "Facebook Interpersonal Privacy." This alert allowed the researcher to become aware of relevant academic works, as they were availed.

The generation of persons born through the expansion of the Internet, and other digital technologies, has been affected by its continual presence in their lives. These young person's now consider such technologies as an vital part of their reality, almost to the point that such technologies are a natural part of their lives. They are cultured to use the influence of the Internet in their everyday activities. Combined with the social network boom, there has been a revolutionary transformation in communication. As a result, young people are more likely to see social networks as a more seamless method of communication, as opposed to a replacement for real-life engagement (Chen & Marcus, 2012).

In the simplest form, a social network site can be defined as a virtual community wherein persons can engage and network with others through the medium of their personal profiles (Millham & Atkin, 2018). Users join a social network site principally for its ability to allow them to socially interact with people who are part of their extended social network, as well with others whom they know only 'virtually' (Boyd & Ellison, 2012). Profiles of other users are perused, enabling social ties to be maintained, to become acquainted with new contacts, and for pure entertainment. Hence, social network sites present users with the opportunity to reveal information about themselves, in addition to viewing information about others. According to Boyd (2007), social networking sites refer to web-based services through which individuals can develop their semi-public or public profiles on a bounded system. Moreover, individuals can state the friends they share their connection with, as well as viewing and going through their connections' lists and the ones that friends make. Users' digital footprints, or existence, on social networks is created through a user's profile on the affilated web site. On using social network platforms, users create an account or profile detailing their first and last names; photo; date of birth; email;

telephonic contact numbers; physical location etc. In addition, the users have the ability to edit and update their profiles (user-provided data) as they wish. As a result, users' profiles are their digital representation to others for perusal, with the intention of connecting on a digitally social level.

Users of social network sites may spend unprecedented amounts of time in user interaction, and posting personal, identifying information about themselves. This activity may lead to various privacy issues. Worldwide there has been a rise in concern regarding the threat to users' personal privacy information through the use of emergent technologies (Conger, Pratt & Loch, 2013). According to Pempek, Yermolayeva and Calvert (2009), social networks have altered the dynamic whereby users, predominantly the youth, disseminate information about themselves.

The social network site, Facebook, originally started out with restricted membership. Potential users had to belong to one of the site's associated universities in the United States of America. With such a constraint in place, membership was limited to university students and the default privacy settings were predisposed to allow 'network members' to be privy to all user-posted content (Drachmann-Hansen et al., 2012). However, since its launch, Facebook has relaxed its membership access, allowing anyone with an email address to create an account, on a global scale. No longer are users exempted by the parameters of exclusive access. Based on this premise, Facebook has essentially become a publicly accessible virtual space and, as a result, one perception with regard to this public nature of Facebook is that individuals are encouraged to divulge information about themselves (Čičević, Samčović & Nešić, 2016; Millham & Atkin, 2018).

Since its inception in 2005, Facebook has positioned itself as a perfect platform for private social engagement. Potential users kick-start their personal socialising on Facebook through the creation of a user profile. Through this registration process, Facebook affords a user the opportunity to include individual details such as contact numbers, residential address, religious views, and relationship status. The platform also permits a user to add friends, share pictures, join groups, and send private or public messages (Liu, Yao, Yang & Tu, 2017). While constructing a Facebook profile, as well as engaging with other users, it becomes important for a potential user to reveal personal information – which is counter-intuitive to privacy protection. Facebook offers a rudimentary default setting upon creation of a new user profile, however very few users appear to apply the privacy settings found in this default setting (Quinn & Papacharissi, 2018; Shi, Xu & Zhang, 2012). Numerous studies have explored the usefulness of Facebook's privacy settings. Such research reveals that Facebook users either forgo making use of the available privacy settings, or willingly accept unknown persons as 'friends' (Debatin, Lovejoy, Horn & Hughes, 2009). Given the undesirable publicity which Facebook received with regard to its default privacy settings set to being public, additional privacy setting options have been made available to users, which are meant to enable users to effectively manage their profiles (Boyd & Hargittai, 2010).

Nevertheless, whenever users choose not to adapt their privacy settings, it essentially means that such users are, meaningfully, willing to share their information with every other Facebook user (Boyd & Hargittai, 2010). Facebook's default privacy settings are typically set to the lowest privacy protection level; as a result, users must be proactive in protecting and maintaining their desired level of privacy. It is clear that, while Facebook introduced an completely new form of communication and socialising, it presents a threat to those who utilise the platform, as their personal information could be perpetually visible online. As a result, such social networking sites have limited the opportunity for users to share content if the necessary privacy control measures are not taken (Liu, Yao, Yang & Tu, 2017).

With constant expansion and updated site features, Facebook has added numerous content-sharing elements such as status update; photos; videos etc., permitting users to share personal information in more ways than before. Taking into account the heightened content-sharing features and greater uptake of users, recent studies have discovered that users' actual level of privacy settings are not consistent with their intent to share information, which creates concern regarding the categories of disclosure made on social networking sites (Oltmann, 2010). The manner in which users protect the privacy of their confidential information on social networks such as Facebook differs from that of the physical world. Oltmann (2010) believes that Facebook users have little concern regarding information privacy as they feel free to share their private, identifiable information on the site, citing that Facebook lowers the users' expectations for information privacy through the available privacy settings.

Ultimately, the use of social networks in everyday life has affected the images we depict to one another. Social networking eliminates the notion of 'private information' in a novel manner. User-provided data and user-generated content become persistent, searchable and permanent in the digital world (Chen & Marcus, 2012). Unlike the physical world, where engagement and interaction among people are generally transitory, such interactions in the digital sphere are recorded forever. In addition, social networking interactions are often recorded by the service provider, archived by search engines and documented in web histories, by default. As a result, increased usage and engagement of personal information through social networks creates a digital trace, easily accessed through a quick Internet search, which surely poses a major threat to personal privacy (Johnson, Egelman & Bellovin, 2012).

Tufekci (2012) has found that users of social networks need to balance a trade-off between two contradictory motives, namely privacy and social impressions. The major factor in social networks usage is one's self-presentation to others. Hence, users are only able to interact and connect with others if their user profiles are either semi-visible or openly public, but not private; resulting in privacy concerns. Furthermore, Tufekci (2012) suggests that, in social networks, privacy levels can best be described as being a compromise between the level of withdrawal and disclosure of information. As a result, opposing outcomes are achieved in striking a balance between user privacy and self-disclosure.

Privacy refers to the freedom that a person gains for possessing the right to be free from any external interruption (Shin, Ko & Jang, 2011). This includes the right to prevent one's personal information from being exposed to others (Pilcer, 2012). Staddon, Huffaker, Brown and Sedley (2012), building upon previous studies, define privacy as a claim by individuals to determine which information regarding them should be made available. In this study, the concepts introduced by these definitions will be incorporated: Thus, privacy includes when and where this information is obtained, as well as the use of such information by others. In relation to social networks and their associated privacy concerns, it's not about controlling access to content, but rather knowing what content to reveal, when and where; as well as the subsequent flow of that information. The primary motivating factor for social networking sites use is their ability to connect many people in an easy and effective manner. However, to be able to connect with various people would require one to understand the person, to become a friend, and in order to do this; more information is required. Therefore, it would be essential for users to provide a certain amount of personal identifying information beyond the necessary profile data. Such information would allow the user to clearly know the person they are 'friending' and help them to avoid accepting a 'stranger who would further compromise their privacy.

With regards to social networks, the privacy concerns relate to the users' ability to control their posted content as well as to who has access to such information. Facebook's settings (at the data collection stage) allow the user to select the desired audience when posting content. There are four settings: public; friends and friends of anyone tagged; only me and custom (Shen, Syu, Nguyen & Thai, 2012). However, these settings do not extend beyond when a user posts within their own profile account.

Content posted and shared through social networks has four properties which do not present themselves in real-time, face-to-face interaction and subsequently pose a threat to users' privacy (Nosko, 2011): The first is *persistence,* where all interaction and engagement in social networks is recorded for posterity. The second is *search-ability,* which, given that user engagement in social networks is recorded and archived, allows text searches and discovery tools to make it easier to find information since it's just a few keystrokes away. Thirdly, *replicable* refers to the ability to copy and paste online content verbatim, once it is digitised. This raises concerns regarding the inability to distinguish between originally pasted content and copied content. Fourthly, *invisible audience* refers to the fact that, in the real, physical world, one is able to see whom one is engaging with. However, in the digital sphere, it is virtually impossible to ascertain who would have access to posted content. This characteristic is further complicated by the above three characteristics, since content posted can be taken out of context when 'read' at a different time from when and where it was originally posted. Chapter Two will cover the literature review on interpersonal privacy, interpersonal privacy through Facebook features, Friendship pages, and Timeline.

This chapter will look at the literature related to three aspects of this topic: interpersonal privacy; Facebook usage and privacy concerns. Due to the range of aspects related to interpersonal privacy as provided through Facebook features, this section is further subdivided into three aspects, namely Friendship pages; Timeline and content sharing

2.2 INTERPERSONAL PRIVACY

Information disclosure on social network sites has been under close examination, predominately due to the privacy concerns it raises (Buchanan, Paine, Joinson & Reips, 2007; Jordaan & Van Heerden, 2017). In essence, there is evidence that users divulge large quantities of personal information, despite their concerns in regard to their online privacy (Acquisti & Gross, 2006; Debatin et al., 2009; Quinn & Papacharissi, 2018). This presents a privacy paradox, which speaks to the disconnect between ones' wish to guard one's privacy and one's absence of protective behavior (Acquisti & Gross, 2006; Altman, 1977; Stutzman et al., 2012). When applied to the social network site platform, such a paradox occurs when users are anxious about their online privacy, yet still voluntarily share comprehensive private information on their profiles. Numerous studies have examined the relation among online privacy concerns and behaviour, with varied results being reported (Acquisti & Gross, 2006; Buchanan et al., 2007; Dwyer, Hiltz & Passerini, 2007; Kokolakis, 2017; Trepte, 2017; Young & Quan-Haase, 2009). Few studies have recorded that, even though users have concerns regarding their online privacy, they are still willing to partake in social network sites and divulge personal information (Acquisti & Gross, 2006; Dwyer et al., 2007). Then again, other studies indicate that users who have privacy apprehensions are more likely to employ privacy protective behavior in relation to the information they share online (Jia & Xu, 2015; Jordaan & Van Heerden, 2017; Young & Quan-Haase, 2013). In particular, some studies have noted that users with high levels of online privacy concern are inclined to divulge less personal information on Facebook (Buchanan et al., 2007; Young & Quan-Haase, 2009). From the afore-mentioned research studies, it can be inferred that the sole emphasis on the privacy concerns of online users illustrates a partial picture as many other influences also have an impact. Thus, it is prudent to explore online privacy behavior inclusive of whatever user actions, if any, are taken to safeguard privacy – allowing for a better understanding and a more comprehensive outlook.

Kokolakis (2017) draws attention to user-generated content being a versatile concept consisting of content not only created and uploaded by the user, such as status updates or shared pictures, but also incorporating personal information consciously provided by the user, such as email address and contact numbers, in addition to personal information inadvertently shared, such as relations and user-activity gathered through the service. Services can be activities performed through mouse clicks and information searches as well as other activities performed beyond these services. Both Andrejevic (2014) and Högberg (2015) highlight that Facebook's premise is built upon user provided information; not just the

amount of times a user clicks the 'Like' button or the network of 'friends they link to, but the miniscule particulars about which websites they frequent, purchases made, what categories of information they read, how frequent, when and where; and the growing collection of comprehensive information about behavior, preferences, activities, and so on, that the platform is able to retain.

Most recently, Facebook has been caught up in a data scandal with Cambridge Analytica, a British political consulting firm. This includes data exposure for up to 87 million Facebook users to a researcher who worked at Cambridge Analytica (Isaak & Hanna, 2018).

Such data was obtained via "thisisyourdigitallife", a third-party application styled as a quiz, created by a researcher at Cambridge Analytica. The application not only collected data from Facebook users who downloaded the application and took the quiz, but it also exposed a loophole within the Facebook application program interface (API) that allowed for the collection of data from Facebook friends of the quiz takers as well.

As a result, this highlights a more significant discussion as to how much users can trust Facebook with their data. Facebook allowed a third-party developer to engineer an application for the sole purpose of gathering data, which was then used to exploit a loophole in gathering information on not only persons who used the app but all their friends — without their knowledge nor consent.

Early examples of research show that the complex relationship between privacy and technology has been examined for decades (Altman, 1977; Westin, 1968); and such research continues today (Boyd & Ellison, 2012; Núñez-Gómez, García-Guardia & Hermida-Ayala, 2012; Young & Quan-Haase, 2013). Current technological privacy issues have evolved into areas of focus previously unknown, as is the case with social media (Boyd & Ellison, 2012). Research into online social networks has a long history, with many studies concluding that such sites are designed to encourage information disclosure whilst having the capacity to blur existing privacy boundaries (Millham & Atkin, 2018). Previous studies have established that users' privacy attitudes and actions influence their desire to share content on a social network (Stutzman et al., 2012; Wisniewski, Knijnenburg & Lipford, 2017). Utilising Altman's definition of privacy, the view supported by both Page, Tang, Stutzman and Lampinen (2013), and Stutzman, Gross and Acquisti (2013), is that individuals strategically restrict access to personal information about themselves through regulation of their social interactions. Millham and Atkin (2018) are of the belief that, when a user's personal information is stored and archived within an electronic database, a sense of loss of control over how such information may be disseminated is experienced. This was further emphasised in Koohikamali, Peak and Prybutok's (2017) study, which noted that increased diversity in one's social network friends prompted individuals to limit or share information discloses which were appropriate for all online social connections. In their study regarding management of virtual boundaries found in online social networks, Millham and Atkin (2018) recommended that

more definitive and granular privacy settings would allow individuals a greater sense of control in relation to uploaded content and the manner in which further dissemination of such disclosures occur.

The large amount of information disseminated globally via social network sites may precipitate unexpected actions, such as the violation of privacy of other individuals. According to Koohikamali et al. (2017), social media and social network platforms actively encourage the culture of spontaneous and fluid information sharing. Owing to such an online culture, a considerable amount of information is shared and disseminated with little restriction (Chen, Ping, Xu & Tan, 2015; Koohikamali et al., 2017). A particularly precarious type of information sharing, which reveals private information, is information disclosure. Given that social network users have indicated their apprehension, and are cautious in disclosing their own information, they are more apprehensive regarding potential disclosures relating to their personal information by other users beyond the sphere of their control (Koohikamali et al., 2017). Chen et al's. (2015) study revealed that even well-intentioned, but misguided, posting and sharing by online social friends, regarding other users, can result in ruinous consequences. Misinterpretations between private and personal in social media have become significantly prevalent. Facebook, for example, continues to make quick incremental adjustments to user privacy settings, often leading to confusion or loss of users (Jia & Xu, 2015). As a result, on social networks such as Facebook, the balance between private and personal is still developing. Users are fascinated to be socialising digitally on social networks, yet still have the desire to maintain adequate levels of privacy protection (Takavarasha et al., 2017)

2.3 INTERPERSONAL PRIVACY THROUGH FACEBOOK FEATURES

Social networks such as Facebook are built on the premise of self-disclosure, resulting in large scale research focusing on the motivations and avoidance of such. However, recent research has shifted focus towards understanding inhibitors of self-disclosures, such as privacy-related factors, including user concerns, attitudes and practices (Trepte & Masur, 2017). Research by Kokolakis (2017) and (Alqarni, 2018) has suggested that, although users of social networks are concerned about their own privacy, they choose to share and disclose personal information in a trade-off between the known privacy risks and concerns for successful social interaction. Although users may apply their own discretion and privacy protecting strategies when using online social networks, they are nonetheless still vulnerable to unintentional or accidental exposure through content disclosed via other users. The essence of information privacy preservation depends on the interaction within the social network platform, other users and the information being shared. Non-interaction with other users, or non-disclosure of information by users, removes concerns regarding privacy of information. However, upon users

becoming digitally socially active, and sharing and revealing information about themselves, privacy concerns become more important and users have a greater awareness of the level of control relating to such shared information (Jia & Xu, 2015). Social networking sites, such as Facebook, are information-sharing platforms not limited to the exchange of information between consumers and businesses; but rather the majority of information is shared directly between users. As a result, attitudes and beliefs associated with sharing of information are explicitly focused on the user-user relationship. Such desires for social engagement can heighten perceptions of trust and decrease privacy concerns. This increase in trust aids as a stimulus to overcome privacy concerns online (Williams, Beardmore & Joinson, 2017); especially trust in interpersonal engagements (Shi et al., 2012)

The growing use of social networking sites has been expedited by the phenomenon of content sharing as a key characteristic of such platforms. The instantaneous nature of social networks illustrates the real-time functionality of these networks. Content shared by users is instantaneously disseminated digitally to a wide-reaching audience by a click of a button (Trepte & Masur, 2017). The implications of content sharing arise with the decision to delete particular information in the future, due to the persistent nature of digitised information (Boyd & Ellison, 2007). Given that such shared information has been disseminated to a wide audience, which has the ability to download and archive such content during that timeframe, it is then extremely difficult to remove any existing online content (Jia & Xu, 2015; Wisniewski et al., 2017; Alqarni, 2018). With the upsurge of social networking sites, individuals not only divulge personal information, but also reveal private information relating to other users online (Kokolakis, 2017).

The self-replicating nature of digitised content means it becomes ever more difficult to prevent the circulation of information beyond the initial intended audience. Disseminating of content is a key characteristic of social networks such as Facebook, and often particular content shared can become viral and dispersed to a greater number of users within, and across, the original user's intended online audience (Wisniewski et al., 2017; Alqarni,2018).

One of the most significant attributes of a user's shared personal information on social networks is its search-ability. Given the granular structure of social network sites, this search-ability enables finding particular persons and associated information a lot more effortless for other users (Millham & Atkin, 2018). For example, a user profile would be associated with a particular email address and a quick and easy search for particular users would provide their associated profile. Moreover, even if the email address is unknown, the ability to refine and filter the search criteria, based on other details such as birth date, academic institution or place of employment, allows for users to find particular people on the social network site (Jia & Xu, 2015).

The guidelines used to oversee friends in the off-line world vary from those used for online friends (Shen et al., 2012). Similarly, how persons preserve and view their privacy on Facebook is quite often

different to their behaviour in the real world (Zhang & Luo, 2012). Moreno, Grant, Kacvinsky, Moreno and Fleming (2012) and Paradise and Sullivan (2012) have shown that Facebook users do have great apprehension regarding their privacy on Facebook. **S**ocial networks like Facebook put concerted effort into clarifying the various privacy settings available to the users (Nyoni, 2018). However, constant changes to privacy policies are made by such sites, often without consultation with their users, thus making it difficult for users to understand these policy changes (Boyd & Hargittai, 2010; Marcus, 2013). Given that the default settings on social network sites are generally set at minimum levels, this might lead people to assume that perhaps users choose to share more information publicly. However, this is contrary to mainstream belief. According to Buchanan's (2011) study, a vast majority of users indicated they had made changes to their privacy settings at some point as a result of them feeling that they were either sharing too much information online or that some or all such information shared was intended for a particular audience and not for everyone. For instance, within Facebook each user would be able to view a unique consolidated collection of their friend's recent postings, events and likes depending on their given profile account settings and social interaction history. Although users have the ability to adjust the account settings, such as who can see their profile, in the option to receive and accept or reject a tag, the underlying assumption is that, by default, social network sites want and encourage sharing of information as much as possible. This further illustrates the notion held within social networks that information is communal by default and delineated as private only through concerted effort on the part of the user.

Nosko's (2012) study found that only a marginal number of social network site users are in fact mindful of the available privacy settings. Zhang (2019) concluded that users experience difficulty when trying to modify privacy settings for specific posts on Facebook. In addition, Alqarni (2018) believes that users experience difficulties due to the lack of understanding in regard to the limitations related to the offered privacy settings. Schultz's (2012) study endeavored to categorize the numerous privacy concerns within social networking sites, through a focus group setting with university students, examining their usage of Facebook. From that study it was inferred that a concern of great importance was that of 'unwanted audience' viewing shared content and violating their interpersonal privacy; as well as the users 'lack of control' over the activities by those to whom they had given access to their posted content.

Mark Zuckerberg, founder of Facebook, maintains the belief that privacy is no longer a social norm, given that online users have become accustomed to sharing their information digitally, and this results in users having lowered levels of privacy expectation (Jordaan & Van Heerden, 2017). Despite this belief, a study by Stieger, Burger, Bohn and Voracek (2013) revealed that former Facebook users based their decision to no longer use the social network due to privacy concerns. In particular, results from their study revealed that privacy concerns exceeded the perceived advantages of Facebook, and as a result these concerns had ultimately led to the decision for these individuals to quit Facebook. Such user

behaviour is significantly important for Facebook as a platform, considering the noted decline in users in recent years, particularly in developed countries (Jordaan & Van Heerden, 2017). In Germany, Facebook works as a monopoly and as such uses its vast data collection to build up its market dominance. As a monopoly, Facebook creates a feedback loop through which people are left with limited social network sites options, thus they continue to use the site and are tracked, entrenching its privacy violations (Dreyfuss, 2019). In its ruling, the Federal Cartel Office (FCO) reiterated that data collection by Facebook causes harm to users since they lose control of their personal data. Besides, users have no knowledge about which data, from which sources, are combined for which purposes, with data from Facebook accounts and utilised (Dreyfuss, 2019). Hence, Facebook's practice amounts to user data exploitation. Such breaches of privacy result in personal identifying information becoming visible, leading to unwanted contact (including harassment or stalking); unauthorized usage of personal information by third parties; identity theft; and surveillance of users' online presence (Debatin et al., 2009).

Given Facebook's structure, one is either considered as a 'friend' or not. Tong, Van Der Heide, Langwell and Walther's (2008) study concludes that the current Facebook configuration does not consider the pre-existing discrepancies in relationships in the physical world. In the physical world, people decide amid whom they disclose information, with complete meticulousness. However, on Facebook, such care is impossible, due to the lack of controls to make such distinctions (Shen et al., 2012). According to Kayode et al. (2012), due to the 'social convergence' nature of Facebook, users are not able to preserve numerous personas in engaging with 'friends', thus impacting on their interpersonal privacy and social engagement. In the physical world, one is able to preserve diverse personas to suit the varied roles and environments in which one engages. However, the social construct on Facebook does not give the user the functional ability that would help distinguish between their categories of 'friends'; as they would naturally differentiate among them in everyday life.

Facebook has created the function of customising one's privacy setting when posting content, permitting the user to choose from a variety of friends – who to share access with, or from whom to hide specific updates. Superficially, this does aid the user to be subtle regarding posts that they do not wish to share with all their Facebook friends (Shen et al., 2012). However, the ability for that particular audience to further broadcast this information outside their circle is overlooked, which results in interpersonal privacy concerns: this is the focus of this study. This loop-hole in privacy settings and content sharing contradicts the use of the customised privacy settings available to the user (Johnson et al., 2012).

Facebook's continuous development of features encouraging users' constant connectivity and information sharing allows the site to accumulate vast quantities of personal data, resulting in a variety of risks. Much of the research relating to Facebook and privacy deals with users' sharing of information,

and user behaviour. However, the focus of this study is to understand the users' engagement and their interpersonal privacy concerns relating to Facebook features after they have applied their desired privacy settings to posted content. In this regard, the study will be conducted from the perspective of the users.

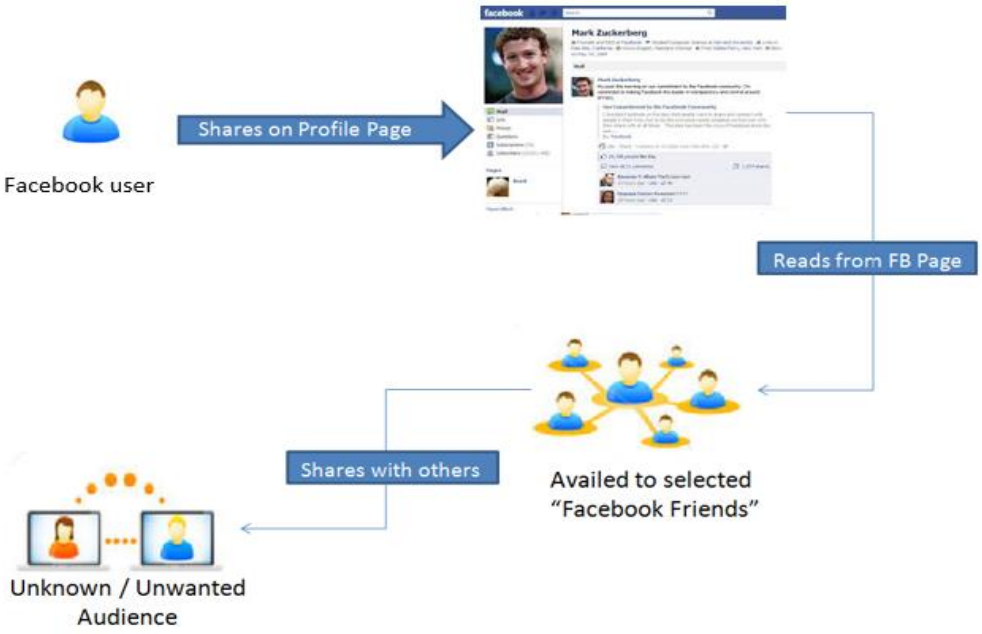


Figure 1: Concept of Interpersonal Privacy

Facebook's continual development results in new features and design enhancements. Examples of such features are Friendship Pages and Timeline. These two features provide information on the behaviour of the students and reflect their attitudes to interpersonal privacy and content sharing. The discussion of Friendship Pages and Timeline is significant since users set Timeline privacy to allow friends to view specific items, while preventing them from seeing others. Friendship Pages on Facebook display a person's interaction history with friends and other people's friendships. The information that can be viewed includes photos, tagged people, timeline comments, likes and mutual friends and likes. Hence, if a person has not restricted what friends can see, a lot of information can be seen by the public, hence breaching the privacy of the user as illustrated in Figure 1. However, the user can limit what others can see by changing the privacy settings so that friends can only see what they want them to see.

2.3.1 Friendship Pages

Friendship Pages were introduced in late October 2010, making it easier for users to browse friends' profile pages (Shi et al., 2012). Beforehand, users had to validate the association between other users, and as a result, they would have to go through all their tagged photos observing for those in which both

users appear, view their pages in a wall-to-wall manner, and manually match up their friends and likes (Shi et al., 2012). Furthermore, there was no reasonable technique to view shared events both had attended or commented on.

The 'friends of friends' privacy setting has a greater impact, as a user needs to be 'friends' with one of the users, having been granted consent to the access the profile of the other, in order to view their Friendship Page (Schwanda Sosik, Zhao & Cosley, 2012). While it is useful and entertaining to learn about relationships between friends, the end result of such a feature could be less desirable, as one could explore the relationship between one of your friends and someone unknown to you, almost as if one is prying into that private relationship. Therefore, this feature could be a useful instrument for unwelcome audiences in search of information about the users. In addition, people use Facebook Friendship Pages to tag the brands and products or persons in a photo. When a person publishes the tagged photo and chooses the option 'everyone', the public can see the photo tab of the page (Bucher, 2012). The tagged photo can also appear on an individual's Timeline. While the above describes an individual tag, it is possible to tag a page from another page, thereby promoting the friendship or the brand being advertised. According to Niland, Lyons, Goodwin and Hutton (2015), Facebook is used commercially for business interests where companies or individuals market their products. Often, the marketer tags a brand or product on a friend's page and this necessitates access to user information where the advertisement appears on their pages. By tagging people and products a marketer can 'push' specific content to a person's page, and by doing so they can influence how that person may be perceived because a person's page is seen as a virtual representation of who they are. The page shows the user's name, relationship status, gender, education and likes of pages and groups, among others. Using the personal information found on the page, users can connect to friends, or establish new friends by sending them a friend request where they are required to either accept or reject. On accepting the request, the friends can post comments or photos or tags on their friends' pages (Niland, Lyons, Goodwin, & Hutton, 2015). Hence, people will tend to publish their actions on their friends' Newsfeed. As noted by Niland et al. (2015), Facebook affordances have an influence on the emotions of its users, and especially the young users. An example of this is that young adults should be mindful of interacting in ways that will not trigger emotional reactions through the Facebook status updates.

Due to these privacy issues, Facebook put up settings where one can get notifications and restrict tagging on a page: The person being tagged will receive a notification requesting approval for the tag to appear on their Timeline. Despite having this feature, one does not receive notification for the Friendship Page tagging (Murphy, 2012). Additionally, there is no option to adjust Friendship Page settings to the preference of the user.

2.3.2 Timeline

Timeline was introduced in late September 2011, when Facebook amended the visual appearance of a user's profile page, by listing all user engagement on the site in a reversed chronological view up to when their initial post was created (Aron, 2012). Additionally, the user had the ability to 'fill-in' the blanks to re-create their life prior to Facebook's existence through postings of "status updates". This, in itself, tries to elicit additional personal information from users in an effort to get them to 'complete' their user profiles. Likewise, this design update allowed for information previously hidden or inaccessible to surface more easily (Aron, 2012). Thus, the Timeline feature did not only become a design improvement to Facebook's site as it progressed, it also transformed the manner in which people used Facebook, predominantly when viewing others' profile Pages (Aron, 2012; Wisniewski, Xu, & Chen, 2014). When the Timeline feature was originally presented, it was a voluntary option for users, with a seven-day grace period, allowing for users to adjust their content before others could see it. In September 2012, Facebook switched all users over to the Timeline display, whether they wished to use it or not (Aron, 2012; Wisniewski et al., 2014).

Facebook's decision to redesign their user layout view with the Timeline feature resulted in a merge between the user's profile and Facebook wall pages. This change has brought a new focus to the social network platform, namely storytelling. It has allowed for Facebook to illustrate the story of a user's life either as they have shared and posted, or as how Facebook has recorded it in a visual scrolling reverse-chronological manner (Marcus, 2013). Visible content includes status updates, photos and friendships, as well as user-provided profile data. Prior to Facebook's rollout of the Timeline design, its premise was that it served as a simple medium to connect individuals with others (Marcus, 2013). With the Timeline design and layout, shared content is structured in a vertical visual format, outlining the passage of time in which users have utilised Facebook. This visual portrayal of Facebook use is in contrast to the pre-Timeline display, in which profiles displayed all content posted either by the profile user and others, on a single page.

As a result of the above-mentioned Facebook features, new privacy concerns have risen. Prior to these features, content was made available to those who were permitted access, or those keen to look for such information. Nevertheless, with these features, shared content is made readily available with a few clicks (Ivcevic & Ambady, 2012).

In the same way that users cannot control other Facebook users, actions, individuals may unintentionally share information regarding others in a manner which violates their privacy preferences (Aron, 2012; Marcus, 2013). Such sharing and content posting have become a significant privacy concern in recent times as these digitised platforms host a combination of individual users' self-disclosures as well as information shared by other users relating to those individuals. Subsequently, all this shared content is

recorded and archived permanently, and can be publicly accessible and shared beyond the users' intended social circles (Marcus, 2013). An example of this would be photo sharing and photo tagging. Uploaded and shared photos hold both personal and social information, and are often tied to one or many user profiles of the individuals appearing within the photo (Marcus, 2013). Often, photos are widely shared and people in the photos are tagged; allowing for others to view them, comment on them, and annotate them. Consequently, privately shared photos can be indirectly redistributed by users.

This study explored university students' experiences and awareness of Facebook's Friendship pages and Timeline usage, as well as how these features determined their behaviour and their inclination to divulge private, identifying information on social networks. Bearing in mind the underlying factors between these two elements, privacy disclosure and behaviour on social networks, has considerable significance for both academic scholars involved in theoretical research and professionals focused on providing value through these rich user-involved and user-generated content environments. Such studies could assist in bridging the gap between the current offerings on social networking platforms, and the options which users may aspire to have available through their use of social networks.

Global vs Developing Nation Research

On a global scale, the Internet and its use mirror cultural and regional profiles (Reda et al., 2012). Given the acceptance and development of a social networking culture among students worldwide, there is a dearth of research and information regarding student usage in developing countries, particularly in South Africa (Takavarasha et al., 2017; Jordaan & Heerden, 2017; Shambare et al., 2012; Nyoni, 2018). Mainstream knowledge regarding social network sites and their usage is often related to experiences in developed nations and Western countries. As a result, this study will be useful in expanding our understanding of the behaviour and uptake of such technologies within a developing nation context.

With the continuous expansion and amplified means to access the Internet, involvement in social networks within developing nations has increased (Shambare et al., 2012; Nyoni, 2018). The creation of social networks has provided new and connected communication platforms unlike anything seen before. Their acceptance by users worldwide is reflective in their usage patterns, economies and social and cultural characteristics (Yang, Morris, Teevan, Adamic & Ackerman, 2011; Zhang, 2019).

Yang et al's. (2011) survey was intended to establish if cultural differences across the USA, UK, China and India had any influence on their utilisation of online social networking tools. Information sought through the survey included the motivation and use of social networking tools to seek information. By evaluating the cultural influence on two western and two Asian countries, it was revealed that Asian users favor engaging with online social networking tools which offer a more significant medium of communication. These include the use of video chat, multi-person chat capabilities and emoticons in instant messaging. The American-based site Yahoo! Answers offered a social dynamic that users of this

site preferred, engaging in conversation-like interactions; as opposed to its Chinese counterpart, Baidu Knows. Outcomes from this study showed that the culture of a nation does have a substantial influence on envisaging its use of social networking tools. Moreover, the most prevalent variance noted between these countries demonstrated that the users' online behaviour and collective nature may reflect their inherent cultural beliefs and characteristics.

A number of studies have been carried out using Hofstede's Cultural Dimension in South Africa. According to Oppong (2013), Hofstede developed the cultural dimension to explain the cultural aspects of a society that differ from one society to another. As opined by Hofstede, four dimensions define a culture, namely power distance, long-term orientation, masculinity, and uncertainty avoidance. Since the dimensions are opposite, they create low and high polar positions (Oppong, 2013). As a leading academic in the field of culture, Hofstede stated that every individual possesses a personal mental programme that is formed as a child but developed further, later in life, in the learning institutions and organisations (Eringa, Caudron, Rieck, Xie & Gerhardt, 2015). South African culture is seen as normative, preferring time-honored traditions, with a long-term orientation score of 34 and an uncertainty avoidance score of 49 (Hofstede, 2019). Such societies maintain some links with their past while dealing with the challenges of the present and future. South Africa is seen as an individualistic society with a score of 65 (Hofstede, 2019). In such cultures, individuals are seen as independent and autonomous; more likely to value their well-being over the good of the group. Similarly, a score of 49 regarding power distance indicates that as a society there is a greater acceptance of hierarchical order in which all persons have a place without further justification needed (Hofstede, 2019).

Within the South African context, there are currently no mechanisms in place to prevent the misuse of a person's private information by third parties (Olinger, Britz & Olivier, 2007; 'PoPI and social media', 2019). The right to one's privacy is established within the country's constitution and regarded as common law. Given the global tendency to create inclusive privacy laws fueled by the persistent usage of automated systems and the amplified collection of data, its storage and the exchange thereof, the European Union (EU), South Africa's largest trading partner, fashioned laws which protect their citizens' personal information when such information is shared between any EU nation and a foreign country (European Commission, 2018). Similarly the USA and other countries beyond the EU region have responded with similar privacy legislature which adheres to such recommendations, allowing for sustained relations between counties (Olinger et al., 2007). The majority of the legislature drafted to date in South Africa aims to protect individuals against the misuse of personal information, as opposed to the protection of personal information. Currently there is no data privacy act. Nevertheless, there are mechanisms in place to act as legal instruments. These include the Provision of Access to Information Act (2000) or PAIA; Act No. 2 of 2000; the Electronic Communication and Transaction Act (2002); The Interception of Communications and Provision of Communicated-Related Information Act (2002) and The Protection of Personal Information Act, No 4 of 2013. Building upon this, legislature would

cover a variety of issues such as the value of personal information, the protection of privacy, as well as the gathering of information.

2.3.3 Content Sharing

Given that social networks are an open and public platform by default, information disclosed and content shared in such environments have substantial privacy inferences and dangers. Bateman, Pike and Butler (2011) have established that the majority of the personal private information in social networks, such as photos, full names, date of birth, interests etc. were availed by users themsleves. This exemplifies how relaxed users are when sharing information online. Devmane and Rana (2012) ascertained that by sharing the maximum amount of information, the user is voluntarily attracting an unsolicited audience. The user profile allows for more than just the rudimentary demographic information to be shared: uploaded photos, sensitive information postings, lists of contacts and friends become easily available to one and all, increasing the chance of a breach in user privacy. Yamada, Kim and Perrig (2012) illustrate the method in which the issue of tagging online posts in social networks erodes a user's privacy when diverse privacy settings are applied amongst 'friends'. Once users tag content in another user's name, such content will automatically appear in web searches made in that particular user's name, even though their intent for such content not to be publicly availed or viewed.

The guidelines used to govern friends in the off-line world contrast from that used for online friends (Shen et al., 2012). Similarly, the manner in which individuals maintain and view their privacy on Facebook quite often varies from their real-world behaviour (Zhang & Luo, 2012). Moreno et al. (2012) and Paradise and Sullivan (2012) have illustrated that Facebook users have considerable concern with regard to their privacy on Facebook.

Nosko's (2012) study found that only a marginal grouping of social network users are actually mindful of the offered privacy settings. Johnson et al. (2012) study inferred that users experience difficulty when trying to modify privacy settings for specific posts on Facebook. Furthermore, Shen et al. (2012) is of the belief that users experience difficulties in understanding the limitations relating to the availed privacy settings offered. Schultz's (2012) study attempted to categorize the many privacy concerns on social networking sites through a focus group setting with university students, exploring their use of Facebook. From that study it was revealed that the greatest concern was 'unwanted audience' being privy to shared content and violating their interpersonal privacy, in addition to the users' 'lack of control' relating to actions of those to whom they had granted consent to their posted content.

According to Pempek, Yermolayeva and Calvert (2009), social networks have altered the dynamic in which users, notably the youth, divulge information regarding themselves. Alqarni (2018) found users

of social networks need to find a balance between two conflicting motives, that is privacy and social impression. A key influence in social network usage is one's self-presentation to others. As a result, users are only able to engage and connect with others if their user profiles are either semi-visible or openly public – but not private – resulting in privacy concerns (Zhang, 2019). As such, contrasting outcomes are attained when striving to balance user privacy and self-disclosure.

2.4 THEORETICAL FRAMEWORK

The theoretical framework used in this study is the privacy regulation theory. Such a theory embodies the findings of numerous investigations relating to this phenomenon. Through the premise of the chosen theoretical framework, a revised model was created to reflect the specific variables which form the basis of this study(Fig3) .

The Privacy regulation theory was developed by Altman in 1975 and aims at explaining the reasons why people may at times prefer to stay alone, and sometimes prefer to be involved in social interactions. Although privacy is considered a state of social withdrawal, Altman considers it a dialectic and dynamic boundary regulation process and that privacy is "a selective control of access to the self to one's group" and not static (Altman, 1975, p. 18). Altman holds to the belief that the dialectic implies a state of being open and close to oneself to other people; but the dynamic implies a desired level of privacy that changes as a result of differences in individuals and culture. Also, desired privacy varies through openness and closeness in accordance with the circumstances as time advances. In this regard, privacy can be desired at a particular time but avoided some other times. In the view of Altman, privacy regulation aims at achieving an optimum level of privacy; and in this regard, all human beings strive to balance between the achieved privacy and the desired privacy. Hence, when privacy reaches optimum, one experiences the desired solitude as an individual becomes inclined to enjoy the desired social contact.

The privacy reg)ulation theory can be illustrated in a diagram, as shown in the figure below;

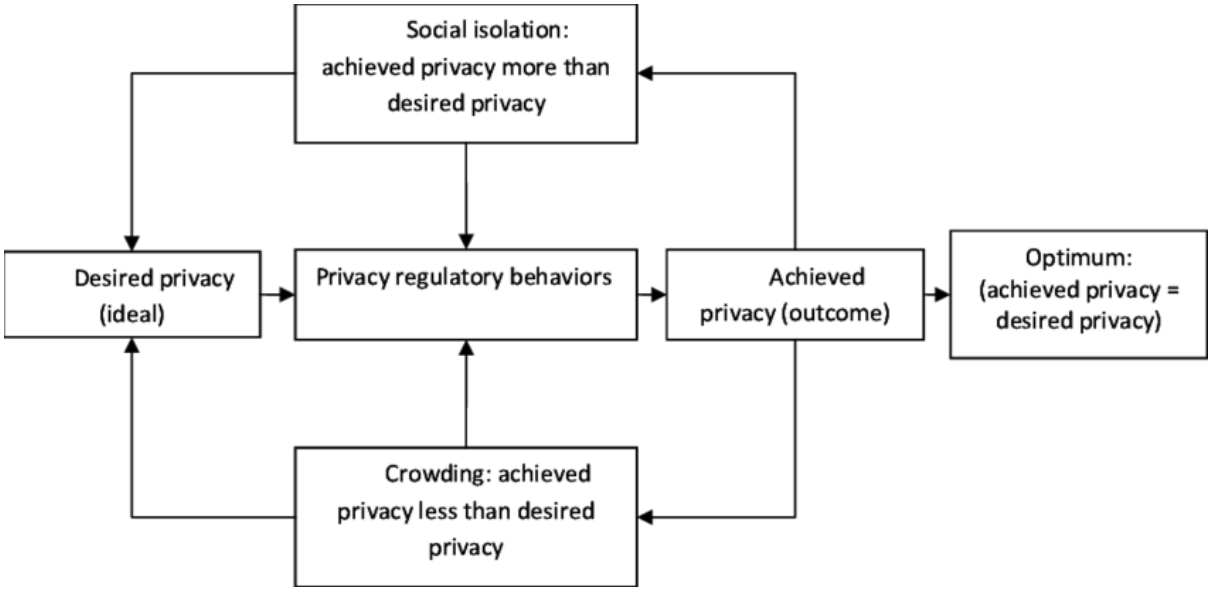


Figure 2: Privacy regulation theory. Source: Altman (1975)

From Figure 2, it is evident that the privacy of an individual can be measured by subtracting the desired privacy (commonly known as ideal) from the achieved privacy (commonly known as the outcome). According to Moreno et al. (2012) , the difference between the two states of privacy yields the extent to which the privacy of an individual deviates from their ideal level of privacy. According to Altman (1975), when the actual privacy level exceeds the desired privacy a person feels crowded or annoyed. Hence, Altman posits that one needs to control the level of closeness and openness to other people in order to function better, compared to the people who have not attained that level of privacy. A suitable mechanism to regulate and control privacy is by use of behavioural aspects like environmental mechanisms, personal space, verbal, para-verbal and non-verbal behaviours. Therefore, Altman established that the combination of the above behavioural mechanisms is sufficient to effectively express one's desired privacy level to other people, and at the same time to attain an optimum level of privacy. However, this method of measuring the privacy of an individual has been found to be disadvantageous since there are various meanings attached to the concept of 'privacy' and there is no indicator to differentiate between the various 'privacies'. However, it has immense advantages that make it a suitable model. Hence, based on the privacy regulation theory by Altman (1975), this study will employ the following model in relation to its variables, objectives, research questions and aims.

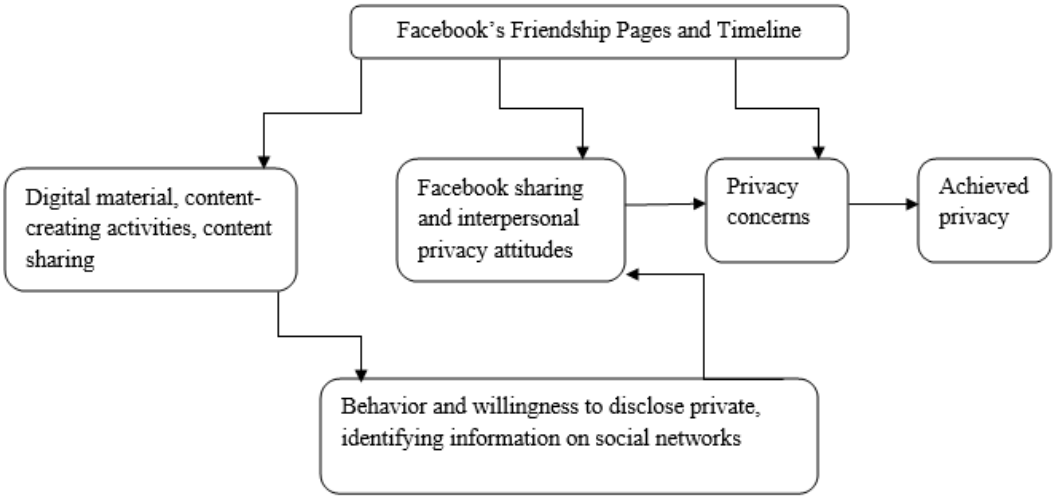


Figure 3: Theoretical model of the research questions

Figure 3, above, has inputs and outputs, indicating the interpersonal control mechanisms. The outputs and inputs provide a description of people's behaviour in a social situation. In this study, Facebook's Friendship Pages and Timeline, and their relationship to university students' behaviour and willingness to disclose private, identifying information on social networks, were explored. The behaviours and willingness are the inputs, while the output is the achieved privacy, which denotes the actual amount of interaction a user has with other users. Achieved privacy is, therefore, established after incorporating inputs and behavioural mechanisms. As outlined by Altman (1975), the interpersonal control mechanisms are environmental mechanisms, personal space, verbal, para-verbal and non-verbal behaviours.

2.5 CONCLUSION

The purpose of this chapter was to provide a comprehensive understanding of the influence on interpersonal privacy experienced in Facebook through the utilisation of its features, specifically Friendship Pages and Timeline. The Internet and other digital technologies have an immense influence on young people's lifestyles; and they consider such technologies an integral part of their existence. The use of Facebook has been integrated into their everyday life. In this regard, Facebook has positioned itself as an ideal platform for personal social engagement. Users interact with each other through the creation of a user profile, friend requests, tagging, and commenting on Timelines and Pages. However, users must be very careful with privacy settings since friends can knowingly, or unknowingly, share their content with every other Facebook user. The greatest challenge is that Facebook's default privacy

settings are typically set to the lowest privacy protection level and this calls for caution in maintaining the desired level of privacy.

Despite the privacy levels involved, users are motivated to use the social networking sites to connect with many persons in a simple and effective way. Facebook users' globally have dramatically amplified in previous years (Johnson et al., 2012). Nevertheless, the alarming characteristic of this trend is the users' willingness to share personal identifying information regarding themselves, often without distinct knowledge of who is privy to such information. Particularly, younger users of social networks habitually share highly personal information in such open and public forums (Kayode et al., 2012). The popularity of social networks, in addition to the consequent levels of online 'voluntary' disclosures of information, has brought forth several concerns regarding the privacy implications thereof (Nosko, 2012). The preceding literature review presented a variety of research examining Facebook users' usage and their various privacy concerns. The majority of the research focused on privacy settings relating to information disclosure, yet few have explored concerns relating to interpersonal privacy, in which information disclosure is disseminated beyond the user's intended audience. The theoretical framework which underpinned the conceptual model for this study was the privacy regulation theory where various inputs, interpersonal control mechanisms, and desired privacy and achieved privacy were explored. The outputs and inputs provided the description of people's behaviour in a social situation. Facebook's Friendship Pages and Timeline, and their relationship to university students' behaviour and their inclination to divulge private, identifying information on social networks, were explored. Achieved privacy was, therefore, established after incorporating inputs and behavioural mechanisms. This further motivates for this type study having identified the gap that exists in the existing literature.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The focus of this chapter is to outline the research design and methodology utilised to address the aforementioned research questions. The researcher's position with regards to this study is one of interpretivism, as this study set out to understand and interpret university students' perspectives relating to interpersonal privacy through their use of Facebook features. The focus of this study is how interpersonal privacy is understood in terms of Facebook's features such as Friendship Pages and Timeline. The research instrument, population, study sample and techniques to be used in the data analysis are discussed. In addition, issues relating to the validity and reliability of the data collected are addressed.

3.2 RESEARCH DESIGN

3.2.1 Nature of Study

This research aimed to discover the level of awareness of interpersonal privacy of university students using Facebook. The input constructs to this research were users' experience and usage of Facebook's Friendship Pages and Timeline features. Thus, this study measured the university students' attitudes towards those features and their associated use of privacy settings, in order to illustrate student understanding and perception of concepts related to interpersonal privacy, as outlined in the literature review.

Sekaran & Bougie (2016) have identified four types of studies, namely exploratory; descriptive; hypothesis testing and case studies. Exploratory research is undertaken when exploring new areas of research, often when little or no knowledge regarding the research area is known. Such studies are conducted when no information is available on how previous or similar research issues had been solved (Sekaran & Bougie, 2016). Descriptive studies usually aim to describe certain characteristics relating to the research topic. Often such studies are undertaken to learn about, and define characteristics of, certain groupings in relation to the relevant research area (Blumberg, Cooper & Schindler, 2008). Similarly, case studies allow researchers to conduct an in-depth analysis of, and obtain knowledge about, a single entity. Often such studies are piloted when the nature and problem definition are similar to the current research focus.

According to the above definitions, the research design applied to this study was descriptive in nature, with the research intent being to depict several constructs, through describing and discussing the level of interpersonal privacy and Facebook feature use (Blumberg, Cooper & Schindler, 2008)

Leedy and Ormrod (2013) define descriptive research as "a process of gathering, analyzing, classifying and tabulating about prevailing conditions, trends, processes, and then making adequate and accurate interpretation about such data". Moreover, descriptive quantitative research is often utilised when there is some understanding of the existing research problem but it requires additional specification to address the nuances of the phenomenon (Blumberg, Cooper & Schindler, 2008), as outlined in the antecedents of interpersonal privacy.

3.2.2 Descriptive Research Design

This study has been classified as descriptive in nature, and Leedy and Ormrod (2013) suggest that there are four types of descriptive research, namely observational; correlational; developmental and survey research. Observational research is based on objective, ongoing observations of the phenomenon being studied; while developmental research looks to evaluate changes over a prolonged period of time (Leedy & Ormrod, 2010). Correlational research allows for the measurement of two or more variables to ascertain the extent to which these factors are related (Privitera, 2011). Survey research allows for conclusions to be drawn in relation to a large population (Privitera, 2011), with data collected through participants' response to questions. According to Bhattacherjee (2012), the survey research method utilises standardised questionnaires for data collection, relating to respondents' preferences, thoughts and mannerisms in a methodical approach. This type of research method is often used in descriptive, exploratory or explanatory research and is well suited for studies in which individual responses are regarded as a unit of analysis. Moreover, survey research has a multitude of strengths compared to alternative research methods (Bhattacherjee, 2012). These include that surveys are an excellent method of measuring a varied array of unobservable data such as preferences, traits and attitudes. Likewise, surveys allow for remote data collection from a population which is too large for direct observation. Upon data collection, data is then summarised using statistical analysis.

Based upon the above-mentioned literature, the nature of this research was correlational and survey descriptive research. The purpose of this research was to obtain insight regarding the relation between university students' interpersonal privacy levels and their use of Facebook features such as Friendship Pages and Timeline, with data being collected through the medium of a questionnaire survey (Privitera, 2011).

3.2.3 Questionnaire Design

The design of the research instrument was constructed from existing studies in the literature relating to social networks and privacy concerns. Permission was sought via email from researchers in existing literature to obtain their research instruments. Such studies included those of Johnson et al. (2012); Pempek et al. (2009) and Staddon et al. (2012), which dealt with Facebook and privacy concerns. In addition, research instruments utilised in studies by Shi et al. (2012), Ngeno, Zavarsky, Lindskog and Ruhl (2010) and Tuunainen, Pitkänen and Hovi (2009) relating to Facebook users' awareness of content sharing and interpersonal privacy were accessed.

Upon receipt of permission and research instruments, a questionnaire was developed. This process included the creation of an alignment matrix which allowed the research questions identified to be properly aligned within the proposed research instrument, ensuring viable empirical results (Appendix D). As a result, this allowed for a seamless alignment of the study's research questions and research instrument. Utilising the alignment matrix further enhanced the alignment and cohesion of the research by matching the array of research instrument questions to the research problem questions.

The data collected for this research was cross-sectional and representative of the respondents' opinions at the time at which the survey was administrated. Social networking platforms such as Facebook are continually evolving, with new features and enhanced capabilities being launched; thus, making a longitudinal study in a changing context difficult. Due to the approach used, a longitudinal study would not have been possible in light of the continual development of new features in Facebook.

The research instrument comprised three sections, namely biographical information, Facebook usage and Facebook feature usage attitudes, with a total of twenty questions, divided across the three sections (Appendix A). Participants' responses were recorded through a series of yes/no, multiple choice and five-point Likert scale questions. The aim of the biographical information section was to gather data regarding respondents' ages, genders, racial groupings and home languages (Q1 – Q4). In addition, there was a qualifying question, which was included to filter out unqualified participants, as the unit of analysis in this study was Facebook users (Q5).

3.2.4 Ethical Considerations

Upon creation of the questionnaire, approvals were sought prior to data collection. These included ethical clearance (HSS/0284/014M), giving the researcher permission to conduct data collection, which was obtained on 17 April 2014 (Appendix B). In addition, a gatekeeper's letter was granted by the

Registrar of the University of Kwa-Zulu Natal, Mr. Convy Baloyi, upon request, to conduct data collection (2 April 2014) (Appendix C). This ensures that data collected for this research would be treated with confidentiality and anonymity. This approval was a prerequisite for ethical clearance to be granted. Recertification of ethical clearance approval (HSS/0284/014M) was obtained on 28 January 2019 (Appendix B).

3.2.5 Pilot Testing

A pilot study can be defined as a small experiment designed to evaluate and test the logistics prior to the large full scale study (Sekaran & Bougie, 2016). It allows for the researcher to improve the actual study's quality and efficiency, as well as revealing any deficiencies within the research instrument.

Upon receipt of the necessary approvals, the researcher had conducted pilot testing to ensure the adequacy and feasibility of the study. This also allowed the researcher to confirm that all the questions in the research instrument were unambiguous and that the responses received would be consistent. As a result, prior to the full-scale data collection, the researcher pre-tested the questionnaire (22 April 2014). A total of twelve questionnaires (six paper-based and six online surveys) were administered to subject respondents in exactly the same manner as they would be administrated in the full-scale study. This allowed the researcher to observe any hesitation over, or omission of, questions, as well as the time taken to complete the questionnaire. Upon completion of the questionnaire, feedback was obtained by the researcher to ascertain any ambiguities or unclear questions.

The pilot test showed that respondents did not encounter any difficulties, and there was no lack of understanding or clarity regarding the proposed research instrument.

3.3 RESEARCH METHODOLOGY

3.3.1. Target Population

A research population can be defined as a collection of individuals or objects with similar characteristics, which are the main focus of a scientific query (Privitera, 2015). All individuals of that specific population have a collective, binding characteristic. However, it is difficult to survey the entire population due to large population sizes, costs and time factors. As a result, sampling techniques are used to obtain a subset of the population which is researched, and from which results are drawn (Privitera, 2015).

The population studied for this research was university students who utilise Facebook. Facebook had been chosen as the focus of the study, given its widespread popularity in South Africa, and because it exhibits all the characteristics of a social media platform. On a global scale the Internet and its use are reflective of cultural and regional profiles (Kandikanti, 2017; Koohikamali, 2017; Reda et al., 2012). Given their popularity, and the growth of a culture of social networking amongst students worldwide, however, there is a dearth of research and information relating to student usage in developing countries, specifically in South Africa (Shambare et al., 2012; Jordaan & Van Heerden, 2017; Nyoni, 2018). Mainstream knowledge regarding social network sites and their use are often in relation to experiences in developed nations and western countries (Shambare et al., 2012). As a result, sampling a student population within a South African context would be useful in adding to the understanding of the behaviour and uptake of such technologies within a developing nation.

Data for this study was collected in 2014. Among the nine provinces that exist within the borders of South Africa, Kwa-Zulu Natal has the second largest population with 10.3 million (19.8%) people in the year 2013. Moreover, in terms of the gender ratio in South Africa, 48% identify as male, whilst 52% identify as female (Africa, 2012). This is further reflected in the Kwa-Zulu Natal province with the same gender distribution (Africa, 2012). Of the universities situated within Kwa-Zulu Natal, the University of Kwa-Zulu Natal (UKZN) is ranked sixth amongst the leading universities on the African continent (Africa | Ranking Web of Universities, 2015). The University of Kwa-Zulu Natal (UKZN) is among the largest universities within South Africa, consisting of five campuses across two major cities, one in Pietermaritzburg and four in Durban. UKZN had a population of 32 449 undergraduate students in 2014, of which the 9 421 students studying at the Westville campus accounted for 29% of the university's total undergraduate enrolment (UKZN DMI - Online Statistics, 2014). The ratio of male to female undergraduates is 1:1.18 with females accounting for 54.3%, while males account for 45.7% of undergraduate students (UKZN DMI - Online Statistics, 2014). In comparison to other institutions such as the Mangosuthu University of Technology with 10 000 undergraduate students (Mangosuthu University of Technology, 2014); the University of Zululand with 14 819 undergraduate students (University of Zululand, 2014) and the Durban University of Technology with 25 236 undergraduate students (Durban University of Technology, 2014), UKZN has the largest student population. Since the aim of this study is to add to the knowledge of social network usage within a developing nation context, undergraduate students at the Westville campus were chosen as the research population. The majority of university students fall into the 18 to 30 age category. This chosen population is in line with similar studies in this area of interpersonal privacy and Facebook usage, wherein students provide the primary data (Chen & Marcus, 2012; Kayode et al., 2012; Shambare et al., 2012; Shi et al., 2012).

In terms of limitations, this research was conducted in the province of KwaZulu-Natal, with a particular focus on university students at the University of KwaZulu-Natal, with all respondents recruited from the Westville campus. Therefore, the results may not necessarily be representative of the entire province of KwaZulu-Natal. In addition, relying on respondents' accounts of their Facebook practices results in the data being self-reported, which may not always reflect users' actual behaviour.

3.3.2 Sample Size

There are a multitude of formulas available to ascertain the requisite sample size based on the nature of data collected, be it categorical or quantitative. Such formulas would require information relating to variance of population, maximum desirable margins of error and confidence levels (acceptable error risk) (Sekaran & Bougie, 2010).

According to the UKZN Department of Management Information (DMI), the population of undergraduate students at the Westville campus was 9 421, and with a confidence level of 94.5% and margin of error of 5.5%, the required sample size was 307 (Sample Size Calculator - Creative Research Systems, 2014). A total of 384 questionnaires were returned for analysis.

3.3.3 Sample Method, Data Collection and Analytical Approach

This study adopted a quantitative convenience sampling method approach, through the use of questionnaires, as the research instrument to collect the data required for analysis (Bhattacherjee, 2012). Initial enquires were made to obtain the relevant information (student email addresses) from the Management Information System (MIS), a section within the Information and Communication Service (ICS) at the University of Kwa-Zulu Natal. However, based on the university rules, student contact information is confidential and could not be provided to allow for a formal random sample selection process. Upon this development, a strategy was devised to reach a broad variety of students via two approaches: an online survey and a paper-based survey. Both methods of data collection were distributed concurrently. In order to administer the online questionnaire, a notice-post stating the purpose of the research, and a link directing students to the web-based questionnaire, were sent out to the prospective respondents via the Student Management System (SMS) (25 April 2014). This notice was also uploaded to the Learning@UKZN Moodle Learning Management System (LMS) site (1 May 2014 – 25 May 2014), as well as the UKZN electronic notice board (10 May 2014). In addition to the online questionnaire, the researcher administered paper-based questionnaires across the Westville

campus to respondents over a period of 30 days (25 April – 25 May 2014). This involved approaching students in the computer LANs, lecture venues and library.

By utilising both online and paper-based questionnaires, the desired sample size (307) required to complete the questionnaire was exceeded. A total of 384 responses were received, consisting of 216 online and 168 paper-based returns. Upon data verification, 51 responses were excluded due to being incomplete, resulting in 333 eligible and valid responses. Thereafter, the paper-based responses were captured through the Google form created for the online responses. This enabled all responses to be captured and imported to Microsoft Excel for data verification and cleansing. Quality controls were implemented on the online form to ensure no unanswered or invalid responses were captured. As a result, data captured contained only valid responses, allowing the data set to be imported to the statistical package, SPSS, for analysis and interpretation. The survey results were analysed statistically to uncover relationships between the input constructs and interpersonal privacy.

This allowed for data to be numerically coded and imported into SPSS 22. A variety of statistical analyses were conducted. They included descriptive statistics of the respondents, as well as the Chi-square goodness-of-fit univariate test, used on categorical variables to test whether any of the response options were selected significantly more or less often that the others (Sekaran & Bougie, 2016). In addition, the Wilcoxon Signed Ranks test, which is a non-parametric test, was used to test whether the average values were significantly different from a value of 3 (the central score) when applied to Likert scale questions (Bhattacherjee, 2012). Pearson's correlation coefficient was used to check whether a correlation exists between two ordinal or scale variables.

3.3.4 Reliability and Validity

Reliability refers to the consistency and accuracy of the research instrument when exploring the research focus (Hair, Black, Babin, Anderson & Tatham, 2006). A questionnaire is considered reliable if participants' responses are consistent when the questionnaire is administered repeatedly. Reliability was statistically tested through the Cronbach Alpha co-efficient. A Cronbach Alpha test provides authenticity to this study as it checks the internal reliability of the research instrument constructs (Bhattacherjee, 2012). A measurement scale ranging between 0 and 1 indicates the level of internal consistency. A value greater than 0.7 is indicative of strong internal consistency. For this study, the reliability scored a value of 0.857. A measurement of reliability was derived by calculating the average of the scores from the 15 items relating to 'use'. The mean 'use' scores for respondents was calculated; where 1 represents 'all the time' and 5 represents 'never'; i.e. the higher the mean score, the less frequent the use

Validity is an indication of the instrument's aptitude to measure what it is envisioned to measure: the research questions, objectives or hypothesis (Hair et al., 2006). It focuses on the significance of the research elements and allows researchers to check to what degree the instrument measures what its suppose to measure. Different types of validity include face validity, content validity and construct validity. Face validity refers to the extent to which the instrument measures a particular characteristic, while content validity assesses the match between research questions and the research subject which they intend to examine. Construct validity measures the level to which the research instrument evaluates characteristics that cannot be directly observed.

3.4 CONCLUSION

The purpose of this chapter was to provide a comprehensive overview of the research methodology applied in this study. This chapter included content relating to the research methods, techniques and instruments utilised, as well as the reasons for their use. A summary of the research design and methodology addressed the aforementioned research questions was discussed, followed by a summary relating to the research decisions taken. In addition, the ethical issues and limitations of this study were addressed. The method adopted for data collection was described and described. The following chapter will present the findings of the study followed by a detailed analysis of these findings.

CHAPTER FOUR: FINDINGS AND ANALYSIS

4.1 INTRODUCTION

The goal of this chapter is to present the data from the study which will be used to answer the research questions to fulfil the purpose of this research. To answer the research questions, the important findings gathered from the research instruments will be presented. As a result, this chapter outlines and analyses the data collected through the online and paper-based questionnaire. The findings are discussed according to the research questions outlined in Chapter One, and the variables dealt with in each (Appendix E).

4.2. RESEARCH QUESTION ONE

4.2.1 Description of the Respondents

The questionnaire used four demographical questions and one qualifying question – that the respondent had to be a Facebook user – to identify respondents. Upon data verification, 51 respondents were excluded, resulting in 333 eligible and valid responses.

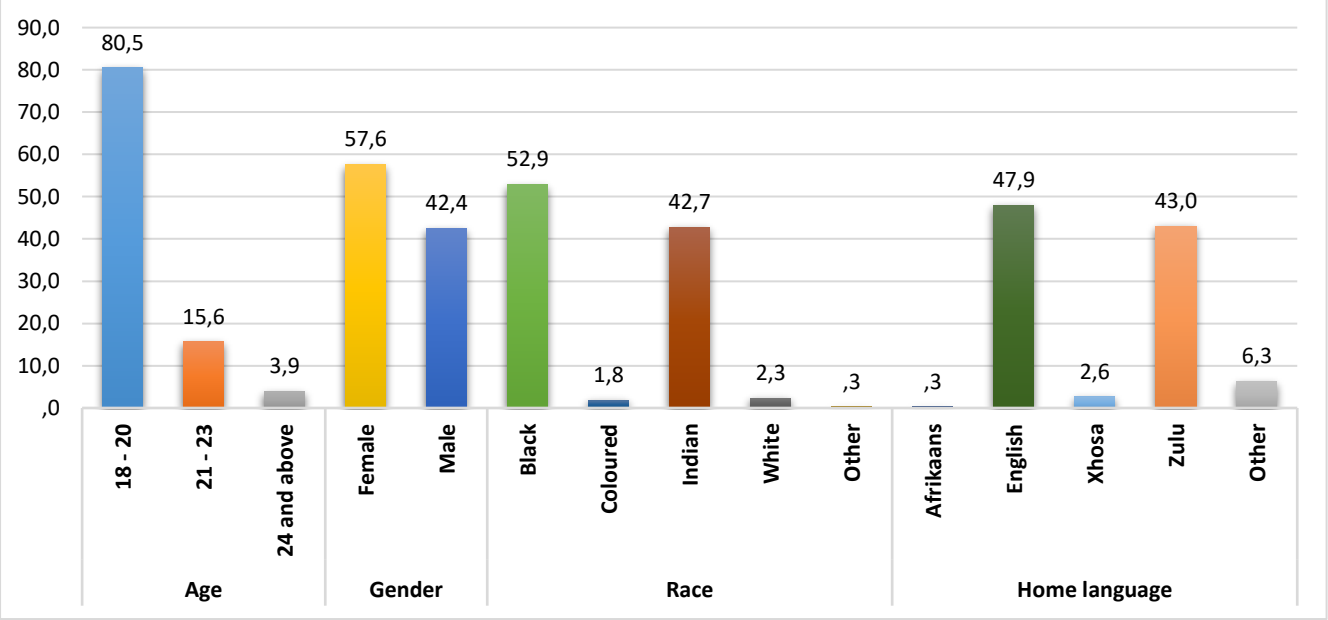


Figure 4: Demographic Distribution

Figure 4, above, illustrates the demographic make-up of respondents. As it can be seen from the figure, the majority of the respondents were females (57.6%); while males accounted for 42.4%. In addition,

the majority of respondents were between the ages of 18 and 20 (80.5 %). The majority of the respondents identified as being Black (52.9%), followed by Indians (42.7%), with the remainder being White (2.3%) and Coloured (1.8%). A similar trend was noted for home language, with many respondents selecting English (47.9%) or Zulu (43%), which reflects the KwaZulu-Natal population demographic (Appendix E: Section E1).

When compared to the university's population demographic, such observations match the university's gender ratio make-up. Moreover this observation mirrors that of the South African gender ratio, which has 48% identifying as male; whilst 52% identify as female (Africa, 2012). This is further reflected in the KwaZulu-Natal province, which has the same gender distribution (2011 Census | Statistics South Africa, 2014).

4.2.2 Facebook Usage and Attitude

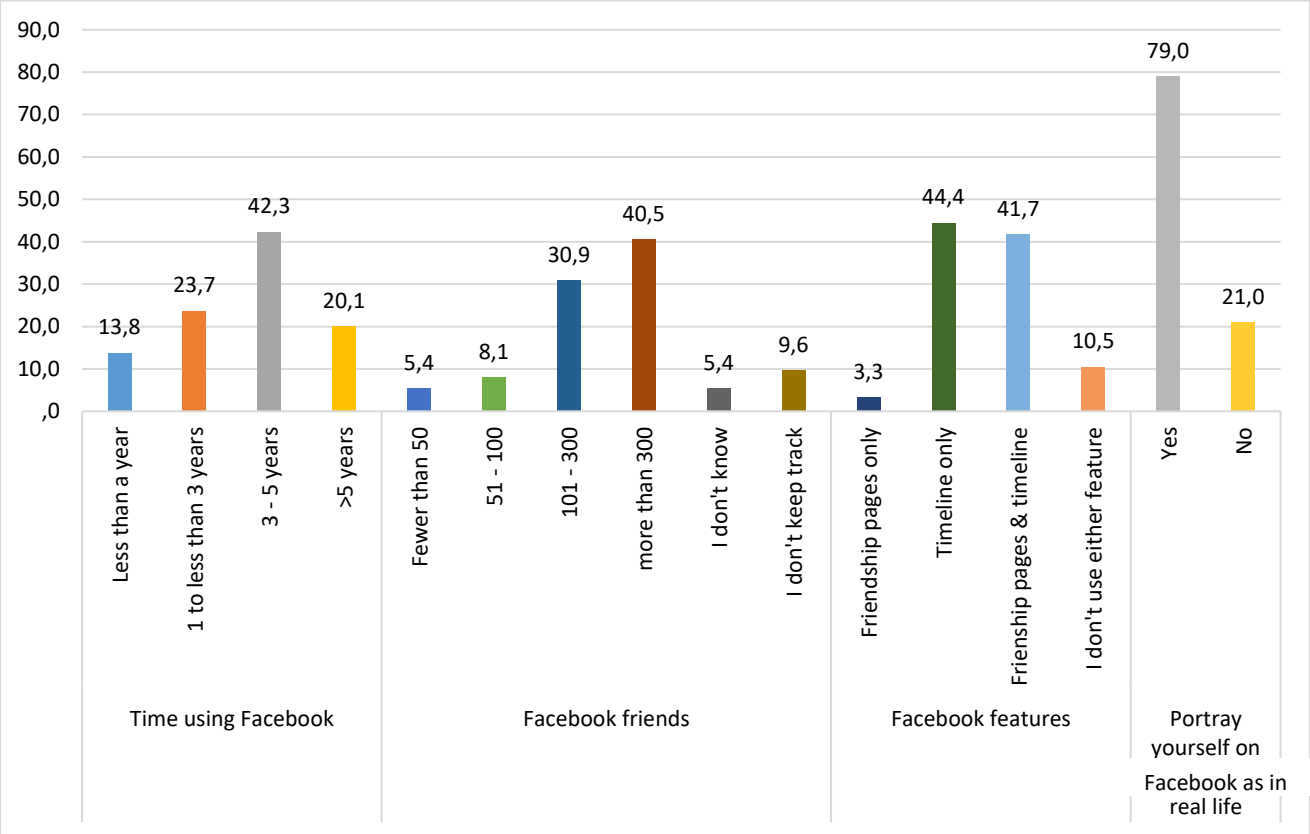


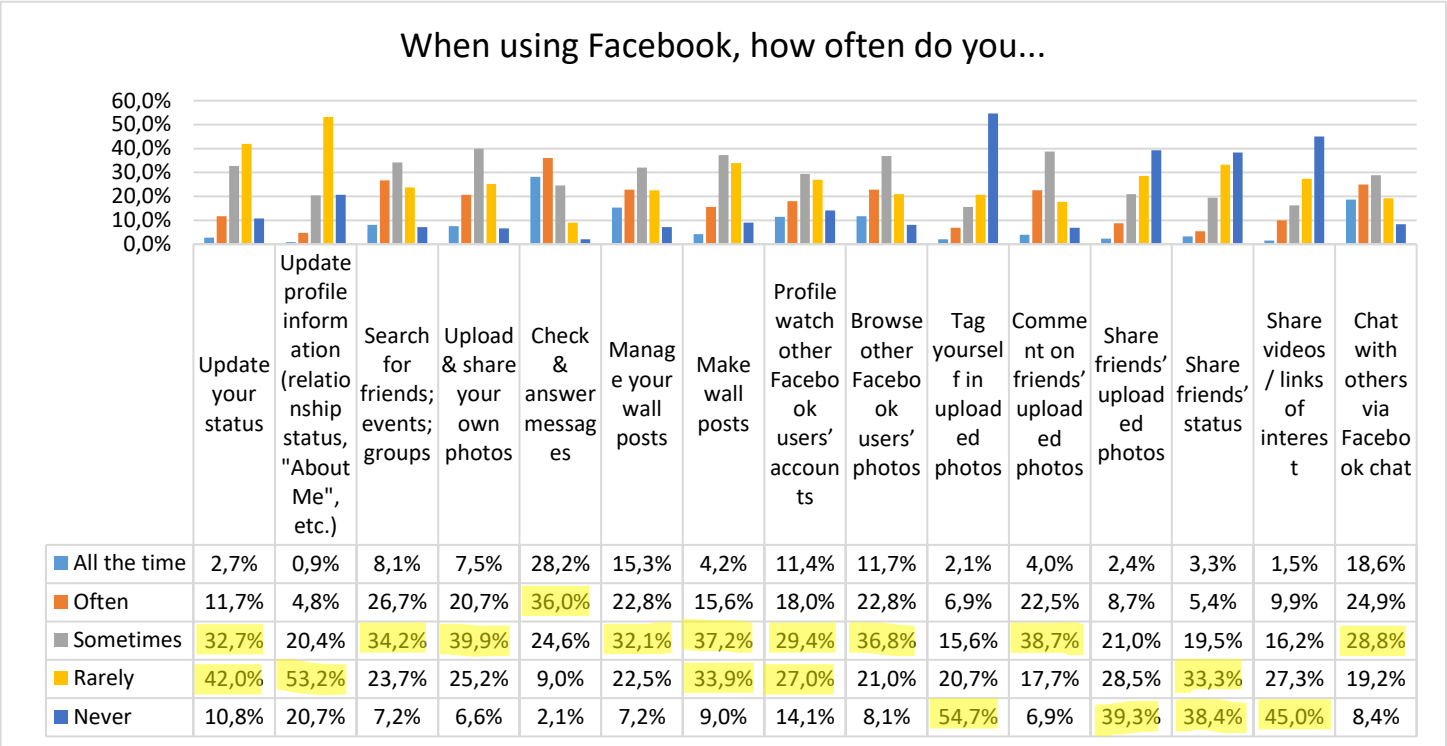
Figure 5: Facebook Usage: Length of Time; Number of Friends; Features; Self-portrayal

As illustrated in Figure 5, above, various aspects of the respondents' Facebook usage were noted. These include the number of years respondents have used Facebook (Q6); the number of Facebook friends (Q7); usage of Facebook features (Q8); and the manner in which respondents portray themselves on Facebook (Q9). Such information provided a background for the respondents' use of Facebook and its features. The Chi-square Goodness of Fit test was utilised for the analysis of questions relating to

respondents' Facebook usage, in order to ascertain whether any of the response options were selected significantly more or less often that the others: 20.1% have used Facebook for more than five years, while only 13.8% have used Facebook for less than a year. Of the respondents, 23.7% have used Facebook for between one and less than three years. A correlation analysis between respondents' age and length of time using Facebook revealed that 18% of respondents in the 18-20 year age category indicated to have been using Facebook for more than five years. Interestingly, this reveals that such users could have been younger than Facebook's age restriction of being at least 13 years old upon creation & usage of a Facebook account. This reveals a loophole within Facebook's account setup as potential users are able to circumvent such restrictions.

Results indicate that a significant 42.3 % of the respondents have been Facebook users for three to five years ($\chi 2(3, N=333) = 60.117$, $p<.0005$); and a significant 71.4% (30.9+40.5%) have more than 100 friends on Facebook (x^2 (5, N= 333) = 229.793; $p< .0005$). Thus, it can be inferred that a large proportion of respondents are long-time users of Facebook. Similarly, when asked about Facebook feature usage, a significant 41.7 % of students showed preference for utilising both the Friendship page and the Timeline feature (x^2 (3, N =333) = 178.363, $p<.0005$)(Appendix E: Section E2). Facebook Timeline is the most-used feature, with 44.4% usage. It also has a significantly larger number of users than expected, while 10.5% of the respondents don't use either feature. Similarly, a significant, 21% of respondents portray themselves on Facebook differently to how they are in real life, while 79% portray themselves as they are in real life ($\chi 2(1, N=333) = 111.859$, $p<.05$) (Appendix E: Section E2).

4.2.3 Activity on Facebook



	Update your status	Update profile information (relationship status, "About Me", etc.)	Search for friends; events; groups	Upload & share your own photos	Check & answer messages	Manage your wall posts	Make wall posts	Profile watch other Facebook users' accounts	Browse other Facebook users' photos	Tag yourself in uploaded photos	Comment on friends' uploaded photos	Share friends' uploaded photos	Share friends' status	Share videos / links of interest	Chat with others via Facebook chat
All the time	2,7%	0,9%	8,1%	7,5%	28,2%	15,3%	4,2%	11,4%	11,7%	2,1%	4,0%	2,4%	3,3%	1,5%	18,6%
Often	11,7%	4,8%	26,7%	20,7%	36,0%	22,8%	15,6%	18,0%	22,8%	6,9%	22,5%	8,7%	5,4%	9,9%	24,9%
Sometimes	32,7%	20,4%	34,2%	39,9%	24,6%	32,1%	37,2%	29,4%	36,8%	15,6%	38,7%	21,0%	19,5%	16,2%	28,8%
Rarely	42,0%	53,2%	23,7%	25,2%	9,0%	22,5%	33,9%	27,0%	21,0%	20,7%	17,7%	28,5%	33,3%	27,3%	19,2%
Never	10,8%	20,7%	7,2%	6,6%	2,1%	7,2%	9,0%	14,1%	8,1%	54,7%	6,9%	39,3%	38,4%	45,0%	8,4%

Figure 6: Activity on Facebook

Respondents' Facebook activity (Q10.1 – Q10.15), revealed significantly more than expected. It indicated that 32.7% of respondents would update their status sometimes, whilst 42% would do so rarely ($\chi 2(4, N=333) = 183.201$, $p<.0005$); 53.2% rarely update their profile information ($\chi 2(4, N=333) = 282.3$, $p<.0005$); 34.2% sometimes search for friends, events or groups ($\chi 2(4, N=333) = 94.372$, $p<.0005$); 39.9% sometimes upload and share their own photos ($\chi 2(4, N=333) = 126.685$, $p<.0005$); and 36% often check and answer their messages ($\chi 2(4, N=333) = 131.099$, $p<.0005$). Significantly more than expected (32.1%) indicated that they sometimes manage their walls ($\chi 2(4, N=333) = 57.796$, $p<.0005$); 37.2% would sometimes make their own wall posts, whilst 33.9% would rarely do so ($\chi 2(4, N=333) = 146.655$, $p<.0005$); 29.4% would sometimes profile-watch other Facebook user's accounts, whereas 27% would rarely do this ($\chi 2(4, N=333) = 41.73$, $p<.0005$). Furthermore, 36.8% sometimes browse other Facebook users' photos ($\chi 2(4, N=333) = 80.919$, $p<.0005$); 54.7% never tag themselves in uploaded photos ($\chi 2(4, N=333) = 285.123$, $p<.0005$); 38.7% sometimes comment on friends' uploaded photos ($\chi 2(4, N=333) = 94.703$, $p<.0005$) and 39.3% never share friends' uploaded photos ($\chi 2(4, N=333) = 147.345$, $p<.0005$). In addition, 38.4% would never share a friend's uploaded status, whereas 33.3% would rarely do it ($\chi 2(4, N=333) = 168.126$, $p<.0005$); and 45% never share videos/links of interest ($\chi 2(4, N=333) = 189.688$, $p<.0005$). Of the respondents, 28.8% sometimes chat with others via Facebook Chat ($\chi 2(3, N=333) = 39.808$, $p<.0005$). The above discussion is based on the frequencies

revealed by the Chi-square calculations (Appendix E: Section E2). Figure supports the significance of these findings.

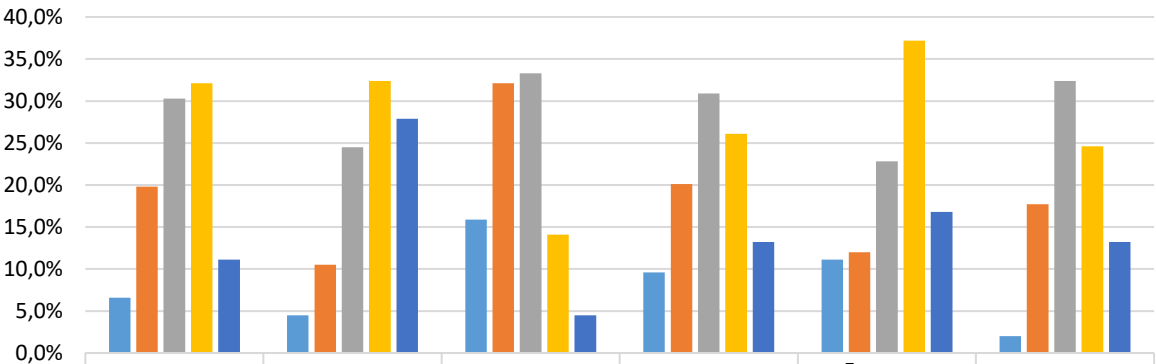
It can be ascertained from the respondents' OWN behaviour, that the majority of students do not regularly update their FB status (32.7 + 42= 74.7%) or profile information (53.2%); or make wall posts (37.2 + 33.9= 71.1%); Between 30 and 40% of students sometimes upload and share their own photos and manage their walls. In addition, 30 to 40% often check and answer messages, while less than 30% sometimes chat via Facebook Chat. It is interesting to note that many students (45%) never share videos/ links of interest.

Similarly, respondents' behaviour in relation to others indicated that the majority of students (29.4 + 27= 56.4%) do not regularly profile-watch other FB users' accounts or share friends' status (38.4 + 33.3= 71.7%), and never tag themselves in uploaded photos. Between 30 and 40% of students sometimes search for friends, events, and groups; browse other Facebook users' photos and comment on friends' photos; but never share friends' photos.

4.3. RESEARCH QUESTION TWO

Statistical analysis was conducted to evaluate students' attitudes to interpersonal privacy and content sharing, in particular, Facebook features (Friendship Pages and Timeline); communication; control and privacy settings.

4.3.1 Facebook Features: Attitude towards Interpersonal Privacy and Content Sharing



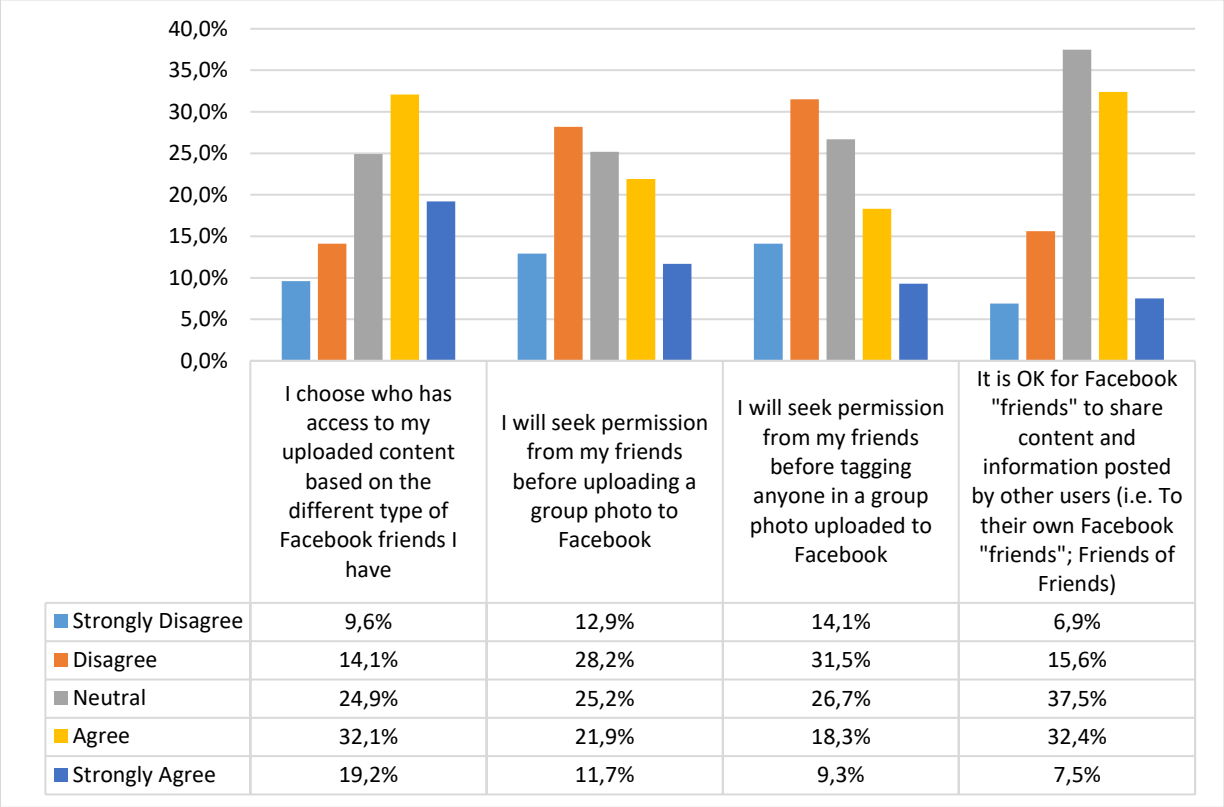
	I have a detailed profile on Facebook	Personal information I publish on Facebook always represents the truth	I always find time to keep my profile up-to-date	My profile tells a lot about me	From my Facebook profile it would be easy to find out my preferences in things like books, movies, music...	From my Facebook profile it would be easy to understand what type of person I am
Strongly Disagree	6,6%	4,5%	15,9%	9,6%	11,1%	2,0%
Disagree	19,8%	10,5%	32,1%	20,1%	12,0%	17,7%
Neutral	30,3%	24,5%	33,3%	30,9%	22,8%	32,4%
Agree	32,1%	32,4%	14,1%	26,1%	37,2%	24,6%
Strongly Agree	11,1%	27,9%	4,5%	13,2%	16,8%	13,2%

Figure 7: User Profile Information

Q11 asked respondents about how many 'friends' they had added without actually knowing who they were to their Facebook friend list. Significantly more than expected indicated that they had added more than ten friends without actually knowing them ($\chi^2 4$, N=333) = 36.234, p<.0005) (Appendix E – Section E3).

In Figure 7, above, (based on Q12.1 – Q12.6), results from a Wilcoxon signed ranks test revealed that there is significant agreement that respondents have a detailed profile on Facebook (Z(N=333) = -3.419, p=.001); personal information published on Facebook always represents the truth (Z(N=333) = -9.283, p<.0005) and profiles tell a lot about the respondents (Z(N=333) = -1.996, p=.046). We can also deduce that it is easy to discover their preferences from their Facebook profiles (Z(N=333) = -4.771, p<.0005).

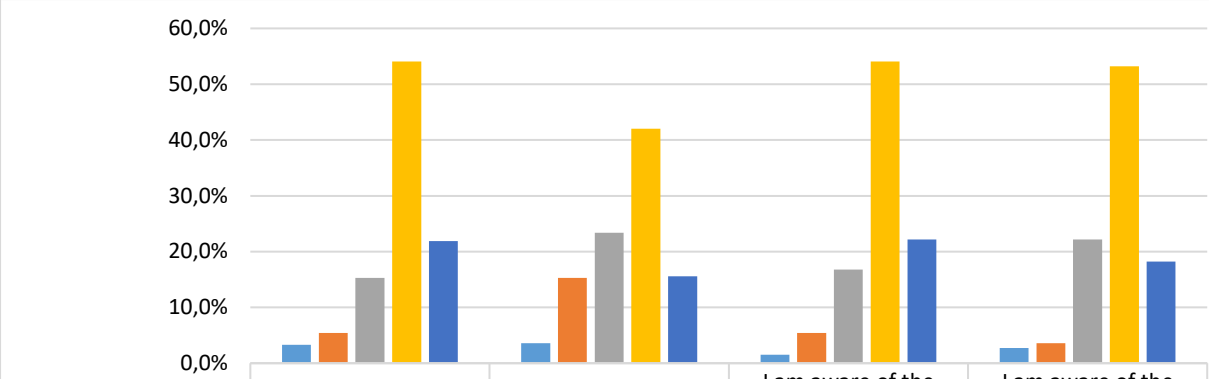
There is significant disagreement that they keep their profile up to date (Z(N=333) = -6.463, p<.0005) (Appendix E: Section E3).



	I choose who has access to my uploaded content based on the different type of Facebook friends I have	I will seek permission from my friends before uploading a group photo to Facebook	I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook	It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)
Strongly Disagree	9,6%	12,9%	14,1%	6,9%
Disagree	14,1%	28,2%	31,5%	15,6%
Neutral	24,9%	25,2%	26,7%	37,5%
Agree	32,1%	21,9%	18,3%	32,4%
Strongly Agree	19,2%	11,7%	9,3%	7,5%

Figure 8: Attitude: Uploaded shared content

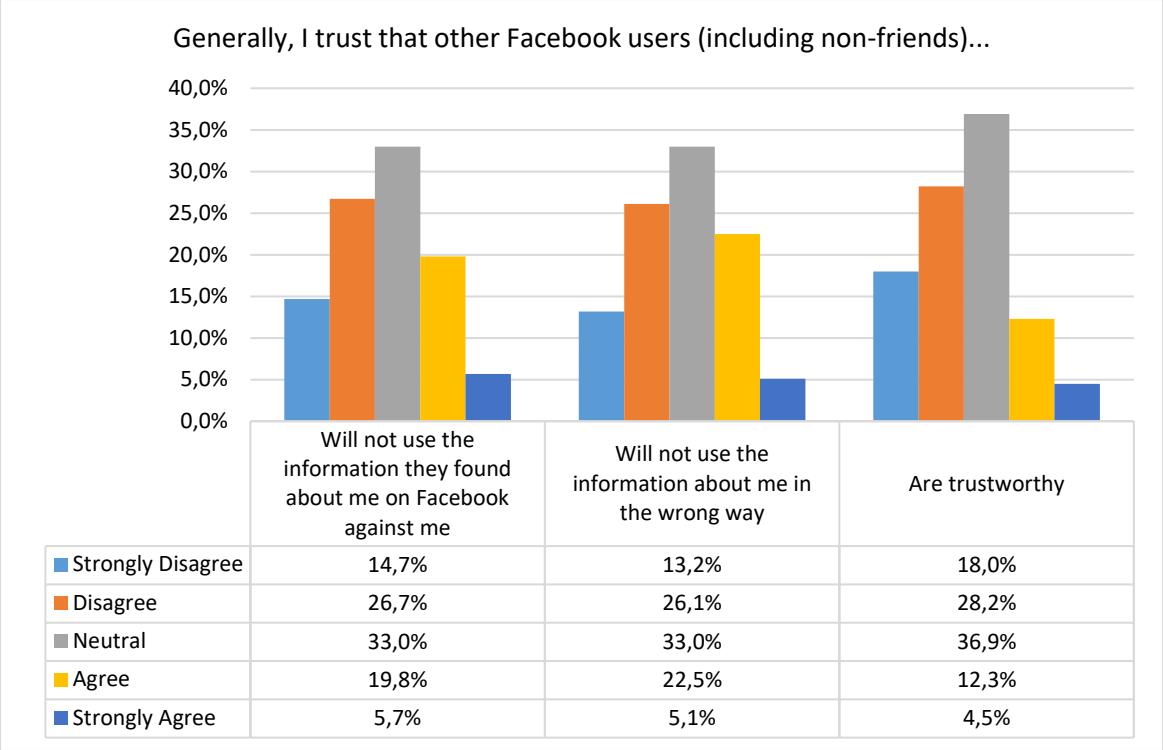
The results from a Wilcoxon signed ranks test relating to respondents' attitudes towards seeking permission and sharing uploaded content (Q13.1 – Q13.4), highlighted in Figure 8, revealed that there is a significant agreement that respondents choose who has access to their uploaded content based on the different types of Facebook friends they have (Z(N=333) = -5.048, p<.0005) (Q13.1: $\bar{x}$ = 3.37). Students seek permission from their friends before tagging anyone in a group photo uploaded on Facebook (Z(N=333) = 3.300, p=.001); but there is not significant agreement that they would seek permission from friends before uploading a group photo to Facebook. They significantly agree that it is acceptable ('okay') for Facebook friends to share content and information posted by other users (i.e., to their own Facebook 'friends'; and friends of friends) (Z(N=333) = -2.894, p<.05). (Appendix E: Section E3).



	I am aware that photos shared with "Friends only" can still be seen by others if the photos are tagged by friends	Facebook allows me sufficient control over my personal information via its privacy settings	I am aware of the type of information which can be obtained about myself through my Facebook profile and shared content	I am aware of the type of information which can be obtained about others through their Facebook profiles and shared content
Strongly Disagree	3,3%	3,6%	1,5%	2,7%
Disagree	5,4%	15,3%	5,4%	3,6%
Neutral	15,3%	23,4%	16,8%	22,2%
Agree	54,1%	42,0%	54,1%	53,2%
Strongly Agree	21,9%	15,6%	22,2%	18,2%

Figure 9: Attitude towards Uploaded Information

With regards to Q14, highlighted in Figure 9, the Wilcoxon signed rank test results also indicate that there is a significant agreement that the respondents are aware that others can still see photos shared with friends only, if friends tag the images ($Z(N=333) = -11.883$, $p<.0005$)($\bar{x} = 3.86$). The frequency indicates over 75% of students are aware of this potential, which appears high. There is no way of verifying how honest students are in their responses or if their responses have been led by the phrasing of the question. They agree that Facebook affords them sufficient control over their personal information via its privacy settings ($Z(N=333) = -7.853$, $p<.0005$)($\bar{x} = 3.51$). They are aware of the type of information which can be obtained about them through their Facebook profiles and shared content ($Z(N=333) = -12.828$, $p<.0005$)($\bar{x} = 3.90$) and are aware of the type of information which can be obtained about others through their Facebook profiles and shared content ($Z(N=333) = -11.955$, $p<.0005$)($\bar{x} = 3.81$) (Appendix E: Section E3).



	Will not use the information they found about me on Facebook against me	Will not use the information about me in the wrong way	Are trustworthy
Strongly Disagree	14,7%	13,2%	18,0%
Disagree	26,7%	26,1%	28,2%
Neutral	33,0%	33,0%	36,9%
Agree	19,8%	22,5%	12,3%
Strongly Agree	5,7%	5,1%	4,5%

Figure 10: Facebook users Trust level

Respondents significantly disagree with all three statements in Q15, as highlighted in Figure 10. Thus, generally, they believe that other Facebook users (including non-friends) WILL use information they find out about them against them ($Z(N=333) = -4.605$, $p<.0005$). This is reflected by a mean of less than 3 (neutral) ($\bar{x} = 2.75$). They also feel that other Facebook users WILL use the information they find about them in the wrong way ($Z(N=333) = -3.382$, $P=.001$)($\bar{x} = 2.80$); and they are NOT trustworthy ($Z(N=333) = -6.724$, $p<.0005$)($\bar{x} = 2.57$) (Appendix E: Section E3).

4.3.2 Timeline and Timeline Settings

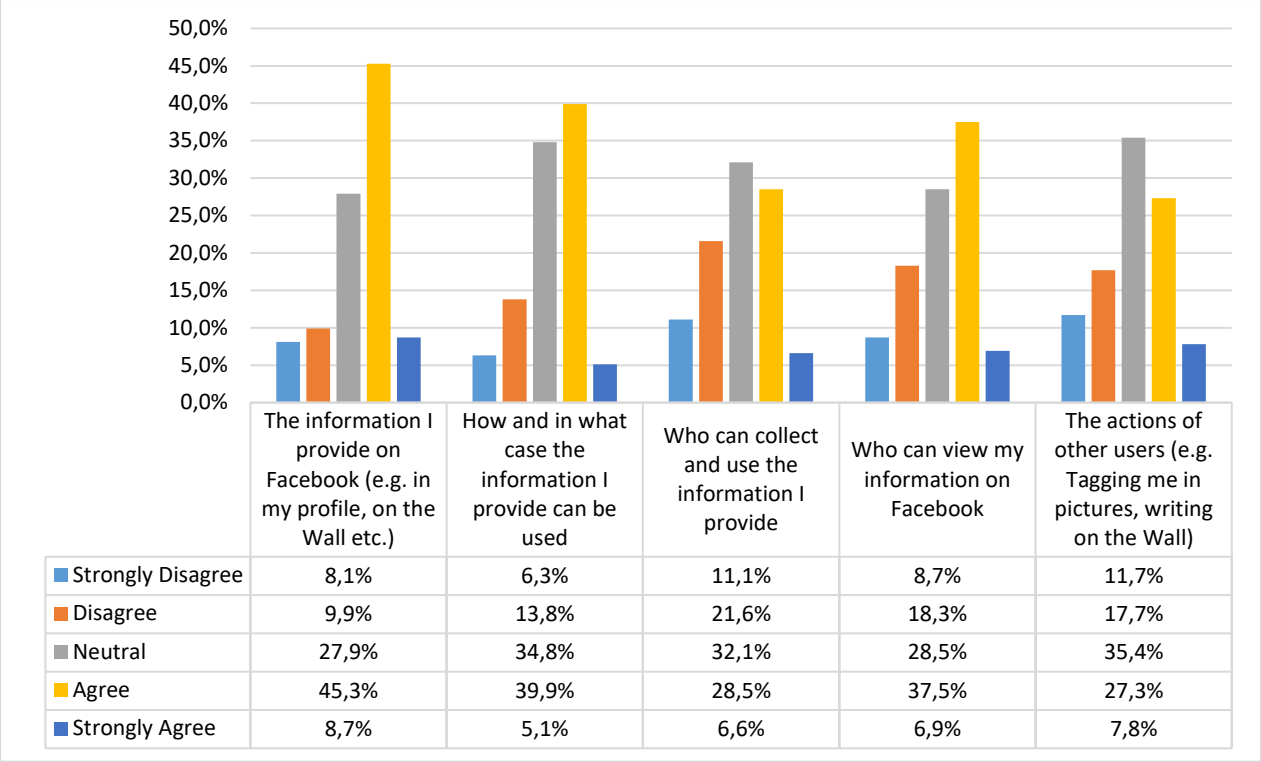
When asked about their timeline settings (Q16), significantly more than the expected number of respondents have changed their timeline ($\chi 2$ (1, $N=333$) = 7.21, $P<.05$). Q17 further elaborated by exploring the control of the timeline setting. Significantly more than the expected number of respondents indicated that they are happy with the default option settings of who can post on their timeline (i.e. friends) ($\chi 2(2, N=333) = 220.613$ $p<.0005$); of who can see the posts they have been tagged in on their timeline (i.e. friends of friends) ($\chi 2(2, N=333) = 81.748$, $p<.0005$); and of who can see what others post on their timeline (i.e. friends), ($\chi 2(2, N=333) = 148.126$, $p<.0005$). They are also happy with the default setting of who they can to add in the audience, if they aren't already included (i.e. friends) ($\chi 2(2, N=333) = 156.541$, $p<.0005$). Respondents are also happy with the default option

of who sees tag suggestions when photos, that look like the respondent, are uploaded ($\chi 2(2, N=333) = 116.667$, $p<.0005$).

Q17.6 and Q17.7 deal with the ability of a student to review posts where they are added (tagged) or where other people add tags to their posts, before they are posted (default: off). Respondents' responses revealed that a significantly greater than expected number of respondents indicated they were happy with the default settings; but a significantly higher than expected number of respondents also indicated they required more control than the default option setting provided. These results indicate that 50.2% are happy with the default option setting (i.e. setting = 'off') where they are not able to review posts that friends tag them in before they appear on their timeline; while 41.4% require more control than this default setting (They would like an option to review such posts before they appear) ($\chi 2(2, N=333) = 96.883$, $p<.0005$). Similarly, 53.8% of respondents are happy not to be able to review tags people add to their own (the respondents') posts before the tags appear on Facebook. However, 37.5% feel they require more control of this setting ($\chi 2(2, N=333) = 104.000$, $p<.0005$)) (Appendix E: Section E4).

4.3.3 Communication, Control and Privacy Settings

Results from the Wilcoxon signed rank tests show that there is a significant agreement that the respondents feel more uncomfortable discussing personal issues on Facebook ($Z(N=333) = -12.872$, $p<.0005$) and sometimes they are uncomfortable holding their conversations on Facebook for other people to share ($Z(N=333) = -4.098$, $p<.0005$) (Q18). There is no significant agreement that the respondents are just as likely to communicate with their friends through Facebook as they are to text or call them on the phone (Appendix E: Section E5).



	The information I provide on Facebook (e.g. in my profile, on the Wall etc.)	How and in what case the information I provide can be used	Who can collect and use the information I provide	Who can view my information on Facebook	The actions of other users (e.g. Tagging me in pictures, writing on the Wall)
Strongly Disagree	8,1%	6,3%	11,1%	8,7%	11,7%
Disagree	9,9%	13,8%	21,6%	18,3%	17,7%
Neutral	27,9%	34,8%	32,1%	28,5%	35,4%
Agree	45,3%	39,9%	28,5%	37,5%	27,3%
Strongly Agree	8,7%	5,1%	6,6%	6,9%	7,8%

Figure 11: Facebook Control (Functionality & Privacy Policies)

Responses regarding Facebook's controls, provided through its functionality, privacy policies etc. (Q19.1 – Q19.5), are highlighted in Figure 11. From the Wilcoxon signed rank test results, 45.3% of the respondents significantly agree that they have sufficient control of the information they provide on Facebook, on their profile, on their wall, etc. ($Z(N=333) = -5.598$, $p<.0005$)($\bar{x} = 3.37$); they have control of how, and in which case, the information they provide can be used($Z(N=333) = -4.098$, $p<.0005$)($\bar{x} = 3.24$); and they have control over who can view their information on Facebook ($Z(N=333) = -2.362$, $p<.0005$)($\bar{x} = 3.16$). However, there is no significant agreement that Facebook allows respondents sufficient control over who can collect and use the information they provide, or the amount of control Facebook provides regarding the actions of other users (e.g. tagging the respondents in pictures, and writing on the wall) (Appendix E: Section E6).

Results from the Wilcoxon signed rank test show that there is significant agreement with the statement that the respondents believe that, with the optimal Facebook privacy settings selected, information shared cannot be misinterpreted (Q20.3) ($Z(N=333) = -2.858$, $p<.0004$)(Q20) (Appendix E: Section E7).

4.4. RESEARCH QUESTION THREE

For this study, bivariate analysis was conducted to determine the empirical relationship between how the use of Facebook features impacts the understanding of what content is posted (what is shown, as well as when and where it is shown), as well as the subsequent flow of that content once posted; and, when privacy precautions are applied, to whom such information would be available. Furthermore, an analysis of the use of Facebook features in relation to the users' attitudes to interpersonal privacy and content sharing is explored. The tests used include cross tabulation; Kruskal Wallis; Pearson correlation and Spearmen rho. These tests focused on comparing Facebook usage; Facebook features (Friendship Pages and Timeline) and Facebook settings, with respondents' opinions.

4.4.1 Usage vs Opinions

Adding of "unknown" friends

A cross tabulation between Q7 (how many Facebook friends do you have?) and Q11 (how many 'friends' have you added without actually knowing who they are?), which reports the highest frequency in each category of Facebook friends, provides the following results: 50% (n=9) who have less than 50 friends and 48.1% (n=13) of those with between 51 and 100 friends have added one to five friends without knowing who they are. Of the respondents who have between 101 and 300 friends, 32% (n=33) have added no unknown friends. Of the respondents who have more than 300 friends, 40.7% (n=55) have added more than ten friends without actually knowing who they are. Of the respondents who don't know how many friends they have on Facebook, 38.9% (n=7) have added no unknown friends, while 62.5% (n=20) of those who don't keep track of their number of friends are not sure how many friends they have added without knowing them. As indicated in the cross-tabulation table, the cell with the highest number of respondents is those with more than 300 friends who have added more than 10 friends they don't actually know (n=55). This is 16.5% of the respondents as a whole (N=333) and, as discussed below, is a significant result (Appendix E8: Section E8.1).

There is a significant relationship between some friends on Facebook and the number added without knowing who they are ($\chi 2$ (20, N=333) = 97.446, $p<.05$). More than expected of those with up to 100 friends indicated that they have added up to four friends that they did not know; those who don't know how many friends they have or those with 101 to 300 friends have not added any friends without knowing who they are; while those with more than 300 friends have added more than 10 unknown friends. Those who do not keep track have added some, but they are not sure how many.

There is no significant relationship between how many Facebook friends the respondents have and other factors such as who has access to the respondents' uploaded information; seeking permission from

friends before uploading a group photo and before tagging anyone in a group photo; and whether other Facebook friends can share content and information (Q13.1 – 13.4). Similarly, no significant relationship was recorded between how many Facebook friends the respondents have and the questions related to trust: that other Facebook users (including non-friends) would use information about them, against them; that information found about them would be used in the wrong way, and that other users are trustworthy (Q15.1 – 15.3). Likewise, no significant relationship was recorded between how many Facebook friends respondents have and their comfort in discussing personal issues on Facebook; having their conversations on Facebook for other people to see; or being equally as likely to communicate with their friends through Facebook as to text or call them on the phone (Q18.1 – 18.3).

Results from a Kruskal Wallis test for Q19.1 – 19.5, grouping according to Q7 (number of Facebook friends), suggest that there is a significant difference in the responses to the amount of control Facebook provides, depending on the number of friends reported by a respondent: For Q19.1. 'the information I provide on Facebook (e.g. in my profile, on the Wall etc.)' ($\chi 2$ (5, N=333) = 11.557, p=.041); and Q19.5 'the actions of other users (tagging me in pictures, writing on the Wall)' ($\chi 2$ (5, N=333) = 11.839, p=.037), the evidence is not strong enough to draw specific conclusions, but we can use the mean scores to check on the difference in responses. No significant results were noted for Q19.2 – Q19.4. For Q19.1, the respondents with more than 300 friends agree more ($\bar{x}$ = 3.50) than those with less than 50 friends ($\bar{x}$ = 2.78), that Facebook provides enough control to the respondents for the information they post on Facebook. For Q19.5, those with more than 300 Facebook friends agree more ($\overline{x}$ = 3.24) than those with 51 to 100 friends ($\overline{x}$ = 2.56) that Facebook provides the user with enough control over the actions of others (Appendix E: Section E8.1).

A cross tabulation between Q8 (focusing on a comparison based on the use of Friendship pages and Timeline features) and Q11 (how many 'friends' have you added without actually knowing who they are?), provides the following results: 45.5% (n=5) of respondents who use the Friendship pages feature on Facebook have added more than ten friends without actually knowing who they are; whilst 22.3% (n=33) of respondents who use the Timeline feature only have added between one and four friends without actually knowing who they are. Of the respondents who use both Timeline and Friendship pages, 34.5% (n=48) have added more than ten friends without actually knowing who they are, and 20% (n=7) of respondents who don't use either feature have added between five and ten friends that they don't know. Furthermore, results from the Kruskal Wallis analysis suggest that there is a significant difference in the responses for information provided on Facebook for the respondents with different numbers of friends ($\chi 2$ (12, N=333) = 23.996, p<.05) (Appendix E: Section E8.1).

Results from the Kruskal Wallis test suggest that there is a significant difference in responses for seeking permission from friends before tagging anyone in a group photo uploaded to Facebook (Q13.3) (χ^2 (3, N=333) = 8.259, p=.041) and feature usage (Q8). Respondents who don't use Friendship pages

and the Timeline feature agree more ($\bar{x}$ = 3.11) than the respondents who use Friendship pages only ($\bar{x}$ = 1.91) about seeking permission from friends before tagging anyone in a group photo uploaded to Facebook. Those who only use Timeline ($\bar{x}$ = 2.78) disagree, and will not seek permission from friends before tagging anyone in a group photo uploaded to Facebook (Appendix E: Section E8.2).

No significance was noted regarding respondents who use both Friendship pages and Timeline, and those who don't use either feature, on whether it is acceptable for Facebook friends to share content and information posted by other users.

Results from a Kruskal Wallis test also suggest that there is a significant difference in how comfortable respondents are with discussing personal issues on Facebook (Q18.1 – 18.3), when grouping respondents based on their numbers of friends (Q8). For Q18.1 (I feel comfortable discussing personal issues on Facebook) ($\chi 2$ (3, N=333) = 8.798, p=.032), respondents who only use the Friendship page feature disagree ($\bar{x}$ = 2.36) more than the respondents who don't use either feature ($\bar{x}$ = 1.57), that they are more comfortable discussing personal issues on Facebook. Those who only use the Timeline feature ($\bar{x}$ = 1.84), as well as those who use both the Friendship pages and Timeline features ($\bar{x}$ = 1.96), also feel uncomfortable discussing personal issues on Facebook ($\chi 2$ (3, N=333) = 9.646, p=.022).

There is also a significant difference in responses for the likelihood of communication with friends through Facebook (Q18.3) for the respondents with a different number of friends ($\chi 2$ (3, N=333) = 9.646, p=.022). For the mean scores, the respondents who only use Friendship pages agree ($\bar{x}$ = 3.55) more than the respondents who don't use either feature ($\bar{x}$ = 2.37), that they are just as likely to communicate with friends through Facebook as they are likely to text or call them on the phone (Appendix E: Section E8.2).

The Kruskal Wallis results from Q19.1 – 19.5 reflect the amount of control respondents have over information they provide and how it can be used, grouped according to respondents' use of Friendship pages and Timeline. They suggest that there is a significant difference in responses for Q19.2 (how and in what case the information provided can be used on Facebook) for the respondents who use the features differently (Q8) ($\chi 2$ (3, N=333) = 10.113, p=.018). Looking at the mean scores, for Q19.2 respondents who only use Friendship pages agree ($\bar{x}$ = 3.91) that enough control is given to users; more than those who only use the Timeline feature ($\bar{x}$ = 3,22). Those who use both Friendship pages and Timeline agree ($\bar{x}$ = 3.29); while those who don't use either feature disagree, that enough control is provided ($\bar{x}$ = 2.89).

Results from Kruskal Wallis also suggest that there is a significant difference in responses for Q19.5, regarding the actions of the other users (Facebook provides me with enough control over the actions of other users – tagging me in pictures, writing on the Wall), for respondents with different numbers of friends ($\chi 2$ (3, N=333) = 8.062, p<.05). Using the mean scores for Q19.5 respondents, who only use

Friendship pages, agree more ($\bar{x}$ = 3.36) than those who don't use either feature ($\bar{x}$ = 2.54), that Facebook provides enough control (Appendix E: Section E8.2).

4.4.2 General Facebook Use: Information-Related Behaviour

Students were asked several questions to determine how often they use their Facebook profiles for different functions such as updating their status, viewing friends' status and profiles, making wall posts, sharing pictures etc. (Q10). These responses were tested for internal consistency using Cronbach's alpha. A score of 0.857 was achieved which indicates high internal consistency. Thus, a reliable measurement for use was formed by calculating the average of the scores from the 15 items. The mean 'use' scores for respondents were calculated, where one represents 'all the time' and five represents 'never' – the higher the mean score, the less frequent the usage. The means score for the sample is 3.2933, which indicates low usage (low use values fall in the range from three to five).

Results from a Kruskal Wallis test suggest that there is a significant difference in responses for Facebook usage (Q10 mean) for the respondents with different numbers of friends added whom they don't know (Q11) ($\chi 2$ (4, N=333) = 12.675, p=.013). Respondents who have added no friends they do not know, have a lower usage score ($\bar{x}$ = 3.4611), in comparison to respondents who more often added more than ten friends whom they do not know ($\bar{x}$ = 3.1558), (Appendix E: Section E8.2).

Pearson's correlation analysis was performed to examine the correlation between the calculated mean use and willingness to seek permission and provide access to shared content (Q13.1 – 13.4). From the results, it is clear that there is a significant positive correlation between usage and seeking permission from friends before uploading a group photo to Facebook (Q13.2) (r = 0.136, p=.013). Consider that due to the nature of the metric, the more they use Facebook the lower their use score becomes. If there is a positive correlation, it thus means that as one score decreases, so does the other. In this instance it therefore means the score for Q13.2 will decrease, and hence the stronger the disagreement that they will seek permission. Thus, the more frequently Facebook is used, the lower the agreement score; which then indicates disagreement and hence, they will NOT seek permission before uploading a group photo. There is a significant negative correlation between mean usage and being happy for Facebook friends to share content and information posted by other users (Q 13.4) (r= -.175, p=.001), meaning that the more they use Facebook, the stronger their agreement that it is acceptable for their friends to share content and information posted by other users. A Pearson correlation between Q10 (use) and Q15.1 – 15.3 indicates there is also a significant negative correlation between Facebook usage and trust (r = -0.111). This means that the more the respondents use Facebook, the more they agree that other Facebook users are trustworthy (Appendix E: Section E8.2).

The results also show that there a significant negative correlation between Facebook usage (Q10) and whether the respondents feel comfortable when sharing personal issues on Facebook (Q18.1) ($r = -0.269$, $p > 0.0005$). This indicates the more Facebook is used, the more the respondents are comfortable discussing personal issues. There is a significant negative correlation between usage and the likelihood of the respondents communicating with their friends on Facebook being the same as that of them texting or calling on the phone (Q18.3) ($r = -0.182$, $p = 0.001$). This means that the more Facebook is used, the more they agree they are as likely to communicate with their friends on Facebook as they are likely to text or call them on the phone (Appendix E: Section E8.2).

The Pearson correlation results indicate that there is a significant negative correlation between Facebook usage (Q10) and the amount of control Facebook provides the user over a range of information (Q19.1 – 19.5). The correlation of Facebook use and control over the information the respondents provide (in the profile, on the wall, etc.) (Q 19.1) ($r = -0.205$, $p < 0.0005$) suggests the more Facebook is used, the stronger the disagreement that Facebook provides enough control through functionality, private policies etc. to respondents regarding their information on Facebook. In addition, there is a significant negative correlation between Facebook usage and enough control being provided over how, and in what case, the information provided can be used (Q19.2) ($r = -0.152$, $p = 0.005$). This negative correlation indicates that the more Facebook is used, the more respondents agree that sufficient control is being provided. The results also indicate that there is a significant negative correlation between Facebook usage and the control of who can collect and use the information provided by the respondents (Q19.3) ($r = -0.160$, $p = 0.003$). This negative correlation means that the more Facebook is used, the stronger the agreement that enough control is being provided over who collects and uses the information provided by the respondent. The output also shows that there is a significant negative correlation between Facebook usage and who can view the respondent's information on Facebook (Q19.4) ($r = -0.190$, $p < 0.0005$). This indicates that the more the usage of Facebook, the stronger the agreement that enough control is being provided over who can view the respondent's information on Facebook. The results also indicate a significant negative correlation between Facebook usage and the control over actions of other users, such as tagging the respondents in pictures and writing on the wall (Q19.5) ($r = -0.228$, $p < 0.0005$). This shows that the more the respondents use Facebook, the more they feel they have enough control over other users' actions (Appendix E: Section E8.2).

4.4.3 Timeline Settings: Content sharing and Control offered

Facebook's Timeline feature is where users share their photos, posts and experiences on Facebook. Users' timeline allows for them to add cover photos, edit their personal information, view their Facebook activity log, highlight posts or images, update their Facebook status, and add new life events

to their profiles. An analysis of the respondents' data looked to identify any behavioural patterns regarding the adjustment of their Timeline settings in relation to number of unknown added friends; attitude towards uploaded information; communication on Facebook; the control afforded through Facebook's functionality and privacy policies.

There is no significant relationship between changing Timeline settings on Facebook (Q16) and the number of friends the respondents have added without actually knowing who they are (Q11). Changing Timeline settings (Q16) was correlated to Q 13.1 – 13.4, dealing with the provision of access to content and permission-seeking related to posting content. The respondents who have changed their Timeline settings ('yes') agree more, that they choose who has access to their uploads, than those who say 'no' ($\chi 2$ (1, N=333) = 23.733, p<.0005). Considering respondents' communication on Facebook (Q 18.1 – 18.3), those who are as likely to communicate with friends using Facebook, as they are likely to text or call them on the phone (Q18.3), have changed their Timeline settings ($\overline{x}$ = 3.06), more than those who have not ($\overline{x}$ = 2.76). In addition, those who have changed their Timeline settings feel Facebook provides enough control over who can view their information on Facebook ($\overline{x}$ = 3.51), more than those who have not changed their Timeline settings ($\overline{x}$ = 3.18) ($\chi 2$ (1, N=333) = 6.592, p=.010). Those who have changed Timeline settings (Q19.4) agree more ($\overline{x}$ = 3.31) than those who have not changed Timeline settings ($\overline{x}$ = 2.95), that enough control is provided over who can view users' information on Facebook ($\chi 2$ (1, N=333) = 9.286, p=.002). Similarly, for the actions of others (Q19.5), those who change Timeline settings report enough control provided ($\overline{x}$ = 3.18), whereas those who have not changed Timeline settings are less in agreement ($\overline{x}$ = 2.80) ($\chi 2$ (1, N=333) = 10.517, p<.0005). There is no significance relationship or difference, between changing Timeline settings on Facebook (Q16) and generally trusting that other Facebook users, including non-friends (Q15), will not use the information they find about the respondent against them. Likewise, there is no significant relationship between changing Timeline settings and other users not using that information in the wrong way; or that they are trustworthy (Appendix E: Section E8.2).

4.4.4 Timeline Settings: Interpersonal Privacy habits

The seven sub-questions used to obtain respondents' opinions regarding their control over Timeline settings were combined to give a composite ordinal measurement for agreement with Timeline settings. The Cronbach alpha value determined that internal consistency for these sub-questions is .790, indicating that a composite measurement can be considered reliable.

No significant relationship was noted between opinion of Timeline settings (Q17) and the number of friends the respondents has added without actually knowing who they are (Q11).

Using Spearman's correlation coefficient, there is a significant, negative correlation between agreement with default Timeline settings(Q17) and choosing who has access to the respondents' uploaded content based on the different types of Facebook friends they have (Q13.1)(rho=-0.168, p=.002). This means that the more they agree with the default Timeline settings (or feel they are perhaps to strict), the more they disagree that they choose who has access to their uploads, so they exercise less control over who has access to their content (Appendix E: Section E8.2).

There is also a significant positive correlation between the opinion of the default Timeline settings and the respondents' assessment of the likelihood of other Facebook users using their information against them (Q15.1) (rho=0.117, p=0.033). Similarly, for Q15.2 (will not use the information about me in the wrong way) (rho=0.137, p=0.012) and Q15.3 (are trustworthy) (rho=0.121, p=0.027), positive correlations indicate that the more a respondent agrees with, or perhaps thinks the default timeline settings are too strict, the more they believe that other Facebook users will not use information against them, or in the wrong way, and are trustworthy (Appendix E: Section E8.2).

There is no significant correlation between the Timeline settings (Q17) and how comfortable the respondents feel discussing personal issues on Facebook (Q18.1), and the Timeline settings and the likelihood that the respondents will communicate with friends through Facebook the same way they would text or call on the phone (Q18.3). There is, however, a significant negative correlation with Q18.2 (sometimes I am uncomfortable with my conversations being on Facebook for other people to see) (rho= -0.159, p =0.004) (Appendix E: Section E8.2). Thus, the more a respondent agrees with, or perhaps thinks the default timeline settings are too strict, the more they disagree with Q18.2, so they are comfortable with their conversations being on Facebook.

There is no significant correlation between the Timeline settings in Facebook and the control Facebook provides to the users through functionality (Q19.1-19.5).

4.5. CONCLUSION

This chapter statistically examined the data collected from university students. A multitude of tests were performed to ascertain the influence of interpersonal privacy attitudes, based on the students' usage of Facebook features such as friendship pages and timeline.

The analysis revealed that demographic make-up of respondents comprised majority of females. In addition, majority of respondents were between the ages of 18 to 20. The observations are reflective of the university's gender ratio make-up, which was important in ensuring that the final conclusions of the study are reflective of the entire institution. Chi – Square goodness of Fit test was used to analyze the respondent's usage of Facebook. The analysis revealed that the majority of the respondents have been

Facebook users for 3 to 5 years, with a large number having more than 100 friends on Facebook. Findings further revealed that students used Facebook for several functions. These functions include; to search for friends by disclosing their personal information such as pictures, searching for events or groups, uploading and sharing their own images, which can be accessed by friends of friends, therefore causing potential privacy concerns. Results also revealed that students had a polarized attitude towards sharing their details. Furthermore, analysis revealed that students had comprehensive profiles and they shared information that represented the reality about themselves, therefore, making it easier for strangers to understand who they are. Investigations also indicated that privacy is not a primary concern for university students based on the kind of activities and interactions gained in its usage.

Similarly, when asked about Facebook feature usage, many students showed significant preference to utilizing both Friendship Page and the Timeline feature. Responses relating to interpersonal privacy and content sharing, revealed significant agreement amongst respondents for having detailed Facebook profiles as well as to publishing personal information on Facebook that is representative of the truth. Moreover, further analysis revealed the students would most likely portray themselves in the same manner, both on Facebook and in reality.

Results for the Timeline feature revealed students who adjusted their timeline settings were selective of whom has access to their uploaded content based on the different type of Facebook friends they have. In addition, the study revealed that there was a strong and positive relationship between the Friendship Page and the Timeline to the extent that individuals that are accepted as friends also gain access to the content shared on each other's timeline. There was also minimal trust found between friends on the usage of Facebook content since a significant number of respondents revealed that they could not trust their friends not to share their content with other people. Besides, results from analysis showed that students indicated significant disagreement regarding their belief that even with the optimal Facebook privacy settings selected, their post information cannot be misinterpreted by other users.

Despite the negative relationship, students continued to share their private information, therefore, revealing a relaxed attitude. Additionally, many respondents felt uneasy with increased viewership and sharing of their content by people not within their friendship network which illustrates a polarized attitude. Not all the statistics tables are presented in this chapter but can be accessed in the Appendix section.

The outcome of this chapter has been achieved by answering the research questions and fulfilling the purpose of this research. The next chapter will discuss the research outcomes by recapping the purpose of this study, reviewing the key findings and providing recommendations for future works.

CHAPTER FIVE: DISCUSSION

5.1. INTRODUCTION

This study aims to explore the effects of social media on university students based on their experience and awareness of Facebook features such as Timeliness and Friendship pages. The effects on their behavior and willingness to disclose personal information on the social media platform is addressed. The context illustrates the progression of social media as well as its impacts on the lives of people. At present, social media has a significant influence on the lifestyles of young people, as many have integrated their lives into social media. The findings are discussed in relation to research questions (RQ) outlined in Chapter one and literature presented in Chapter two.

5.2. RQ 1: WHAT USE DO UNIVERSITY STUDENTS MAKE OF FRIENDSHIP PAGES AND TIMELINE FEATURES OF FACEBOOK?

Social media platforms allow users to share photos and videos. Facebook features have allowed its users to share their personal information chronologically (Čičević, Samčović & Nešić, 2016; Millham & Atkin, 2017). The Chi-Square Goodness of Fit test showed that 42.3% of the respondents had used Facebook for 3 to 5 years; hence; many were familiarised with the platform. The results correlated with the literature relating to the increased use of social media platforms in recent times by young people (Chen & Marcus, 2012; Alqarni, 2018; Zhang, 2019).

Investigations indicate that privacy is not a primary concern for university students based on the kind of activities and interactions gained in its usage. For one to find these new friends, there must be disclosure of personal information through the use of profile pictures that are visible to everyone. The premise by Zhang (2019) that people are no longer interested in maintaining and increasing the level of privacy while online, holds true to the extent that students relax control on the kind of friends that may view their Facebook Friendship Pages. The reason for their relaxation is that they are not aware of the privacy risks they may be exposing themselves to. The fact that one highlights or clicks like on the Facebook page provides that individual with the right to view the Friendship Page given that there are no additional restrictions used to curb access to that page. Consequently, user's Facebook friends enable them to make new friends via exposure to such Friendship Pages which allows for the perusal of other Facebook users profiles. In particular, it would appear that sharing one's connection makes the Friendship Pages public given that the newly connected individual can now view these pages. This is highlighted in section 4.2.2 (Chapter 4);which indicated a significant number of students (36.8%) use Facebook to view other people's photos, which illustrates that many respondents fail to provide

adequate privacy restrictions as to the person viewing their profile pictures(Figure 5). Resultantly, uploaded pictures are available to the global audience as premised by Čičević, Samčović & Nešić (2016), which is a serious interpersonal privacy issue of concern. Of recent a study by Teens, Social Media & Technology 2018, 2019, indicated that Facebook draws users of all age groupings however, the number of Facebook users are in decline as given the other platforms such as YouTube, Instagram and Snapchat are the most popular platforms used by this study's age demographic. Subsequently, this result is suggestive that Facebook declining traction as a communication platform for younger people.

As illustrated in Figure 5 (Chapter Four), results indicate that 41.7% of the respondents had used Facebook features such as Timeline and Friendship page while the Timeline feature recorded a 44.4 % usage among the respondents. Moreover, 30-40% of students do not regularly update their status. Boyd (2007) refers to the regular update of one's profile as the public profile bounded system. Friendship pages make it easier for the student to browse their friend's pages and allow interaction through one's profile. Friendship pages are mainly used to publish actions on a friend's feed. These pages affect users emotionally and lifestyle as they interact on Facebook.

In addition, 79% of the respondents portrayed their real-life on Facebook, while only 21% portrayed themselves differently (Figure 5). For instance, status updates may trigger users emotionally. Positive and negative influences made by Facebook friends pages can affect students using the platform. These activities show the rising dependency rates of social media, with many continually integrating their lives with the platforms (Liu, Yao, Yang & Tu, 2017). Subsequently, such realistic presentation of personal information on an unrestricted social network poses privacy concerns. The ability of a random person to associate an individual with a Facebook profile page is realistic. Many Facebook features make it easier for abstract individuals to create a profile and seek to be friends with anyone. The friendship created can then be used to exploit the Friendship Pages to view private pictures and eavesdrop on conversations without necessarily violating user privileges as per the settings set by the individual.

Based on the use of the Timeline feature; the results indicated that an average of 32.7% of the users updated their status sometimes, while 42% rarely did. 36% of respondents have often answered their messages, while 32.1% managed their walls. The statistics provided by Chi-square indicated that the Timeline feature is used by the students mostly compared to friendship pages. Most students portray their lives using this feature, giving insights into their where-about. In addition, Q16 results showed that most students were happy with the default setting of the feature on who can post on their Timeline.

University students use Facebook Timeline as a medium to connect to other individuals. The student's information on Facebook Timelines is usually vast, giving insight into their lives which they are supposed to keep private (Liu, Yao, Yang & Tu, 2017). Hence, respondents make personal and private information available to Facebook users. The Timeline feature enables friends and public Facebook

users to access the profile of a person and view their posts chronologically to the first initial post. Students value comments on their photos, and this influences their subsequent actions (Liu, Yao, Yang & Tu, 2017). For instance; as seen in Figure 6, results showed that 38.7% of the total respondents commented on their friend's uploaded photos (Q10.11). Negative comments may de-moralize the student while the positive feedback is used as motivation. The inclusion of the status update feature has increased the sharing and inclusion of one's personal information. Other people have the ability to access personal information from one's page since it is open to the public.

Wilcoxon statistics showed that many users prefer addressing their social life on Facebook and prefer not to discuss personal issues on the platform. Concerning the activity on Facebook shown on figure 6, 39.9% of the respondents stated that they sometimes upload and share their own photos which is to mean that they only have captions on their social life and not the personal issues. Timeline and Friendship pages are portrayed as the significant communication portals on Facebook with many users use photos and videos avoiding direct messaging. University students use the Timeline feature to overview the progress of others; as seen in Figure 6, 29% of the respondents played profile watcher while 36.7% browsed other Facebook User's photos.

5.3. RQ 2: WHAT ARE UNIVERSITY STUDENTS' ATTITUDES TO INTERPERSONAL PRIVACY AND CONTENT SHARING?

Facebook has taken, what they consider to be, effective measures to enhance the security of personal information, although, the public still doubt the authenticity of the platform because its default privacy setting remains "public". Facebook request additional personal information, such as contact information, address, and relationship status. Users who fail to adjust their privacy setting risk exposure of their information (Quinn & Papacharissi, 2018; Shi, Xu, & Zhang, 2012). Selecting additional privacy settings has helped many people effectively manage their personal information (Debatin, Lovejoy, Horn, & Hughes, 2009) but respondents illustrate in Q17.6 and Q17.7 that the students felt that they needed additional control over their profile. University students are digitally socially active and keep sharing and revealing information regarding themselves and privacy concerns become of less matter now that they are unable to maintain a level of control of shared information. Students appear to have a distinct opinion about whether or not the settings provided give adequate control; more than expected were happy with the default settings but there were also a higher than expected number who required more control.

Students don't trust other Facebook users with their information. Students privacy is compromised, mainly because many students accept unknown people as their friends on the platform. According to them, the need for privacy is not a vital concern for the students given the kind of activities and

interactions performed during their use of Facebook. Based on Figure 10; many Facebook users didn't trust their audience and believed that their information would be used in the wrong way. Moreover, people believed that information found on Facebook is likely to be used against them. Sharing of personal details among university student is common with friends influencing other users. Wilcoxon showed that many people are aware that their information may be disclosed to an unwanted audience. These results contradict with the literature: Boyd & Hargittai (2010) stated that users effectively managed their profiles and privacy setting. According to responses for Timeline settings & content sharing, majority of respondents have changed their privacy settings on their Timelines, hence more selective regarding who can view their uploaded content among their friendship list.

Such privacy settings analysis revealed contradictory results as the number of students who were happy with Facebook's default setting was higher than those who were not. Boyd & Hargittai's (2010) research included many users satisfied with the social media platform's default settings of Timeline settings & content sharing. Studies indicated that many people use the default Facebook privacy setting happily which allowed them to add anyone as part of their audience unconcerned about their origin. A significant number of students have changed their timeline setting, indicating that they are not comfortable with the default Facebook setting (Q16). The research has shown that 50.2% of the people are unconcerned and happy with whoever sees their photos or updates on Facebook, but many users accused the social media platform of providing inadequate controls over the information they share or shared (Q190). Similarly, 53.8% of the respondents were happy to review tags added to their Timeline. Conversely, the students were uncomfortable about the issue of who can post on their Timeline and who can see their post. users can adjust the timeline settings, thereby, enhancing their control levels based on their habits of content sharing (Q18).

The literature shows that privacy issues make students feel uncomfortable about discussing personal issues on Facebook (Buchanan, Paine, Joinson, & Reips, 2007; Jordaan & Van Heerden, 2017; Alqarni, 2018; Zhang, 2019). Others are uncomfortable holding conversations on the platform. Q19.1 to Q19.5 illustrates that many students are concerned about the privacy policies provided and control they have over their information. Most individuals rarely update their status and profile information concerning their relationships. It shows that when the user accepts a friendship request, their friends can have access to shared content on either Timeline. When the user publishes new material, it becomes accessible to their friends by merely searching the Timeline page. For instance, one's friend can access their comment on any topic of interest based on their individual set preferences (Chen & Marcus 2012). Results from the questionnaires support the literature-based research; that people with privacy concerns tend to disclose less personal information on social media platforms (Jia & Xu, 2015; Jordaan & Van Heerden, 2017; Young & Quan-Haase, 2013).

Some students seek permission from their friend before tagging them on Facebook. This view received greater support by respondents who didn't use the timeline and friendship pages. Those who used the timeline feature disagreed more, while those who only use the friendship page agreed to seek permission before tagging their friends. The relationship between respondents who use both features and those who don't use either feature was not significant.

Therefore, the objective of determining the university students' attitude towards interpersonal privacy and content sharing is met, that is, identified to be relaxed. Ideally, when accepting a particular friendship request, they give access to the "newly found friend" to search their uploaded content and share with other users, when they deem it to be appropriate. Subsequently, historical conversations are also made available and shared on the Timeline of the recently discovered friend, which may allow for such content to be seen out of context as compared to when it occurred. The consequence of such would be that the intended meaning can be lost, and the shared data manipulated to suit the other users intention.

5.4. RQ 3: What relationships exist between university students' use of Facebook Friendship Pages and Timeline and their attitude towards interpersonal privacy and content sharing?

Content sharing in Facebook is based on accepted Friends and the privacy setting of the user. Q7 indicates that as the number of friends increases, the more the number of unknown friends. The relationship existing between the student's use of Facebook friendship pages and timeline and their attitude towards interpersonal privacy and content sharing is open. The increased unknown friends in Facebook has raised issues concerning the privacy of information disclosed with 45.5% of users who use Facebook features, adding more than ten unknown friends based on Q11. Although, the results indicated that there is a little significant relationship between Facebook friends and users, doubts on who can access personal information that has been uploaded and shared content still exists. Supportively, many students do not trust their Facebook friends, as shown in Figure 10. The settings are rarely optimized to reflect the nature of friends that can view and share personal information. Furthermore, even these settings do not necessarily bar sharing of private information if the friend commending or sharing that content goes ahead to invite more people to view the content.

Control over Facebook friend raises concerns with different users providing different opinions on the control Facebook provides to various users. As Q19 results show, diverse opinions and responses to the number of friends contribute to privacy control issues; students with more than 300 friends agreed that Facebook provided enough privacy control to the user while users with less than 50 friend doubted privacy controls provided by the platform. This result is expected as a person who trusts Facebook's

control is more likely to be less cautious about accepting friend requests than someone who is less trusting of Facebook's controls. There a majority of the university students who are Facebook users who agree to add new individuals to their friends' list even though they cannot tell their real identities. This is based on their need to have a big network of Facebook friends, thereby, gaining as much popularity as possible online. Information such as; Who has access to the respondents uploaded information; seeking permission from friends before uploading a group photo and before tagging anyone in a group photo; other Facebook friends can share content and info had no significant relationship the students Facebook friends. Additionally, the results indicated that trust issues were also not linked to the number of friends that a user has on the platform (Q15).

According to Kruskal Wallis test results, many students were uncomfortable discussing personal information and issues on Facebook. Users using the Timeline and Friendship Pages feel uncomfortable to discuss information they have availed on Facebook. Interpersonal relationships with other people, based on information in Facebook, raises privacy issues as the use of information on Facebook negatively impacts the user (Alqarni, 2018). Facebook makes it even clear that there are areas of personal information that the account owner must fill in so as to access the site which will then have their own profile accessible to everybody (Alqarni, 2018).

Although, no significant relationship was recorded between the number of friends and the ability of the respondent to discuss personal issues on Facebook; nevertheless, Facebook has provided settings that can be customized to offer restrictions to the individuals that may view a given post. These settings are designed to offer more control over content sharing and views. However, these settings are rarely optimized to reflect the nature of friends that can view and share personal information. Furthermore, even these settings do not necessarily bar sharing of private information if the friend commenting or sharing that content goes ahead to invite more people to view the content. As a result, the objective of determining the relationship existing between University students' attitude towards content sharing and Friendship pages and Timelines has been successfully identified

5.5. CONCLUSION

This analysis has explored the perception of social media on university students. Their experience and awareness in using Facebook features such as Timeline and Friendship pages have been the bases of the analysis, illustrating social media as well as its influence. The results indicate that university students use social media platforms often and there is a concern about the privacy. Students sometimes keep their profiles updated hence availing their personal information and raising the potential of privacy issues. The Chi-Square statistic indicated that 44.4% of Facebook users, use the Timeline feature, while 32.1% managed their wall regularly. Security and privacy issues have become a major concern with the

increase of available information on the users. Although Facebook has provided additional measures to address privacy concerns, there is a need to teach its users how to ensure they keep their information private.

The analysis showed that most students don't trust their social media friends, though, they still post their photos and update their information. The platform privacy setting offers advanced security, although the validity of the privacy measures has not been agreed on. The Facebook default privacy setting is set as public; hence, the user's data may be compromised if they don't change the setting. Unexpectedly, the number of respondents who cared about privacy setting control equaled the number of students who were happy with the default setting. Hence, privacy issues pertaining to users have not been effectively addressed; as a group of students are still concerned about privacy issues while others are comfortable with the available security measures.

From the student perspective; social media does not pose a large threat to the privacy of their personal information. Likewise, many students are comfortable with the default provided privacy controls while others who are concerned, don't post personal information. The concerned users say that they do not trust their friends hence are cautious about sharing information.

Facebook provides its users with the ability to regulate and have control over information shared with other users. University students are generally not cautious about the use of the Friendship pages and the Timeline features, as they invite new and unknown users to their Facebook friend list. The notion is that having more friends indicates one's popularity hence the relaxed attitude towards privacy. When the university students exude that kind of relaxed attitude, they stand a risk of making available private user content to the public domain, who may have ill intentions towards them. University students make of the friendship pages and timeline features of Facebook to acquire more friends which suggests that they share content which is viewed and further posted by friends with no consent from the original owner hence the arising of privacy concerns. The owner does not take much care on the privacy settings to be able to control the information shared with other users. However, Facebook presents its users with essential settings customized according to the needs of various individuals when they are uploading content. The settings are made available to offer the user seamless control regarding who can access the shared content. However, the parameters are not fully optimized to correlate with the type of Facebook friends able to see and share personal and private information. Moreover, it is understood the settings available to the users do not adequately prevent the sharing of personal information when the friend commenting on the content invites additional people to see the content uploaded.

In this study, the theoretical framework was that of the privacy regulation theory. Although such a theory was proposed well before the digital age, the application of the theory has suggested new ways of evaluating one's privacy within digital social contexts. Within the digital sphere, the concept of privacy extends from the physical to the virtual space. Results indicate that the more students use social

media platforms and disclose information regarding themselves, the higher the desire and concern about their online privacy. This suggests a contradiction between participants' dissatisfaction with what they receive in return for disclosing much about themselves and their continued usage and participation. Moreover, their continued usage and participation within these social networking platforms may lead from them being afraid to be seen as being left out, or judged by others.

The final chapter to follow will outline the research summary, conclusions, recommendations of the study and suggestions for future research.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

Recently the popularity of social media platforms has increased interpersonal connectivity and sharing across the globe. The increased sharing of information is supported by the increased ease of creation of user-generated content. This shared content is subsequently stored and processed, providing users with a tailored profile and social environments. New features introduced by social media platforms have led to the increase of users and sharing of information consequently, creating a detailed profile on users. A user's profile includes; a photo, date of birth, email, telephone, contact number physical location, etc. By using social media, people can find information, collaborate, and communicate with other people quickly, globally. The increased sharing of information has led to privacy concerns principally because of the information available on social media networks, such as Facebook, is by default set as public and can be accessed easily by any person using the platform. Social media platforms mainly comprise of the younger generation; for instance; 82% of 1.65 billion Facebook users are aged between 18-29. This study explored the influence of social media on students, falling in this age range, and aspects related to information privacy.

This chapter presents the research outcomes, recommendations and the conclusion of the study.

6.2 RESEARCH QUESTION OUTCOMES

This study has analyzed Facebook features such as Friendship pages and Timeline and the relationship of this usage, to UKZN university students' behavior and willingness to disclose private information on social networks. The quantitative analysis of this research involved 333 university students. According to the research finding, 80.5% of the students using Facebook were aged between 18-20 with 96.1% of the sample aged 18-23: Appropriately, providing a sample from the age group known as the largest group of people using social media platforms.

The context of this study was based on three research questions;

RQ 1: What use do university students make of Friendship Pages and Timeline features of Facebook?

RQ 2: What are university students' attitudes to interpersonal privacy and content sharing?

RQ 3: What relationship/s exists between university students' use of Facebook Friendship Pages and Timeline and their attitude towards interpersonal privacy and content sharing?

These questions provided the bases of for analysis. This research indicated that these young users of social networks are likely to share their personal information unwillingly.

The popularity of social platforms and the increased 'voluntary' sharing of personal information has raised privacy concerns regarding the publicization of personal information. Social networks do present users with privacy control settings such as; users can limit the audience or maintain different user profiles. However, the almost open access provided by the default Facebook settings can result in information privacy being distorted, including; Pictures, content, and virtually everything that constructs a person's profile. Ultimately, respondents were unable to provide significant privacy restriction on their uploaded information.

The additional features added by Facebook such as Timeline and friendship pages have increased information sharing hence, raising concern over the privacy of users. Additionally, many students were happy and comfortable to use these features; feeling they had sufficient control over their content privacy by using the control settings provided. Although, at the same time, an equal percentage of students were concerned and felt they required additional control over their privacy. Ultimately, these respondents felt unable to provide significant privacy restriction on their uploaded information. The results also indicated that Facebook Timeline feature facilitated an increase of information sharing by the Facebook users by 44%. In relation to the first research question, the analysis identified that many students use the Facebook Timeline Feature and friendship Page to upload their photos and videos, and gaining more friends among others. These statistical results support research from the literature review that; these new features have increased the popularity of social media.

One of the major concerns regarding Facebook usage is the privacy and security risks it poses to the users regarding the information that is shared. However, the research established that contrary to the literature, information sharing was not frequent. It was established that based on information sharing; 32.7% of the respondents rarely updated their profile information, 39.9% rarely uploaded and shared photos, 36% rarely checked and answered messages on their post, 38.7% rarely commented on their friend’s post, 28.8% were involved in a chat with friends, while 32.1% of the respondents sometimes managed their posts. This information differs from the literature presented in Chapter two i.e. that many users regularly update their personal information: The results show that the majority of the students don't update their Facebook status regularly. If there are continual information updates these increase the amount of information available on a user, which can be accessed or searched by other users. Based on these findings though, it can be concluded that Facebook may not pose as significant a threat to information privacy, for this age group, as anticipated. This is because the information provided may not be up to date and relevant and thus may not present a great privacy risk if accessed by an unauthorized user.

In addition, only 29.4% of the users watched other people's profiles, 36.7% browsed other users' photos, and a majority never tag themselves in uploaded photos. These statistics show that many users don't profile watch other account owners or view other people's profile. This statistical data also disagrees with the literature in Chapter two: The literature indicates that privacy is compromised due to increased access to other user's personal data while the quantitative analysis results suggest that many users don't access other people's profiles. The students appear to be more focused on posting status updates and communication with friends. The findings demonstrated that the students did not trust their Facebook friends with their information; even though they still uploaded their information. It can be concluded that students fear the perception of their friends towards them. Besides, they fear how they will use the uploaded photos. The results also showed a contradictory pattern as student comfortable with their privacy setting equaled those that were concerned. This suggests that there could be other factors that trigger content sharing on Facebook among the University students save for privacy. It is possible that students are influenced by social factors such as needing to feel recognized, feel that they fit in and that they are part of a social group.

The students that were surveyed utilized Facebook Friendship pages and Timeline features. Findings from the study revealed that sharing information on one's timeline such as the photos uploaded influenced adding new friends. However, students did not care much even if there were no content regarding the new friend requests. It was also revealed that there was a negative correlation between usage of timeline and trust of other Facebook users. The students further indicated that they shared their friends' content and posts without asking for permission. Therefore, confirming their friends' fears that they could not trust their friends not to share their content. However, despite the lack of trust, many students did not exert any effort to ensure their content was restricted. It was also revealed that many students used Facebook to discuss their issues despite feeling uneasy with increased viewership and sharing of their content by people not within their friendship network.

The growth, as well as the popularity of social media especially among the students, has created a platform for communication as well as collaboration. However, the analysis demonstrates that there is a concern regarding the privacy of the content shared. The study illustrated that students, as well as other Facebook users, do not have much control regarding the choices, they can make on the privacy of the information shared on the platform. Friends on Facebook have access to the information that is shared on one's timeline. However, one cannot determine or protect how the content is used. This has resulted in reduced usage among the University students due to the negative attitude towards how the information will be used by their friends on Facebook, indicating a lack of trust.

6.3 RECOMMENDATIONS

The study established that Facebook raises privacy concerns among users since the usage of social media has become increasingly vulnerable towards exploitation, commodification, and surveillance. However, it has been established that most of the users do not have a proper understanding of how the information they share is used by third parties and how it can pose danger to them. For example, the study established polarized results regarding the attitude of the students regarding the level of control they have on Facebook and how it protects their privacy. The students may not be in a position to clearly suggest the specific things that they are looking for and how they can maintain their privacy on Facebook effectively. In this regard, there is a need to investigate how students understand Facebook privacy settings and how they can use such features to protect themselves. The findings also demonstrated that the students do not post content regularly as literature generally suggests. Therefore, this raises a question on whether the students have suddenly become more astute regarding their online presence. There is a need for further studies to be conducted to establish the reason for this observation. There could be a possibility that students have shifted their focus onto other social media platforms such as Instagram, Snapchat, WhatsApp and YouTube among others that have seen increased popularity in usage among the youth. However, a study needs to be conducted to illustrate this behavior and if there is any correlation. Lastly, future research should evaluate different types of the population and not only students to have a better understanding of usage and privacy concerns. Moreover, the many different social media platforms should also be utilized by future research to have a better understanding of social media privacy.

6.4 LIMITATIONS OF THE STUDY

This study on Facebook illustrates how privacy rights have become increasingly vulnerable to social media platforms. However, despite research suggesting that all social media platforms have an increased privacy concern, the study only focused on the use of Facebook among university students. Therefore, there is a need to study different applications and platforms such as Instagram, Snapchat, WhatsApp and YouTube among others to observe the attitudes regarding the privacy of the users. Considering that the study mainly evaluated Facebook, the results may not be generalizable to all other social media platforms. In addition, the study used a population of students in only one institution. This may have given skewed inferences as to the factors that affect those students could be different from other institutions. To understand the attitudes of students properly, there is a need to evaluate more institutions. As noted during the discussion of the analysis, it is possible that the phrasing of question has influenced student responses, potentially creating bias in the data. Additionally, the research only

focused on students. To have a better overall understanding, using different types of users would be imperative.

6.5 CONCLUSION OF THE STUDY

The findings established were in line with the problem statement as stated in Chapter one. Findings determined how the use of friendship page and timelines features of Facebook was related to university students' attitude towards interpersonal privacy and content sharing. To begin with, findings revealed that students used Facebook to search for friends, events or groups, upload and share their images, manage wall posts, browse other Facebook user's pictures, comments on friend's uploaded photos, as well as chatting with friends. It was also revealed that students rarely updated their profile information.

Secondly, the study concludes that University students had a polarized attitude towards sharing their details. It was also further revealed that students had comprehensive profiles and they shared information that represented the reality about themselves, therefore, making it easier for strangers to understand who they are.

Lastly, the study revealed that there was a strong and positive relationship between the Friendship Page and the Timeline to the extent that individuals that are accepted as friends also gain access to the content shared on each other's timeline. There was also minimal trust between friends on the usage of Facebook content since a significant number of respondents revealed that they could not trust their friends not to share their content with other people. Despite the negative relationship, students continued to share their private information, therefore, revealing a relaxed attitude. Additionally, many respondents felt uneasy with increased viewership and sharing of their content by people not within their friendship network which illustrates the polarized attitude.

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APPENDICES

APPENDIX A – RESEARCH INSTRUMENT

A1 - PAPER-BASED QUESTIONNAIRE

Discipline of Information Systems
School of Management, I.T. & Governance
University of KwaZulu-Natal

Dear Respondent

M.Com Research Project

Researcher: Fatima Bibi Shaik (082 7797 644 / fshaik47@gmail.com)
Supervisor: Rosemary Quilling (031 260 3287)
HSSREC Research Office - Ms P Ximba (031 260 3587 / ximbap@ukzn.ac.za)

I, Fatima, am a M.Com student in the School of Management, I.T. & Governance at the University of KwaZulu-Natal. You are hereby invited to participate in a research project *entitled: **"Assessing Interpersonal Privacy through the usage of Facebook Features by University Students"***.

The purpose of this study is to explore the factors which determine university students' Facebook sharing & interpersonal privacy when using Friendship Page and Timeline features

Your participation in the study is voluntary. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Confidentiality will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

It should take you approximately 5-10 minutes to complete the questionnaire. Your participation is much appreciated.

Yours sincerely
Fatima Shaik

Researcher signature:

University of KwaZulu-Natal
School of Management, I.T. & Governance
Discipline of Information Systems

M.Com Research Project

Researcher: Fatima Bibi Shaik (082 7797 644 / fshaik47@gmail.com)
Supervisor: Rosemary Quilling (031 260 3287)
HSSREC Research Office - Ms P Ximba (031 260 3587 / ximbap@ukzn.ac.za)

DECLARATION OF INFORMED CONSENT

I, _____, [full name(s) of respondent] hereby confirm that I understand the contents of this document and the nature of the research project, and hereby consent to participate. I understand that I am at liberty to withdraw from the research project at any time, should I so desire.

Respondent signature: _____ Date: _____

Section A: Biographical Information

Please select the most appropriate response:

*** Required**

1. Your age:

- 18 - 20
- 21 - 23
- 24 and above

2. Your gender:

- Female
- Male

3. Your Race:

- Black
- Coloured
- Indian
- White
- Other:_____

4. Your home language:

- Afrikaans
- English
- isiXhosa
- isiZulu
- Other:_____

5. Do you have a Facebook account?*

- Yes
- No

Section B: Facebook Usage

Please select the most appropriate response:

6. How long have you been using Facebook?

- Less than a year
- 1 to Less than 3 years
- 3 - 5 years
- Longer than 5 years

7. How many Facebook Friends do you have?

- Fewer than 50
- 51 - 100
- 101 - 300
- More than 300
- I don't know
- I don't keep track

8. Do you use the following Facebook features? (Please select the most appropriate answer)
o Friendship Pages
o Timeline
o Friendship Pages & Timeline
o I don't use either feature

9. Do you portray yourself on Facebook the same way you do in real life?
o Yes
o No

10. When using Facebook, how often do you...					
	All the time	**Often**	**Sometimes**	**Rarely**	**Never**
10.1 Update your status					
10.2 Update profile information (relationship status, "About Me", etc.)					
10.3 Search for friends; events; groups					
10.4 Upload & share your own photos					
10.5 Check & answer messages					
10.6 Manage your wall posts					
10.7 Make wall posts					
10.8 Profile watch other Facebook users' accounts					
10.9 Browse other Facebook users' photos					
10.10 Tag yourself in uploaded photos					
10.11 Comment on friends' uploaded photos					
10.12 Share friends' uploaded photos					
10.13 Share friends' status					
10.14 Share videos / links of interest					
10.15 Chat with others via Facebook chat					

Section C - Facebook Feature Usage & Attitude

Friendship pages show a collection of stories and interactions between two people connected on Facebook. For example, your friendship page with a friend will show things like the timeline posts you've exchanged, your mutual friends, events you both attended, the photos you're both tagged in and the things you like on Facebook.

Facebook timeline is your collection of the photos, stories, and experiences that tell your story. Some of the things you can do on your timeline:

- Add a cover photo
- Edit your basic info
- Jump to stories from your past
- View a log of your Facebook activity
- Star stories you want to highlight
- Add life events
- Update your status
- View and add photos
- See highlights from each month

11. How many "friends" have you added without actually knowing who they are?
o None
o 1 - 4
o 5 - 10
o More than 10
o Not sure but I have added some

12. To what extent do you agree with the following statements?					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
12.1 I have a detailed profile on Facebook					
12.2 Personal information I publish on Facebook always represents the truth					
12.3 I always find time to keep my profile up-to-date					
12.4 My profile tells a lot about me					
12.5 From my Facebook profile it would be easy to find out my preferences in things like books, movies, music...					
12.6 From my Facebook profile it would be easy to understand what type of person I am					

13. To what extent do you agree with the following statements?					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
13.1 I choose who has access to my uploaded content based on the different type of Facebook friends I have					
13.2 I will seek permission from my friends before uploading a group photo to Facebook					
13.3 I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook					
13.4 It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)					

14. To what extent do you agree with the following statements?					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
14.1 I am aware that photos shared with "Friends only" can still be seen by others if the photos are tagged by friends					
14.2 Facebook allows me sufficient control over my personal information via its privacy settings					
14.3 I am aware of the type of information which can be obtained about myself through my Facebook profile and shared content					
14.4 I am aware of the type of information which can be obtained about others through their Facebook profiles and shared content					

15. Generally, I trust that other Facebook users (including non-friends)...					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
15.1 Will not use the information they found about me on Facebook against me					
15.2 Will not use the information about me in the wrong way					
15.3 Are trustworthy					

16. Have you ever changed your timeline settings on Facebook?
o Yes
o No

17. To what extent do you agree with the timeline settings?			
	More control required than the default option setting	**Happy with the default option setting**	**Less control required than the default option setting**
17.1 Who can post on your timeline(default: Friends)			
17.2 Who can see posts you've been tagged in on your timeline (default: Friends of Friends)			
17.3 Who can see what others post on your timeline (default: Friends)			
17.4 When you're tagged in a post, who you want to add to the audience if they aren't already in it (default: Friends)			
17.5 Who sees tag suggestions when photos that look like you are uploaded (default: Friends)			
17.6 Ability to review posts friends tag you in before they appear on your timeline (default: Off)			
17.7 Ability to review tags people add to your own posts before the tags appear on Facebook (default: Off)			

18. To what extent do you agree with the following statements?					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
18.1 I feel comfortable discussing personal issues on Facebook					
18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see					
18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone					

19. Facebook provides me enough control (e.g. through functionality, privacy policies) over...					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)					
19.2 How and in what case the information I provide can be used					
19.3 Who can collect and use the information I provide					
19.4 Who can view my information on Facebook					
19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall)					

20. I believe that, with the optimal Facebook privacy settings selected, information I share…					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
20.1 Cannot be used in a way I did not foresee					
20.2 Cannot become available to someone without my knowledge					
20.3 Cannot be misinterpreted					
20.4 Cannot result in me being continuously spied on (by someone unintended)					

Thank you for completing this questionnaire.

A2 - ONLINE QUESTIONNAIRE

Facebook Sharing & Interpersonal Privacy

"Assessing Interpersonal Privacy through the usage of Facebook Features by University Students"

Researcher: Fatima B. Shaik (082 7797 644 / fshaik47@gmail.com)
Supervisor: Rosemary Quilling (031 - 260 3287 / Quillingr@ukzn.ac.za)
HSSREC Research Office - Ms P Ximba (031 260 3587 / ximbap@ukzn.ac.za)

Dear Respondent

I, Fatima, am a M.Com student in the School of Management, I.T. & Governance at the University of KwaZulu-Natal. You are hereby invited to participate in a research project entitled: Assessing Interpersonal Privacy through the usage of Facebook Features by University Students"

The purpose of this study is to explore the factors which determine university students' Facebook sharing & interpersonal privacy when using Friendship Page and Timeline features

Your participation in the study is voluntary. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Confidentiality will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

It should take you approximately 5-10 minutes to complete the questionnaire. Your participation is much appreciated.

Yours sincerely
Fatima Shaik

* Required

1. **I hereby confirm that I understand the contents and the nature of the research project, and hereby consent to participate. I understand that I am at liberty to withdraw from the research project at any time, should I so desire** *

Check all that apply.

- [ ] Yes

Section A: Biographical Information

Please select the most appropriate response:

2. **1. Your age:** *

Mark only one oval.

- ◯ 18 - 20
- ◯ 21 - 23
- ◯ 24 and above

3. **2. Your gender:** *

Mark only one oval.

- ◯ Female
- ◯ Male

4. 3. Your Race: *

Mark only one oval.

- ◯ Black
- ◯ Coloured
- ◯ Indian
- ◯ White
- ◯ Other: _____

5. 4. Your home language: *

Mark only one oval.

- ◯ Afrikaans
- ◯ English
- ◯ IsiXhosa
- ◯ IsiZulu
- ◯ Other: _____

6. 5. Do you have a Facebook account? *

Mark only one oval.

- ◯ Yes
- ◯ No *Stop filling out this form.*

Section B: Facebook Usage

Please select the most appropriate response:

7. 6. How long have you been using Facebook? *

Mark only one oval.

- ◯ Less than a year
- ◯ 1 to Less than 3 years
- ◯ 3 - 5 years
- ◯ Longer than 5 years

8. 7. How many Facebook Friends do you have? *

Mark only one oval.

- ◯ Fewer than 50
- ◯ 51 - 100
- ◯ 101 - 300
- ◯ More than 300
- ◯ I don't know
- ◯ I don't keep track

9. 8. Do you use the following Facebook features? *

Mark only one oval.

- ◯ Friendship Pages
- ◯ Timeline
- ◯ Friendship Pages & Timeline
- ◯ I don't use either feature

10. 8. Do you portray yourself on Facebook the same way you do in real life? *

Mark only one oval.

- ◯ Yes
- ◯ No

11. 10. When using Facebook, how often do you... *

Mark only one oval per row.

	All the time	Often	Sometimes	Rarely	Never
10.1 Update your status	◯	◯	◯	◯	◯
10.2 Update profile information (relationship status, "About Me", etc.)	◯	◯	◯	◯	◯
10.3 Search for friends; events; groups	◯	◯	◯	◯	◯
10.4 Upload & share your own photos	◯	◯	◯	◯	◯
10.5 Check & answer messages	◯	◯	◯	◯	◯
10.6 Manage your wall posts	◯	◯	◯	◯	◯
10.7 Make wall posts	◯	◯	◯	◯	◯
10.8 Profile watch other Facebook users' accounts	◯	◯	◯	◯	◯
10.9 Browse other Facebook users' photos	◯	◯	◯	◯	◯
10.10 Tag yourself in uploaded photos	◯	◯	◯	◯	◯
10.11 Comment on friends' uploaded photos	◯	◯	◯	◯	◯
10.12 Share friends' uploaded photos	◯	◯	◯	◯	◯
10.13 Share friends' status	◯	◯	◯	◯	◯
10.14 Share videos / links of interest	◯	◯	◯	◯	◯
10.15 Chat with others via Facebook chat	◯	◯	◯	◯	◯

Section C - Facebook Feature Usage & Attitude

Friendship pages show a collection of stories and interactions between two people connected on Facebook. For example, your friendship page with a friend will show things like the timeline posts you've exchanged, your mutual friends, events you both attended, the photos you're both tagged in and the things you like on Facebook.

Facebook timeline is your collection of the photos, stories, and experiences that tell your story. Some of the things you can do on your timeline:

- Add a cover photo
- Edit your basic info
- Jump to stories from your past
- View a log of your Facebook activity
- Star stories you want to highlight
- Add life events
- Update your status

- View and add photos
- See highlights from each month

12. 11. How many "friends" have you added without actually knowing who they are? *

Mark only one oval.

- None
- 1 - 4
- 5 - 10
- More than 10
- Not sure but I have added some

13. 12. To what extent do you agree with the following statements? *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.1 I have a detailed profile on Facebook					
12.2 Personal information I publish on Facebook always represents the truth					
12.3 I always find time to keep my profile up-to-date					
12.4 My profile tells a lot about me					
12.5 From my Facebook profile it would be easy to find out my preferences in things like books, movies, music...					
12.6 From my Facebook profile it would be easy to understand what type of person I am					

14. 13. To what extent do you agree with the following statements? *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13.1 I choose who has access to my uploaded content based on the different type of Facebook friends I have					
13.2 I will seek permission from my friends before uploading a group photo to Facebook					
13.3 I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook					
13.4 It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)					

15. 14. To what extent do you agree with the following statements? *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14.1 I am aware that photos shared with "Friends only" can still be seen by others if the photos are tagged by friends					
14.2 Facebook allows me sufficient control over my personal information via its privacy settings					
14.3 I am aware of the type of information which can be obtained about myself through my Facebook profile and shared content					
14.4 I am aware of the type of information which can be obtained about others through their Facebook profiles and shared content					

16. 16. Generally, I trust that other Facebook users (including non-friends)... *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15.1 Will not use the information they found about me on Facebook against me					
15.2 Will not use the information about me in the wrong way					
15.3 Are trustworthy					

17. 18. Have you ever changed your timeline settings on Facebook? *

Mark only one oval.

- Yes
- No

18. **17. To what extent do you agree with the timeline settings?** *

Mark only one oval per row.

	More control required than the default option setting	Happy with the default option setting	Less control required than the default option setting
17.1 Who can post on your timeline(default: Friends)			
17.2 Who can see posts you've been tagged in on your timeline (default: Friends of Friends)			
17.3 Who can see what others post on your timeline (default: Friends)			
17.4 When you're tagged in a post, who you want to add to the audience if they aren't already in it (default: Friends)			
17.5 Who sees tag suggestions when photos that look like you are uploaded (default: Friends)			
17.6 Ability to review posts friends tag you in before they appear on your timeline (default: Off)			
17.7 Ability to review tags people add to your own posts before the tags appear on Facebook (default: Off)			

19. **18. To what extent do you agree with the following statements?** *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18.1 I feel comfortable discussing personal issues on Facebook					
18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see					
18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone					

20. 18. Facebook provides me enough control (e.g. through functionality, privacy policies) over... *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)					
19.2 How and in what case the information I provide can be used					
19.3 Who can collect and use the information I provide					
19.4 Who can view my information on Facebook					
19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall)					

21. 20. I believe that with the optimal Facebook privacy settings selected, information I share... *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20.1 Cannot be used in a way I did not foresee					
20.2 Cannot become available to someone without my knowledge					
20.3 Cannot be misinterpreted					
20.4 Cannot result in me being continuously spied on (by someone unintended)					

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APPENDIX B – ETHICAL CLEARANCE

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

17 April 2014

Ms Fatima Bibi Shaik (205500156)
School of Management, IT & Governance
Westville Campus

Protocol reference number: HSS/0284/014M
Project title: Assessing Interpersonal Privacy through the usage of Facebook features by University students

Dear Ms Shaik,

Full Approval – Expedited

In response to your application dated 25 March 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**

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

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

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

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

Yours faithfully

.....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Ms Rosemary Quilling
cc Academic Leader Research: Professor Brian McArthur
cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 **Facsimile:** +27 (0) 31 260 4609 **Email:** singhsh@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE
Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

28 January 2019

Ms Fatima Bibi Shaik (205500156)
School of Management, IT & Governance
Westville Campus

Dear Ms Shaik,

Protocol reference number: HSS/0284/014M
Project title: Assessing Interpersonal Privacy through the usage of Facebook features by University students

Approval Notification – Recertification Application

Your request for Recertification dated 19 November 2018 was received.

This letter confirms that you have been granted Recertification Approval for a period of one year from the date of this letter. This approval is based strictly on the research protocol submitted and approved in 2014.

Any alteration s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study must be reviewed and approved through the amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years

Yours faithfully

.....

pp **Dr Rosemary Sibanda (Chair)**

/ms

Cc Supervisor: Ms Rosemary Quilling
cc Academic Leader Research: Professor Isabel Martins
cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 **Facsimile:** +27 (0) 31 260 4609 **Email:** ximbap@ukzn.ac.za / snymarm@ukzn.ac.za / mohanp@ukzn.ac.za
Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE
Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

APPENDIX C – GATEKEEPERS LETTER

2 April 2014

Ms Fatima Bibi Shaik
School of Management, IT and Governance
College of Law and Management Studies
Westville Campus
UKZN
Email: 205500156@stu.ukzn.ac.za

Dear Ms Shaik

RE: PERMISSION TO CONDUCT RESEARCH

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

"Assessing interpersonal privacy through the usage of Facebook features by University students".

It is noted that you will be constituting your sample by randomly handing out questionnaires to undergraduate students from all Colleges on the Westville Campus.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MR MC BALOYI
REGISTRAR

APPENDIX D – ALIGNMENT MATRIX

D1 - RESEARCH INSTRUMENT: VARIABLE AND MEASUREMENT

Main Research Question	Key Research Questions	Sub Questions	Variables in RQ	Measurement	Question Type	Survey Questions
The purpose of this study is to explore the factors which determine university students' facebook sharing & interpersonal privacy when using Friendship Page and Timeline features.	**Why does the friendship page and timeline feature determine university students' interpersonal privacy in the way that they do?**	**RQ 1: What use do university students' make of Friendship Pages and Timeline features of Facebook in terms of interpersonal privacy and content sharing?**	• University Student (Demographics) • Use of Facebook	Basic Demographics Basic Facebook feature usage incl. creation & management of content (own & Facebook friends)	• Yes/No • Multiple choice / Checkbox • 5 Point Likert Scale ranging from strongly disagree to strongly agree	Section A - Demographics (Q1 - Q5) Section B - Facebook Usage (Q6 - Q10)
		RQ 2: What are university students' attitudes to interpersonal privacy and content sharing in terms of Facebook Friendship Pages & Timeline features?	• Universtiy Students (RQ1) • Attitude to interpersonal privacy • Attitude to content sharing • FB Timeline Feature • FB Friendship Page Feature	How does the usage of such features impact the user's understanding of what content is availed (showed; when; where) as well as subsequent flow of that content after the user posts & takes privacy precautions to whom such information is availed Use of Facebook features in relation to their attitude towards interpersonal privacy & content sharing Users understanding of the Timeline feature & their attitude towards content sharing	• Yes/No • Multiple choice / Checkbox • 5 Point Likert Scale ranging from strongly disagree to strongly agree	Section C - Facebook Feature Usage & Attitude (Q11 - Q20)
		RQ 3: What relationship/s exists between university students' use of Facebook Friendship Pages and Timeline and their attitude towards interpersonal privacy and content sharing?	• Interpersonal Privacy • Facebook usage & content sharing	How does the usage of such features impact the user's understanding of what content is availed (showed; when; where) as well as subsequent flow of that content after the user posts & takes privacy precautions to whom such information is availed Use of Facebook features in relation to their attitude towards interpersonal privacy & content sharing		

D2 - RESEARCH INSTRUMENT: QUESTION DETAILS

Question Numbers & Details						
	Attitude	Content Sharing	Facebook Use	Friendship Pages	Interpersonal Privacy	Timeline
Q1 - Age						
Q2 - Gender						
Q3 - Race						
Q4 - Home language						
Q5 - Facebook account						
Q6 - Facebook use (Length of time)			✓			
Q7 - Facebook use (# of friends)			✓			
Q8 - Facebook use (Friendship page & Timeline use)			✓	✓		✓
Q9 - Facebook use (Self-portrayal in FB)		✓			✓	
Activity on Facebook						
Q 10.1 - Status			✓		✓	
Q 10.2 - Profile Information		✓				✓
Q 10.3 - Search		✓	✓			
Q 10.4 - Photos		✓	✓			
Q 10.5 - Messages		✓	✓			
Q 10.6 - Manage Wall posts					✓	
Q 10.7 - Make Wall posts		✓				✓
Q 10.8 - Profile watch of other Facebook users					✓	
Q 10.9 - Browse photos of other Facebook users					✓	
Q 10.10 - Tag oneself in other photos		✓			✓	
Q 10.11 - Comment on Friends photos		✓			✓	
Q 10.12 - Share Friends photos		✓			✓	
Q 10.13 - Share Friends status		✓			✓	
Q 10.14 - Share videos / links		✓	✓			
Q 10.15 - Chat via Facebook chat		✓	✓			
Facebook Features: Attitude towards Interpersonal Privacy & Content Sharing						
Q 11 - Number of Friends added				✓	✓	
Q 12.1 - Maintain a detail profile					✓	
Q 12.2 - Personal Information published		✓			✓	
Q 12.3 - Keep profile up to date					✓	
Q 12.4 - Profile reflective of user					✓	
Q 12.5 - Preferences based on profile information		✓			✓	
Q 12.6 - Profile information highlight's user's personality					✓	
Q 13.1 - Avail access to content based on the different type of friends	✓	✓			✓	
Q 13.2 - Seek permission before uploading a group photo		✓		✓		
Q 13.3 - Seek permission before tagging in a group photo		✓		✓		
Q 13.4 - Share content & post information from other users	✓	✓			✓	
Q 14.1 - Shared & tagged photos can be seen by other users	✓				✓	
Q 14.2 - Sufficient control of personal information availed via privacy settings	✓	✓		✓	✓	
Q 14.3 - Aware of the information regarding oneself (profile & shared content)		✓		✓		✓
Q 14.4 - Aware of the type of information obtained regarding others (profile & shared content)		✓		✓	✓	
Q 15.1 - Use information found against oneself				✓	✓	✓
Q 15.2 - Misuse information in a wrong manner					✓	
Q 15.3 - Trustworthy					✓	
Timeline & Timeline Settings						
Q 16 - Timeline Settings						✓
Q 17.1 - Who can post on timeline	✓	✓				✓
Q 17.2 - Who can see posts tagged in	✓	✓				✓
Q 17.3 - Who can see what others have availed	✓	✓			✓	✓
Q 17.4 - Adjusted audience on a tagged photo	✓	✓			✓	✓
Q 17.5 - Who sees tagged suggestions when uploading photos	✓				✓	✓
Q 17.6 - Ability to review posts made by others when tagged	✓				✓	✓
Q17.7 - Ability to review tags others add to your own posts	✓				✓	
Communication, Control & Privacy Settings						
Q 18.1 - Level of comfort discussing personal issues	✓				✓	
Q 18.2 - Level of comfort with others viewing conversations					✓	
Q 18.3 - Communicate through Facebook as well as text or call				✓	✓	✓
Q 19.1 - Sufficient control over information (functionality; privacy policies)					✓	✓
Q 19.2 - How & where provided information can be used		✓			✓	
Q 19.3 - Who can collect & use provided information				✓	✓	
Q 19.4 - Who can view my information				✓	✓	✓
Q 19.5 - Control over other users actions		✓		✓		✓
Q 20.1 - With optimal privacy settings: Information used in an unforeseen manner	✓				✓	
Q 20.2 - With optimal privacy settings: content availed without knowledge	✓				✓	
Q 20.3 - With optimal privacy settings: information cannot be misinterpreted	✓				✓	
Q 20.4 - With optimal privacy settings: spied upon by someone unintended					✓	

APPENDIX E – SPSS TABLES OF ANALYSIS

SECTION E1 - DEMOGRAPHICS

1 Your age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18 - 20	309	80.5	80.5	80.5
21 - 23	60	15.6	15.6	96.1
24 and above	15	3.9	3.9	100.0
Total	384	100.0	100.0	

2 Your gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	221	57.6	57.6	57.6
Male	163	42.4	42.4	100.0
Total	384	100.0	100.0	

3 Your Race

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Black	203	52.9	52.9	52.9
Coloured	7	1.8	1.8	54.7
Indian	164	42.7	42.7	97.4
White	9	2.3	2.3	99.7
Other	1	.3	.3	100.0
Total	384	100.0	100.0	

Other race

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	383	99.7	99.7	99.7
Korean	1	.3	.3	100.0
Total	384	100.0	100.0	

4 Your home language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Afrikaans	1	.3	.3	.3
	English	184	47.9	47.9	48.2
	Xhosa	10	2.6	2.6	50.8
	Zulu	165	43.0	43.0	93.8
	Other	24	6.3	6.3	100.0
	Total	384	100.0	100.0	

Other language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	360	93.8	93.8	93.8
Arabic	1	.3	.3	94.0
French	1	.3	.3	94.3
German	1	.3	.3	94.5
kinyarwanda	1	.3	.3	94.8
Korean	1	.3	.3	95.1
sepedi	1	.3	.3	95.3
Sepedi	1	.3	.3	95.6
Sesotho	1	.3	.3	95.8
setswana	1	.3	.3	96.1
Setswana	5	1.3	1.3	97.4
shona	2	.5	.5	97.9
Shona	2	.5	.5	98.4
Siswati	1	.3	.3	98.7
Sotho	1	.3	.3	99.0
Tshivenda	1	.3	.3	99.2
unspecified	2	.5	.5	99.7
Xitsonga	1	.3	.3	100.0
Total	384	100.0	100.0	

5 Do you have a Facebook account?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	333	86.7	86.7	86.7
No	51	13.3	13.3	100.0
Total	384	100.0	100.0	

SECTION E2 - FACEBOOK USAGE

6 How long have you been using Facebook?[a]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than a year	46	13.8	13.8	13.8
1 to less than 3 years	79	23.7	23.7	37.5
3 - 5 years	141	42.3	42.3	79.9
>5 years	67	20.1	20.1	100.0
Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

7 How many Facebook Friends do you have?[a]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fewer than 50	18	5.4	5.4	5.4
51 - 100	27	8.1	8.1	13.5
101 - 300	103	30.9	30.9	44.4
more than 300	135	40.5	40.5	85.0
I don't know	18	5.4	5.4	90.4
I don't keep track	32	9.6	9.6	100.0
Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

8 Do you use the following Facebook features?[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Friendship pages only	11	3.3	3.3	3.3
	Timeline only	148	44.4	44.4	47.7
	Friendship pages & timeline	139	41.7	41.7	89.5
	I don't use either feature	35	10.5	10.5	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

9 Do you portray yourself on Facebook the same way you do in real life?[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	263	79.0	79.0	79.0
	No	70	21.0	21.0	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

6 How long have you been using Facebook?[a]

	Observed N	Expected N	Residual
Less than a year	46	83.3	-37.3
1 to less than 3 years	79	83.3	-4.3
3 - 5 years	141	83.3	57.8
>5 years	67	83.3	-16.3
Total	333		

a. 5 Do you have a Facebook account? = Yes

7 How many Facebook Friends do you have?[a]

	Observed N	Expected N	Residual
Fewer than 50	18	55.5	-37.5
51 - 100	27	55.5	-28.5
101 - 300	103	55.5	47.5
more than 300	135	55.5	79.5
I don't know	18	55.5	-37.5
I don't keep track	32	55.5	-23.5
Total	333		

a. 5 Do you have a Facebook account? = Yes

8 Do you use the following Facebook features?[a]

	Observed N	Expected N	Residual
Friendship pages only	11	83.3	-72.3
Timeline only	148	83.3	64.8
Friendship pages & timeline	139	83.3	55.8
I don't use either feature	35	83.3	-48.3
Total	333		

a. 5 Do you have a Facebook account? = Yes

9 Do you portray yourself on Facebook the same way you do in real life?[a]

	Observed N	Expected N	Residual
Yes	263	166.5	96.5
No	70	166.5	-96.5
Total	333		

a. 5 Do you have a Facebook account? = Yes

Test Statistics[d]

	6 How long have you been using Facebook?	7 How many Facebook Friends do you have?	8 Do you use the following Facebook features?	9 Do you portray yourself on Facebook the same way you do in real life?
Chi-Square	60.117[a]	229.793[b]	178.363[a]	111.859[c]
df	3	5	3	1
Asymp. Sig.	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 83.3.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 55.5.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 166.5.

d. 5 Do you have a Facebook account? = Yes

10.1 Update your status[a]

	Observed N	Expected N	Residual
All the time	9	66.6	-57.6
Often	39	66.6	-27.6
Sometimes	109	66.6	42.4
Rarely	140	66.6	73.4
Never	36	66.6	-30.6
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.2 Update profile information (relationship status, "About Me", etc.)[a]

	Observed N	Expected N	Residual
All the time	3	66.6	-63.6
Often	16	66.6	-50.6
Sometimes	68	66.6	1.4
Rarely	177	66.6	110.4
Never	69	66.6	2.4
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.3 Search for friends; events; groups[a]

	Observed N	Expected N	Residual
All the time	27	66.6	-39.6
Often	89	66.6	22.4
Sometimes	114	66.6	47.4
Rarely	79	66.6	12.4
Never	24	66.6	-42.6
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.4 Upload & share your own photos[a]

	Observed N	Expected N	Residual
All the time	25	66.6	-41.6
Often	69	66.6	2.4
Sometimes	133	66.6	66.4
Rarely	84	66.6	17.4
Never	22	66.6	-44.6
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.5 Check & answer messages[a]

	Observed N	Expected N	Residual
All the time	94	66.6	27.4
Often	120	66.6	53.4
Sometimes	82	66.6	15.4
Rarely	30	66.6	-36.6
Never	7	66.6	-59.6
Total	333		

a. 5 Do you have a Facebook account? = Yes

Test Statistics[b]

	10.1 Update your status	10.2 Update profile information (relationship status, "About Me", etc.)	10.3 Search for friends; events; groups	10.4 Upload & share your own photos	10.5 Check & answer messages
Chi-Square	183.201[a]	282.300[a]	94.372[a]	126.685[a]	131.099[a]
df	4	4	4	4	4
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 66.6.

b. 5 Do you have a Facebook account? = Yes

10.6 Manage your wall posts[a]

	Observed N	Expected N	Residual
All the time	51	66.6	-15.6
Often	76	66.6	9.4
Sometimes	107	66.6	40.4
Rarely	75	66.6	8.4
Never	24	66.6	-42.6
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.7 Make wall posts[a]

	Observed N	Expected N	Residual
All the time	14	66.6	-52.6
Often	52	66.6	-14.6
Sometimes	124	66.6	57.4
Rarely	113	66.6	46.4
Never	30	66.6	-36.6
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.8 Profile watch other Facebook users' accounts[a]

	Observed N	Expected N	Residual
All the time	38	66.6	-28.6
Often	60	66.6	-6.6
Sometimes	98	66.6	31.4
Rarely	90	66.6	23.4
Never	47	66.6	-19.6
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.9 Browse other Facebook users' photos[a]

	Observed N	Expected N	Residual
All the time	39	66.6	-27.6
Often	76	66.6	9.4
Sometimes	121	66.6	54.4
Rarely	70	66.6	3.4
Never	27	66.6	-39.6
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.10 Tag yourself in uploaded photos[a]

	Observed N	Expected N	Residual
All the time	7	66.6	-59.6
Often	23	66.6	-43.6
Sometimes	52	66.6	-14.6
Rarely	69	66.6	2.4
Never	182	66.6	115.4
Total	333		

a. 5 Do you have a Facebook account? = Yes

Test Statistics[b]

	10.6 Manage your wall posts	10.7 Make wall posts	10.8 Profile watch other Facebook users' accounts	10.9 Browse other Facebook users' photos	10.10 Tag yourself in uploaded photos
Chi-Square	57.796[a]	146.655[a]	41.730[a]	80.919[a]	285.123[a]
df	4	4	4	4	4
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 66.6.

b. 5 Do you have a Facebook account? = Yes

10.11 Comment on friends' uploaded photos[a]

	Observed N	Expected N	Residual
All the time	47	66.6	-19.6
Often	75	66.6	8.4
Sometimes	129	66.6	62.4
Rarely	59	66.6	-7.6
Never	23	66.6	-43.6
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.12 Share friends' uploaded photos[a]

	Observed N	Expected N	Residual
All the time	8	66.6	-58.6
Often	29	66.6	-37.6
Sometimes	70	66.6	3.4
Rarely	95	66.6	28.4
Never	131	66.6	64.4
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.13 Share friends' status[a]

	Observed N	Expected N	Residual
All the time	11	66.6	-55.6
Often	18	66.6	-48.6
Sometimes	65	66.6	-1.6
Rarely	111	66.6	44.4
Never	128	66.6	61.4
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.14 Share videos / links of interest[a]

	Observed N	Expected N	Residual
All the time	5	66.6	-61.6
Often	33	66.6	-33.6
Sometimes	54	66.6	-12.6
Rarely	91	66.6	24.4
Never	150	66.6	83.4
Total	333		

a. 5 Do you have a Facebook account? = Yes

10.15 Chat with others via Facebook chat[a]

	Observed N	Expected N	Residual
All the time	62	66.6	-4.6
Often	83	66.6	16.4
Sometimes	96	66.6	29.4
Rarely	64	66.6	-2.6
Never	28	66.6	-38.6
Total	333		

a. 5 Do you have a Facebook account? = Yes

Test Statistics[b]

	10.11 Comment on friends' uploaded photos	10.12 Share friends' uploaded photos	10.13 Share friends' status	10.14 Share videos / links of interest	10.15 Chat with others via Facebook chat
Chi-Square	94.703[a]	147.345[a]	168.126[a]	189.688[a]	39.808[a]
df	4	4	4	4	4
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 66.6.

b. 5 Do you have a Facebook account? = Yes

10.1 Update your status[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	9	2.7	2.7	2.7
	Often	39	11.7	11.7	14.4
	Sometimes	109	32.7	32.7	47.1
	Rarely	140	42.0	42.0	89.2
	Never	36	10.8	10.8	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.2 Update profile information (relationship status, "About Me", etc.)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	3	.9	.9	.9
	Often	16	4.8	4.8	5.7
	Sometimes	68	20.4	20.4	26.1
	Rarely	177	53.2	53.2	79.3
	Never	69	20.7	20.7	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.3 Search for friends; events; groups[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	27	8.1	8.1	8.1
	Often	89	26.7	26.7	34.8
	Sometimes	114	34.2	34.2	69.1
	Rarely	79	23.7	23.7	92.8
	Never	24	7.2	7.2	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.4 Upload & share your own photos[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	25	7.5	7.5	7.5
	Often	69	20.7	20.7	28.2
	Sometimes	133	39.9	39.9	68.2
	Rarely	84	25.2	25.2	93.4
	Never	22	6.6	6.6	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.5 Check & answer messages[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	94	28.2	28.2	28.2
	Often	120	36.0	36.0	64.3
	Sometimes	82	24.6	24.6	88.9
	Rarely	30	9.0	9.0	97.9
	Never	7	2.1	2.1	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.6 Manage your wall posts[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	51	15.3	15.3	15.3
	Often	76	22.8	22.8	38.1
	Sometimes	107	32.1	32.1	70.3
	Rarely	75	22.5	22.5	92.8
	Never	24	7.2	7.2	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.7 Make wall posts[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	14	4.2	4.2	4.2
	Often	52	15.6	15.6	19.8
	Sometimes	124	37.2	37.2	57.1
	Rarely	113	33.9	33.9	91.0
	Never	30	9.0	9.0	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.8 Profile watch other Facebook users' accounts[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	38	11.4	11.4	11.4
	Often	60	18.0	18.0	29.4
	Sometimes	98	29.4	29.4	58.9
	Rarely	90	27.0	27.0	85.9
	Never	47	14.1	14.1	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.9 Browse other Facebook users' photos[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	39	11.7	11.7	11.7
	Often	76	22.8	22.8	34.5
	Sometimes	121	36.3	36.3	70.9
	Rarely	70	21.0	21.0	91.9
	Never	27	8.1	8.1	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.10 Tag yourself in uploaded photos[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	7	2.1	2.1	2.1
	Often	23	6.9	6.9	9.0
	Sometimes	52	15.6	15.6	24.6
	Rarely	69	20.7	20.7	45.3
	Never	182	54.7	54.7	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.11 Comment on friends' uploaded photos[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	47	14.1	14.1	14.1
	Often	75	22.5	22.5	36.6
	Sometimes	129	38.7	38.7	75.4
	Rarely	59	17.7	17.7	93.1
	Never	23	6.9	6.9	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.12 Share friends' uploaded photos[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	8	2.4	2.4	2.4
	Often	29	8.7	8.7	11.1
	Sometimes	70	21.0	21.0	32.1
	Rarely	95	28.5	28.5	60.7
	Never	131	39.3	39.3	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.13 Share friends' status[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	11	3.3	3.3	3.3
	Often	18	5.4	5.4	8.7
	Sometimes	65	19.5	19.5	28.2
	Rarely	111	33.3	33.3	61.6
	Never	128	38.4	38.4	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.14 Share videos / links of interest[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	5	1.5	1.5	1.5
	Often	33	9.9	9.9	11.4
	Sometimes	54	16.2	16.2	27.6
	Rarely	91	27.3	27.3	55.0
	Never	150	45.0	45.0	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

10.15 Chat with others via Facebook chat[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	62	18.6	18.6	18.6
	Often	83	24.9	24.9	43.5
	Sometimes	96	28.8	28.8	72.4
	Rarely	64	19.2	19.2	91.6
	Never	28	8.4	8.4	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

SECTION E3 - FACEBOOK FEATURE USAGE AND ATTITUDE

11 How many "friends" have you added without actually knowing who they are?[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	72	21.6	21.6	21.6
	1 - 4	57	17.1	17.1	38.7
	5 - 10	29	8.7	8.7	47.4
	More than 10	89	26.7	26.7	74.2
	Not sure but I have added some	86	25.8	25.8	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

11 How many "friends" have you added without actually knowing who they are?[a]

	Observed N	Expected N	Residual
None	72	66.6	5.4
1 - 4	57	66.6	-9.6
5 - 10	29	66.6	-37.6
More than 10	89	66.6	22.4
Not sure but I have added some	86	66.6	19.4
Total	333		

a. 5 Do you have a Facebook account? = Yes

Test Statistics[b]

	11 How many "friends" have you added without actually knowing who they are?
Chi-Square	36.234[a]
df	4
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 66.6.

b. 5 Do you have a Facebook account? = Yes

12.1 I have a detailed profile on Facebook[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	22	6.6	6.6	6.6
	Disagree	66	19.8	19.8	26.4
	Neutral	101	30.3	30.3	56.8
	Agree	107	32.1	32.1	88.9
	Strongly agree	37	11.1	11.1	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

12.2 Personal information I publish on Facebook always represents the truth[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	15	4.5	4.5	4.5
	Disagree	35	10.5	10.5	15.0
	Neutral	82	24.6	24.6	39.6
	Agree	108	32.4	32.4	72.1
	Strongly agree	93	27.9	27.9	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

12.3 I always find time to keep my profile up-to-date[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	53	15.9	15.9	15.9
	Disagree	107	32.1	32.1	48.0
	Neutral	111	33.3	33.3	81.4
	Agree	47	14.1	14.1	95.5
	Strongly agree	15	4.5	4.5	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

12.4 My profile tells a lot about me[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	32	9.6	9.6	9.6
	Disagree	67	20.1	20.1	29.7
	Neutral	103	30.9	30.9	60.7
	Agree	87	26.1	26.1	86.8
	Strongly agree	44	13.2	13.2	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

12.5 From my Facebook profile it would be easy to find out my preferences in things like books, movies, music...[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	37	11.1	11.1	11.1
	Disagree	40	12.0	12.0	23.1
	Neutral	76	22.8	22.8	45.9
	Agree	124	37.2	37.2	83.2
	Strongly agree	56	16.8	16.8	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

12.6 From my Facebook profile it would be easy to understand what type of person I am[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	40	12.0	12.0	12.0
	Disagree	59	17.7	17.7	29.7
	Neutral	108	32.4	32.4	62.2
	Agree	82	24.6	24.6	86.8
	Strongly agree	44	13.2	13.2	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

	N	Mean	Std. Deviation
12.1 I have a detailed profile on Facebook	333	3.21	1.089
12.2 Personal information I publish on Facebook always represents the truth	333	3.69	1.121
12.3 I always find time to keep my profile up-to-date	333	2.59	1.056
12.4 My profile tells a lot about me	333	3.13	1.167
12.5 From my Facebook profile it would be easy to find out my preferences in things like books, movies, music...	333	3.37	1.216
12.6 From my Facebook profile it would be easy to understand what type of person I am	333	3.09	1.195

Test Statistics[c,d]

	Threes - 12.1 I have a detailed profile on Facebook	Threes - 12.2 Personal information I publish on Facebook always represents the truth	Threes - 12.3 I always find time to keep my profile up-to-date	Threes - 12.4 My profile tells a lot about me	Threes - 12.5 From my Facebook profile it would be easy to find out my preferences in things like books, movies, music...	Threes - 12.6 From my Facebook profile it would be easy to understand what type of person I am
Z	-3.419[a]	-9.283[a]	-6.463[b]	-1.996[a]	-4.771[a]	-1.258[a]
Asymp. Sig. (2-tailed)	.001	.000	.000	.046	.000	.208

a. Based on positive ranks.

b. Based on negative ranks.

c. 5 Do you have a Facebook account? = Yes

d. Wilcoxon Signed Ranks Test

13.1 I choose who has access to my uploaded content based on the different type of Facebook friends I have[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	32	9.6	9.6	9.6
	Disagree	47	14.1	14.1	23.7
	Neutral	83	24.9	24.9	48.6
	Agree	107	32.1	32.1	80.8
	Strongly agree	64	19.2	19.2	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

13.2 I will seek permission from my friends before uploading a group photo to Facebook[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	43	12.9	12.9	12.9
	Disagree	94	28.2	28.2	41.1
	Neutral	84	25.2	25.2	66.4
	Agree	73	21.9	21.9	88.3
	Strongly agree	39	11.7	11.7	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

13.3 I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	47	14.1	14.1	14.1
	Disagree	105	31.5	31.5	45.6
	Neutral	89	26.7	26.7	72.4
	Agree	61	18.3	18.3	90.7
	Strongly agree	31	9.3	9.3	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

13.4 It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	23	6.9	6.9	6.9
	Disagree	52	15.6	15.6	22.5
	Neutral	125	37.5	37.5	60.1
	Agree	108	32.4	32.4	92.5
	Strongly agree	25	7.5	7.5	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

	N	Mean	Std. Deviation
13.1 I choose who has access to my uploaded content based on the different type of Facebook friends I have	333	3.37	1.217
13.2 I will seek permission from my friends before uploading a group photo to Facebook	333	2.91	1.218
13.3 I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook	333	2.77	1.178
13.4 It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)	333	3.18	1.014

Test Statistics[c,d]

	Threes - 13.1 I choose who has access to my uploaded content based on the different type of Facebook friends I have	Threes - 13.2 I will seek permission from my friends before uploading a group photo to Facebook	Threes - 13.3 I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook	Threes - 13.4 It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)
Z	-5.048[a]	-1.193[b]	-3.300[b]	-2.984[a]
Asymp. Sig. (2-tailed)	.000	.233	.001	.003

a. Based on positive ranks.

b. Based on negative ranks.

c. 5 Do you have a Facebook account? = Yes

d. Wilcoxon Signed Ranks Test

14.1 I am aware that photos shared with "Friends only" can still be seen by others if the photos are tagged by friends[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	3.3	3.3	3.3
	Disagree	18	5.4	5.4	8.7
	Neutral	51	15.3	15.3	24.0
	Agree	180	54.1	54.1	78.1
	Strongly agree	73	21.9	21.9	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

14.2 Facebook allows me sufficient control over my personal information via its privacy settings[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	3.6	3.6	3.6
	Disagree	51	15.3	15.3	18.9
	Neutral	78	23.4	23.4	42.3
	Agree	140	42.0	42.0	84.4
	Strongly agree	52	15.6	15.6	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

14.3 I am aware of the type of information which can be obtained about myself through my Facebook profile and shared content[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	1.5	1.5	1.5
	Disagree	18	5.4	5.4	6.9
	Neutral	56	16.8	16.8	23.7
	Agree	180	54.1	54.1	77.8
	Strongly agree	74	22.2	22.2	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

14.4 I am aware of the type of information which can be obtained about others through their Facebook profiles and shared content[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	2.7	2.7	2.7
	Disagree	12	3.6	3.6	6.3
	Neutral	74	22.2	22.2	28.5
	Agree	177	53.2	53.2	81.7
	Strongly agree	61	18.3	18.3	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

	N	Mean	Std. Deviation
14.1 I am aware that photos shared with "Friends only" can still be seen by others if the photos are tagged by friends	333	3.86	.932
14.2 Facebook allows me sufficient control over my personal information via its privacy settings	333	3.51	1.043
14.3 I am aware of the type of information which can be obtained about myself through my Facebook profile and shared content	333	3.90	.857
14.4 I am aware of the type of information which can be obtained about others through their Facebook profiles and shared content	333	3.81	.871

Test Statistics[b,c]

	Threes - 14.1 I am aware that photos shared with "Friends only" can still be seen by others if the photos are tagged by friends	Threes - 14.2 Facebook allows me sufficient control over my personal information via its privacy settings	Threes - 14.3 I am aware of the type of information which can be obtained about myself through my Facebook profile and shared content	Threes - 14.4 I am aware of the type of information which can be obtained about others through their Facebook profiles and shared content
Z	-11.883[a]	-7.853[a]	-12.828[a]	-11.955[a]
Asymp. Sig. (2-tailed)	.000	.000	.000	.000

a. Based on positive ranks.

b. 5 Do you have a Facebook account? = Yes

c. Wilcoxon Signed Ranks Test

15.1 Will not use the information they found about me on Facebook against me[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	49	14.7	14.7	14.7
	Disagree	89	26.7	26.7	41.4
	Neutral	110	33.0	33.0	74.5
	Agree	66	19.8	19.8	94.3
	Strongly agree	19	5.7	5.7	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

15.2 Will not use the information about me in the wrong way[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	44	13.2	13.2	13.2
	Disagree	87	26.1	26.1	39.3
	Neutral	110	33.0	33.0	72.4
	Agree	75	22.5	22.5	94.9
	Strongly agree	17	5.1	5.1	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

15.3 Are trustworthy[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	60	18.0	18.0	18.0
	Disagree	94	28.2	28.2	46.2
	Neutral	123	36.9	36.9	83.2
	Agree	41	12.3	12.3	95.5
	Strongly agree	15	4.5	4.5	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

	N	Mean	Std. Deviation
15.1 Will not use the information they found about me on Facebook against me	333	2.75	1.106
15.2 Will not use the information about me in the wrong way	333	2.80	1.088
15.3 Are trustworthy	333	2.57	1.061

Test Statistics[b,c]

	Threes - 15.1 Will not use the information they found about me on Facebook against me	Threes - 15.2 Will not use the information about me in the wrong way	Threes - 15.3 Are trustworthy
Z	-4.065[a]	-3.382[a]	-6.724[a]
Asymp. Sig. (2-tailed)	.000	.001	.000

a. Based on negative ranks.

b. 5 Do you have a Facebook account? = Yes

c. Wilcoxon Signed Ranks Test

SECTION E4 -TIMELINE SETTINGS AND USAGE

16 Have you ever changed your timeline settings on Facebook?[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	191	57.4	57.4	57.4
	No	142	42.6	42.6	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

16 Have you ever changed your timeline settings on Facebook?[a]

	Observed N	Expected N	Residual
Yes	191	166.5	24.5
No	142	166.5	-24.5
Total	333		

a. 5 Do you have a Facebook account? = Yes

Test Statistics[b]

	16 Have you ever changed your timeline settings on Facebook?
Chi-Square	7.210[a]
df	1
Asymp. Sig.	.007

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 166.5.

b. 5 Do you have a Facebook account? = Yes

17.1 Who can post on your timeline(default: Friends)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More control required than the default option setting	89	26.7	26.7	26.7
	Happy with the default option setting	231	69.4	69.4	96.1
	Less control required than the default option setting	13	3.9	3.9	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

17.2 Who can see posts you've been tagged in on your timeline (default: Friends of Friends)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More control required than the default option setting	119	35.7	35.7	35.7
	Happy with the default option setting	174	52.3	52.3	88.0
	Less control required than the default option setting	40	12.0	12.0	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

17.3 Who can see what others post on your timeline (default: Friends)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More control required than the default option setting	91	27.3	27.3	27.3
	Happy with the default option setting	210	63.1	63.1	90.4
	Less control required than the default option setting	32	9.6	9.6	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

17.4 When you're tagged in a post, who you want to add to the audience if they aren't already in it (default: Friends)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More control required than the default option setting	83	24.9	24.9	24.9
	Happy with the default option setting	215	64.6	64.6	89.5
	Less control required than the default option setting	35	10.5	10.5	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

17.5 Who sees tag suggestions when photos that look like you are uploaded (default: Friends)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More control required than the default option setting	101	30.3	30.3	30.3
	Happy with the default option setting	196	58.9	58.9	89.2
	Less control required than the default option setting	36	10.8	10.8	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

17.6 Ability to review posts friends tag you in before they appear on your timeline (default: Off)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More control required than the default option setting	138	41.4	41.4	41.4
	Happy with the default option setting	167	50.2	50.2	91.6
	Less control required than the default option setting	28	8.4	8.4	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

17.7 Ability to review tags people add to your own posts before the tags appear on Facebook (default: Off)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More control required than the default option setting	125	37.5	37.5	37.5
	Happy with the default option setting	179	53.8	53.8	91.3
	Less control required than the default option setting	29	8.7	8.7	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

17.1 Who can post on your timeline(default: Friends)[a]

	Observed N	Expected N	Residual
More control required than the default option setting	89	111.0	-22.0
Happy with the default option setting	231	111.0	120.0
Less control required than the default option setting	13	111.0	-98.0
Total	333		

a. 5 Do you have a Facebook account? = Yes

17.2 Who can see posts you've been tagged in on your timeline (default: Friends of Friends)[a]

	Observed N	Expected N	Residual
More control required than the default option setting	119	111.0	8.0
Happy with the default option setting	174	111.0	63.0
Less control required than the default option setting	40	111.0	-71.0
Total	333		

a. 5 Do you have a Facebook account? = Yes

17.3 Who can see what others post on your timeline (default: Friends)[a]

	Observed N	Expected N	Residual
More control required than the default option setting	91	111.0	-20.0
Happy with the default option setting	210	111.0	99.0
Less control required than the default option setting	32	111.0	-79.0
Total	333		

a. 5 Do you have a Facebook account? = Yes

17.4 When you're tagged in a post, who you want to add to the audience if they aren't already in it (default: Friends)[a]

	Observed N	Expected N	Residual
More control required than the default option setting	83	111.0	-28.0
Happy with the default option setting	215	111.0	104.0
Less control required than the default option setting	35	111.0	-76.0
Total	333		

a. 5 Do you have a Facebook account? = Yes

17.5 Who sees tag suggestions when photos that look like you are uploaded (default: Friends)[a]

	Observed N	Expected N	Residual
More control required than the default option setting	101	111.0	-10.0
Happy with the default option setting	196	111.0	85.0
Less control required than the default option setting	36	111.0	-75.0
Total	333		

a. 5 Do you have a Facebook account? = Yes

17.6 Ability to review posts friends tag you in before they appear on your timeline (default: Off)[a]

	Observed N	Expected N	Residual
More control required than the default option setting	138	111.0	27.0
Happy with the default option setting	167	111.0	56.0
Less control required than the default option setting	28	111.0	-83.0
Total	333		

a. 5 Do you have a Facebook account? = Yes

17.7 Ability to review tags people add to your own posts before the tags appear on Facebook (default: Off)[a]

	Observed N	Expected N	Residual
More control required than the default option setting	125	111.0	14.0
Happy with the default option setting	179	111.0	68.0
Less control required than the default option setting	29	111.0	-82.0
Total	333		

a. 5 Do you have a Facebook account? = Yes

Test Statistics[b]

	17.1 Who can post on your timeline(default: Friends)	17.2 Who can see posts you've been tagged in on your timeline (default: Friends of Friends)	17.3 Who can see what others post on your timeline (default: Friends)	17.4 When you're tagged in a post, who you want to add to the audience if they aren't already in it (default: Friends)	17.5 Who sees tag suggestions when photos that look like you are uploaded (default: Friends)	17.6 Ability to review posts friends tag you in before they appear on your timeline (default: Off)	17.7 Ability to review tags people add to your own posts before the tags appear on Facebook (default: Off)
Chi-Square	220.613[a]	81.748[a]	148.126[a]	156.541[a]	116.667[a]	96.883[a]	104.000[a]
df	2	2	2	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 111.0.

b. 5 Do you have a Facebook account? = Yes

SECTION E5 - INTERPERSONAL PRIVACY & CONTENT SHARING

18.1 I feel comfortable discussing personal issues on Facebook[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	153	45.9	45.9	45.9
	Disagree	101	30.3	30.3	76.3
	Neutral	53	15.9	15.9	92.2
	Agree	17	5.1	5.1	97.3
	Strongly agree	9	2.7	2.7	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	42	12.6	12.6	12.6
	Disagree	44	13.2	13.2	25.8
	Neutral	74	22.2	22.2	48.0
	Agree	109	32.7	32.7	80.8
	Strongly agree	64	19.2	19.2	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	60	18.0	18.0	18.0
	Disagree	58	17.4	17.4	35.4
	Neutral	97	29.1	29.1	64.6
	Agree	81	24.3	24.3	88.9
	Strongly agree	37	11.1	11.1	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

	N	Mean	Std. Deviation
18.1 I feel comfortable discussing personal issues on Facebook	333	1.88	1.027
18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see	333	3.33	1.277
18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone	333	2.93	1.258

Test Statistics[c,d]

	Threes - 18.1 I feel comfortable discussing personal issues on Facebook	Threes - 18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see	Threes - 18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone
Z	-12.872[a]	-4.098[b]	-1.339[a]
Asymp. Sig. (2-tailed)	.000	.000	.181

a. Based on negative ranks.

b. Based on positive ranks.

c. 5 Do you have a Facebook account? = Yes

d. Wilcoxon Signed Ranks Test

SECTION E6 - INFORMATION CONTROL

19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	27	8.1	8.1	8.1
	Disagree	33	9.9	9.9	18.0
	Neutral	93	27.9	27.9	45.9
	Agree	151	45.3	45.3	91.3
	Strongly agree	29	8.7	8.7	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

19.2 How and in what case the information I provide can be used[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	21	6.3	6.3	6.3
	Disagree	46	13.8	13.8	20.1
	Neutral	116	34.8	34.8	55.0
	Agree	133	39.9	39.9	94.9
	Strongly agree	17	5.1	5.1	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

19.3 Who can collect and use the information I provide[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	37	11.1	11.1	11.1
	Disagree	72	21.6	21.6	32.7
	Neutral	107	32.1	32.1	64.9
	Agree	95	28.5	28.5	93.4
	Strongly agree	22	6.6	6.6	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

19.4 Who can view my information on Facebook[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	29	8.7	8.7	8.7
	Disagree	61	18.3	18.3	27.0
	Neutral	95	28.5	28.5	55.6
	Agree	125	37.5	37.5	93.1
	Strongly agree	23	6.9	6.9	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	39	11.7	11.7	11.7
	Disagree	59	17.7	17.7	29.4
	Neutral	118	35.4	35.4	64.9
	Agree	91	27.3	27.3	92.2
	Strongly agree	26	7.8	7.8	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

	N	Mean	Std. Deviation
19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)	333	3.37	1.046
19.2 How and in what case the information I provide can be used	333	3.24	.970
19.3 Who can collect and use the information I provide	333	2.98	1.102
19.4 Who can view my information on Facebook	333	3.16	1.078
19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall)	333	3.02	1.111

Test Statistics[c,d]

	Threes - 19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)	Threes - 19.2 How and in what case the information I provide can be used	Threes - 19.3 Who can collect and use the information I provide	Threes - 19.4 Who can view my information on Facebook	19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall) - Threes
Z	-5.598[a]	-4.098[a]	-.549[b]	-2.362[a]	-.021[b]
Asymp. Sig. (2-tailed)	.000	.000	.583	.018	.983

a. Based on positive ranks.

b. Based on negative ranks.

c. 5 Do you have a Facebook account? = Yes

d. Wilcoxon Signed Ranks Test

SECTION E7 - CONTENT SHARING SETTINGS & ATTITUDE

20.1 Cannot be used in a way I did not foresee[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	36	10.8	10.8	10.8
	Disagree	53	15.9	15.9	26.7
	Neutral	123	36.9	36.9	63.7
	Agree	100	30.0	30.0	93.7
	Strongly agree	21	6.3	6.3	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

20.2 Cannot become available to someone without my knowledge[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	32	9.6	9.6	9.6
	Disagree	80	24.0	24.0	33.6
	Neutral	104	31.2	31.2	64.9
	Agree	89	26.7	26.7	91.6
	Strongly agree	28	8.4	8.4	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

20.3 Cannot be misinterpreted[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	34	10.2	10.2	10.2
	Disagree	100	30.0	30.0	40.2
	Neutral	111	33.3	33.3	73.6
	Agree	66	19.8	19.8	93.4
	Strongly agree	22	6.6	6.6	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

20.4 Cannot result in me being continuously spied on (by someone unintended)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	44	13.2	13.2	13.2
	Disagree	68	20.4	20.4	33.6
	Neutral	116	34.8	34.8	68.5
	Agree	75	22.5	22.5	91.0
	Strongly agree	30	9.0	9.0	100.0
	Total	333	100.0	100.0	

a. 5 Do you have a Facebook account? = Yes

	N	Mean	Std. Deviation
20.1 Cannot be used in a way I did not foresee	333	3.05	1.070
20.2 Cannot become available to someone without my knowledge	333	3.00	1.110
20.3 Cannot be misinterpreted	333	2.83	1.070
20.4 Cannot result in me being continuously spied on (by someone unintended)	333	2.94	1.148

Test Statistics[c,d]

	Threes - 20.1 Cannot be used in a way I did not foresee	Threes - 20.2 Cannot become available to someone without my knowledge	Threes - 20.3 Cannot be misinterpreted	Threes - 20.4 Cannot result in me being continuously spied on (by someone unintended)
Z	-.532[a]	-.017[b]	-2.858[b]	-1.139[b]
Asymp. Sig. (2-tailed)	.595	.986	.004	.255

a. Based on positive ranks.

b. Based on negative ranks.

c. 5 Do you have a Facebook account? = Yes

d. Wilcoxon Signed Ranks Test

SECTION E8 - BIVARIATE ANALYSIS USAGE VS OPINIONS

SECTION E8.1 - FACEBOOK USAGE & STUDENT OPINIONS

7 How many Facebook Friends do you have? * 11 How many "friends" have you added without actually knowing who they are? Crosstabulation

			11 How many "friends" have you added without actually knowing who they are?					
			None	1 - 4	5 - 10	More than 10	Not sure but I have added some	Total
7 How many Facebook Friends do you have?	Fewer than 50	Count	4	9	1	1	3	18
		% within 7 How many Facebook Friends do you have?	22.2%	50.0%	5.6%	5.6%	16.7%	100.0%
	51 - 100	Count	7	13	2	5	0	27
		% within 7 How many Facebook Friends do you have?	25.9%	48.1%	7.4%	18.5%	.0%	100.0%
	101 - 300	Count	33	16	12	23	19	103
		% within 7 How many Facebook Friends do you have?	32.0%	15.5%	11.7%	22.3%	18.4%	100.0%
	more than 300	Count	17	16	9	55	38	135
		% within 7 How many Facebook Friends do you have?	12.6%	11.9%	6.7%	40.7%	28.1%	100.0%
	I don't know	Count	7	0	3	2	6	18
		% within 7 How many Facebook Friends do you have?	38.9%	.0%	16.7%	11.1%	33.3%	100.0%
	I don't keep track	Count	4	3	2	3	20	32
		% within 7 How many Facebook Friends do you have?	12.5%	9.4%	6.3%	9.4%	62.5%	100.0%
Total		Count	72	57	29	89	86	333
		% within 7 How many Facebook Friends do you have?	21.6%	17.1%	8.7%	26.7%	25.8%	100.0%

		N	Mean	Std. Deviation
19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)	Fewer than 50	18	2.78	1.478
	51 - 100	27	3.22	1.121
	101 - 300	103	3.45	.967
	more than 300	135	3.50	1.029
	I don't know	18	3.22	1.166
	I don't keep track	32	3.06	.801
	Total	333	3.37	1.046
19.2 How and in what case the information I provide can be used	Fewer than 50	18	3.00	1.328
	51 - 100	27	3.00	1.038
	101 - 300	103	3.29	.966
	more than 300	135	3.33	.953
	I don't know	18	2.89	.963
	I don't keep track	32	3.22	.706
	Total	333	3.24	.970
19.3 Who can collect and use the information I provide	Fewer than 50	18	2.89	1.451
	51 - 100	27	2.63	.967
	101 - 300	103	3.08	1.135
	more than 300	135	3.04	1.102
	I don't know	18	2.72	1.179
	I don't keep track	32	2.91	.777
	Total	333	2.98	1.102
19.4 Who can view my information on Facebook	Fewer than 50	18	2.83	1.295
	51 - 100	27	2.96	1.055
	101 - 300	103	3.21	1.081

	more than 300	135	3.29	1.078
	I don't know	18	2.78	1.114
	I don't keep track	32	2.97	.861
	Total	333	3.16	1.078
19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall)	Fewer than 50	18	2.83	1.200
	51 - 100	27	2.56	1.013
	101 - 300	103	2.96	1.102
	more than 300	135	3.24	1.143
	I don't know	18	2.94	1.110
	I don't keep track	32	2.78	.870
	Total	333	3.02	1.111

Test Statistics[a,b]

	19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)	19.2 How and in what case the information I provide can be used	19.3 Who can collect and use the information I provide	19.4 Who can view my information on Facebook	19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall)
Chi-Square	11.557	6.134	5.787	9.323	11.839
df	5	5	5	5	5
Asymp. Sig.	.041	.293	.327	.097	.037

a. Kruskal Wallis Test

b. Grouping Variable: 7 How many Facebook Friends do you have?

8 Do you use the following Facebook features? * 11 How many "friends" have you added without actually knowing who they are? Crosstabulation

			11 How many "friends" have you added without actually knowing who they are?					
			None	1 - 4	5 - 10	More than 10	Not sure but I have added some	Total
8 Do you use the following Facebook features?	Friendship pages only	Count	0	2	1	5	3	11
		% within 8 Do you use the following Facebook features?	.0%	18.2%	9.1%	45.5%	27.3%	100.0%
	Timeline only	Count	36	33	10	28	41	148
		% within 8 Do you use the following Facebook features?	24.3%	22.3%	6.8%	18.9%	27.7%	100.0%
	Friendship pages & timeline	Count	29	15	11	48	36	139
		% within 8 Do you use the following Facebook features?	20.9%	10.8%	7.9%	34.5%	25.9%	100.0%
	I don't use either feature	Count	7	7	7	8	6	35
		% within 8 Do you use the following Facebook features?	20.0%	20.0%	20.0%	22.9%	17.1%	100.0%
Total		Count	72	57	29	89	86	333
		% within 8 Do you use the following Facebook features?	21.6%	17.1%	8.7%	26.7%	25.8%	100.0%

SECTION E8.2 - USE OF FRIENDSHIP PAGES; TIMELINE & STUDENT OPINIONS

Q13.1 – 13.4

		N	Mean	Std. Deviation
13.1 I choose who has access to my uploaded content based on the different type of Facebook friends I have	Friendship pages only	11	2.64	1.286
	Timeline only	148	3.43	1.240
	Friendship pages & timeline	139	3.42	1.161
	I don't use either feature	35	3.17	1.272
	Total	333	3.37	1.217
13.2 I will seek permission from my friends before uploading a group photo to Facebook	Friendship pages only	11	2.45	.934
	Timeline only	148	2.93	1.188
	Friendship pages & timeline	139	2.81	1.231
	I don't use either feature	35	3.37	1.285
	Total	333	2.91	1.218
13.3 I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook	Friendship pages only	11	1.91	.831
	Timeline only	148	2.78	1.104
	Friendship pages & timeline	139	2.74	1.218
	I don't use either feature	35	3.11	1.301
	Total	333	2.77	1.178
13.4 It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)	Friendship pages only	11	3.27	.786
	Timeline only	148	3.07	1.024
	Friendship pages & timeline	139	3.33	1.024
	I don't use either feature	35	3.00	.939
	Total	333	3.18	1.014

	13.1 I choose who has access to my uploaded content based on the different type of Facebook friends I have	13.2 I will seek permission from my friends before uploading a group photo to Facebook	13.3 I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook	13.4 It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)
Chi-Square	5.363	6.988	8.259	5.199
df	3	3	3	3
Asymp. Sig.	.147	.072	.041	.158

a. Kruskal Wallis Test

b. Grouping Variable: 8 Do you use the following Facebook features?

Q18.1 – 18.3

		N	Mean	Std. Deviation
18.1 I feel comfortable discussing personal issues on Facebook	Friendship pages only	11	2.36	1.120
	Timeline only	148	1.84	1.048
	Friendship pages & timeline	139	1.96	1.010
	I don't use either feature	35	1.57	.917
	Total	333	1.88	1.027
18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see	Friendship pages only	11	3.55	1.128
	Timeline only	148	3.24	1.260
	Friendship pages & timeline	139	3.40	1.284
	I don't use either feature	35	3.31	1.388
	Total	333	3.33	1.277
18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone	Friendship pages only	11	3.55	.934
	Timeline only	148	2.97	1.163
	Friendship pages & timeline	139	2.99	1.346
	I don't use either feature	35	2.37	1.239
	Total	333	2.93	1.258

Test Statistics[a,b]

	18.1 I feel comfortable discussing personal issues on Facebook	18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see	18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone
Chi-Square	8.798	1.504	9.646
df	3	3	3
Asymp. Sig.	.032	.681	.022

a. Kruskal Wallis Test

b. Grouping Variable: 8 Do you use the following Facebook features?

Q19.1 – 19.

		N	Mean	Std. Deviation
19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)	Friendship pages only	11	3.64	1.027
	Timeline only	148	3.41	.975
	Friendship pages & timeline	139	3.40	1.067
	I don't use either feature	35	2.97	1.200
	Total	333	3.37	1.046
19.2 How and in what case the information I provide can be used	Friendship pages only	11	3.91	.539
	Timeline only	148	3.22	.910
	Friendship pages & timeline	139	3.29	.995
	I don't use either feature	35	2.89	1.105
	Total	333	3.24	.970
19.3 Who can collect and use the information I provide	Friendship pages only	11	3.36	.924
	Timeline only	148	2.94	1.051
	Friendship pages & timeline	139	3.06	1.124
	I don't use either feature	35	2.69	1.231
	Total	333	2.98	1.102
19.4 Who can view my information on Facebook	Friendship pages only	11	3.45	.688
	Timeline only	148	3.14	1.067
	Friendship pages & timeline	139	3.23	1.079
	I don't use either feature	35	2.86	1.192
	Total	333	3.16	1.078
19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall)	Friendship pages only	11	3.36	.505
	Timeline only	148	3.02	1.053

	Friendship pages & timeline	139	3.11	1.165
	I don't use either feature	35	2.54	1.172
	Total	333	3.02	1.111

Test Statistics[a,b]

	19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)	19.2 How and in what case the information I provide can be used	19.3 Who can collect and use the information I provide	19.4 Who can view my information on Facebook	19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall)
Chi-Square	5.697	10.113	5.437	3.758	8.062
df	3	3	3	3	3
Asymp. Sig.	.127	.018	.142	.289	.045

a. Kruskal Wallis Test

b. Grouping Variable: 8 Do you use the following Facebook features?

Q10: Usage of features

Reliability Statistics

Cronbach's Alpha	N of Items
.857	15

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Usage_q10	333	1.40	5.00	3.2933	.61239
Valid N (listwise)	333				

Q11

	N	Mean	Std. Deviation
None	72	3.4611	.63213
1 - 4	57	3.3240	.65689
5 - 10	29	3.3977	.40649
More than 10	89	3.1558	.60142
Not sure but I have added some	86	3.2395	.60571
Total	333	3.2933	.61239

Test Statistics[a,b]

	Usage_q10
Chi-Square	12.675
df	4
Asymp. Sig.	.013

a. Kruskal Wallis Test

b. Grouping Variable: 11 How many "friends" have you added without actually knowing who they are?

Q13.1 – 13.4

Correlations

		Usage_q10	13.1 I choose who has access to my uploaded content based on the different type of Facebook friends I have	13.2 I will seek permission from my friends before uploading a group photo to Facebook	13.3 I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook	13.4 It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)
Usage_q10	Pearson Correlation	1	-.045	.136*	.105	-.175**
	Sig. (2-tailed)		.412	.013	.055	.001
	N	333	333	333	333	333

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Q15.1 – 15.3

Correlations

		Usage_q10	15.1 Will not use the information they found about me on Facebook against me	15.2 Will not use the information about me in the wrong way	15.3 Are trustworthy
Usage_q10	Pearson Correlation	1	-.039	-.076	-.111*
	Sig. (2-tailed)		.477	.164	.043
	N	333	333	333	333

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Q18.1 – 18.3

Correlations

		Usage_q10	18.1 I feel comfortable discussing personal issues on Facebook	18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see	18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone
Usage_q10	Pearson Correlation	1	-.269**	.001	-.182**
	Sig. (2-tailed)		.000	.980	.001
	N	333	333	333	333

**. Correlation is significant at the 0.01 level (2-tailed).

Q19.1 – 19.5

Correlations

		Usage_q10	19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)	19.2 How and in what case the information I provide can be used	19.3 Who can collect and use the information I provide	19.4 Who can view my information on Facebook	19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall)
Usage_q10	Pearson Correlation	1	-.205**	-.152**	-.160**	-.190**	-.228**
	Sig. (2-tailed)		.000	.005	.003	.000	.000
	N	333	333	333	333	333	333

**. Correlation is significant at the 0.01 level (2-tailed).

Q16: Changed settings

Q13.1 – 13.4

		N	Mean	Std. Deviation
13.1 I choose who has access to my uploaded content based on the different type of Facebook friends I have	Yes	191	3.64	1.174
	No	142	3.01	1.182
	Total	333	3.37	1.217
13.2 I will seek permission from my friends before uploading a group photo to Facebook	Yes	191	2.99	1.229
	No	142	2.80	1.198
	Total	333	2.91	1.218
13.3 I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook	Yes	191	2.83	1.139
	No	142	2.69	1.227
	Total	333	2.77	1.178
13.4 It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)	Yes	191	3.26	.964
	No	142	3.08	1.072
	Total	333	3.18	1.014

Test Statistics[a,b]

	13.1 I choose who has access to my uploaded content based on the different type of Facebook friends I have	13.2 I will seek permission from my friends before uploading a group photo to Facebook	13.3 I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook	13.4 It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)
Chi-Square	23.733	1.905	1.362	1.907
df	1	1	1	1
Asymp. Sig.	.000	.168	.243	.167

a. Kruskal Wallis Test

b. Grouping Variable: 16 Have you ever changed your timeline settings on Facebook?

Q18.1 – 18.3

		N	Mean	Std. Deviation
18.1 I feel comfortable discussing personal issues on Facebook	Yes	191	1.86	.975
	No	142	1.91	1.097
	Total	333	1.88	1.027
18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see	Yes	191	3.41	1.219
	No	142	3.22	1.348
	Total	333	3.33	1.277
18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone	Yes	191	3.06	1.219
	No	142	2.76	1.293
	Total	333	2.93	1.258

Test Statistics[a,b]

	18.1 I feel comfortable discussing personal issues on Facebook	18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see	18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone
Chi-Square	.019	1.302	4.176
df	1	1	1
Asymp. Sig.	.891	.254	.041

a. Kruskal Wallis Test

b. Grouping Variable: 16 Have you ever changed your timeline settings on Facebook?

Q19.1 – 19.5

		N	Mean	Std. Deviation
19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)	Yes	191	3.51	.962
	No	142	3.18	1.125
	Total	333	3.37	1.046
19.2 How and in what case the information I provide can be used	Yes	191	3.27	.933
	No	142	3.20	1.019
	Total	333	3.24	.970
19.3 Who can collect and use the information I provide	Yes	191	3.04	1.060
	No	142	2.89	1.153
	Total	333	2.98	1.102
19.4 Who can view my information on Facebook	Yes	191	3.31	1.033
	No	142	2.95	1.107
	Total	333	3.16	1.078
19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall)	Yes	191	3.18	1.116
	No	142	2.80	1.069
	Total	333	3.02	1.111

Test Statistics[a,b]

	19.1 The information I provide on Facebook (e.g. in my profile, on the Wall etc.)	19.2 How and in what case the information I provide can be used	19.3 Who can collect and use the information I provide	19.4 Who can view my information on Facebook	19.5 The actions of other users (e.g. Tagging me in pictures, writing on the Wall)
Chi-Square	6.592	.535	1.611	9.286	10.517
df	1	1	1	1	1
Asymp. Sig.	.010	.464	.204	.002	.001

a. Kruskal Wallis Test

b. Grouping Variable: 16 Have you ever changed your timeline settings on Facebook?

Q17: Timeline settings

Reliability Statistics

Cronbach's Alpha	N of Items
.790	7

Correlations

		Settings_Q17	13.1 I choose who has access to my uploaded content based on the different type of Facebook friends I have	13.2 I will seek permission from my friends before uploading a group photo to Facebook	13.3 I will seek permission from my friends before tagging anyone in a group photo uploaded to Facebook	13.4 It is OK for Facebook "friends" to share content and information posted by other users (i.e. To their own Facebook "friends"; Friends of Friends)
Spearman's rho	Settings_Q17 Correlation Coefficient	1.000	-.168**	-.005	-.020	.100
	Sig. (2-tailed)	.	.002	.923	.715	.070
	N	333	333	333	333	333

**. Correlation is significant at the 0.01 level (2-tailed).

Q15.1 – 15.3

Correlations

		Settings_Q17	15.1 Will not use the information they found about me on Facebook against me	15.2 Will not use the information about me in the wrong way	15.3 Are trustworthy
Spearman's rho	Settings_Q17 Correlation Coefficient	1.000	.117*	.137*	.121*
	Sig. (2-tailed)	.	.033	.012	.027
	N	333	333	333	333

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Q18.1 – 18.3

Correlations

		Settings_Q17	18.1 I feel comfortable discussing personal issues on Facebook	18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see	18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone
Spearman's rho	Settings_Q17 Correlation Coefficient	1.000	.046	-.159**	.077
	Sig. (2-tailed)	.	.399	.004	.163
	N	333	333	333	333

**. Correlation is significant at the 0.01 level (2-tailed).

SECTION E8.3 - FACEBOOK USER BEHAVIOUR & STUDENT OPINIONS

	N	Mean	Std. Deviation
None	72	3.4611	.63213
1 - 4	57	3.3240	.65689
5 - 10	29	3.3977	.40649
More than 10	89	3.1558	.60142
Not sure but I have added some	86	3.2395	.60571
Total	333	3.2933	.61239

Test Statistics[a,b]

	Usage_q10
Chi-Square	12.675
df	4
Asymp. Sig.	.013

a. Kruskal Wallis Test

b. Grouping Variable: 11 How many "friends" have you added without actually knowing who they are?

Correlations

		Usage_q10	18.1 I feel comfortable discussing personal issues on Facebook	18.2 Sometimes I am uncomfortable with my conversations being on Facebook for other people to see	18.3 I am just as likely to communicate with friends through Facebook as I am likely to text or call them on the phone
Usage_q10	Pearson Correlation	1	-.269**	.001	-.182**
	Sig. (2-tailed)		.000	.980	.001
	N	333	333	333	333

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX F - LANGUAGE EDITOR

12 The Hill

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Boskruin

2188

18 July 2019

To whomever it may concern:

This letter serves to confirm that I worked as language editor on some chapters of F. Shaik's Master's thesis.

While I made some corrections to the grammar, in no way did I change the content.

Yours faithfully

Ethel Ross (BA Hons; H Dip Ed)

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