

FACEBOOK ADDICTION AMONG FEMALE UNIVERSITY STUDENTS

SHARIFAH SOFIAH S.Z.

Universiti Putra Malaysia,

**Department of Communication, Faculty of Modern Languages and Communication,
43400 Serdang, Selangor, Malaysia**

Tel:+603-89468797 Fax: +603-89485950 E-mail: sharifahsofia@putra.upm.edu.my

SITI ZOBIDAH OMAR

Universiti Putra Malaysia,

**Department of Communication, Faculty of Modern Languages and Communication,
43400 Serdang, Selangor, Malaysia**

Tel:+603-89468797 Fax: +603-89485950 E-mail: zobidah@putra.upm.edu.my

JUSANG BOLONG

Universiti Putra Malaysia,

**Department of Communication, Faculty of Modern Languages and Communication,
43400 Serdang, Selangor, Malaysia**

Tel:+603-89468797 Fax: +603-89485950 E-mail: jusang@fbmk.upm.edu.my

MOHD NIZAM OSMAN

Universiti Putra Malaysia,

**Department of Communication, Faculty of Modern Languages and Communication,
43400 Serdang, Selangor, Malaysia**

Tel:+603-89468797 Fax: +603-89485950 E-mail: nizamosman@fbmk.upm.edu.my

ABSTRACT

Facebook is used widely by the students in fulfilling their basic needs and interaction. It was becoming a popular medium for socializing online and tools to facilitate friendship. Female students used Facebook for different kind of motives from social interaction to communication. The frequent use of Facebook brought an addiction toward the site and simultaneously influent students' daily life at large. The phenomenon of Facebook addiction in Malaysia is rising among university students especially female. The objective of this study is to identify the relationship between female students' motives for Facebook use and Facebook addiction. The five motives identified were social interaction, passing time, entertainment, companionship, and communication. This study involved 380 female students (Facebook users) from Universiti Kebangsaan Malaysia and Universiti Tenaga Nasional. Findings of the study showed that there are significant relationship between female students' motives for Facebook use and Facebook addiction. As a conclusion, social interaction, passing time, entertainment, companionship and communication motives were among the major contributor to the addiction of Facebook site. It is hoped that the results of the study will be applicable to service providers, current users, and potential users of

Facebook. This study recommends that motives for Facebook use is one of the factors contributing to Facebook addiction among students.

Key words: Facebook; Addiction; Motives; Female students

INTRODUCTION

Facebook is the most popular social networking website which becomes the global phenomenon for the past few years (Foregger, 2008). It was created by Mark Zuckerberg, a student at Harvard University in 2004 as the network to access college students' information. At the beginning, Facebook became a virtual medium for students of Harvard in identifying each other and making new social relationships (Markoff, 2007). Later, the use of Facebook was spread to other universities students and becoming a public domain in 2006 (Boyd & Ellison, 2007). In 2007, Facebook was reported to have more than 21 million active users generating 1.6 billion page views each day. The website currently has more than 300 million users worldwide (comScore, 2010).

An in-depth report on social networks in Asia-Pacific revealed that Facebook.com was the most engaging Social Networking Sites (SNS) and largely used in Malaysia, Singapore, Australia, and South Korea (comScore, 2010). This shows that all Asian countries are experiencing a new wave of communication technology. Limyh (2009) found that the Malaysian love to use social networking sites. Based on Alexa (2010), Facebook is the top networking site in Malaysia with more than 4.2 million active users regardless of age and background.

The use of Facebook was dramatically increased especially among female university students aged 18-24 years old. Up to today, many students in Malaysian universities sign up for Facebook accounts at large, suggesting that most college students do use the site (Shanaz, 2010). Female students and social site is a synonym. According to Joiner (2008) female students like to socialize online and they use Facebook more as a tool for social connection. Overall, female students primarily used Facebook as a way to keep in touch with high school friends.

Female students basically use Facebook for more social purposes, to communicate and socialize with colleagues, friends and family through the interactive features offered by this social site (Laurie and Paula, 2007). Foregger (2008) in her study on the uses and gratifications of Facebook found that there were nine motives related to the use of social network sites such as passing-time, social information, utilities and upkeep, channel use, marketplace, maintain, and establish old ties, social comparison, attractiveness, and interconnectedness. Facebook seems to be a strong attraction for students to go online because the web supports the motivations like self-discovery, social enhancement, and interpersonal connectivity for them to join the site.

Considering the rising of global networking phenomenon in Malaysia, this research is aimed to examine the motives that persuade female students to fulfill their needs and desires through Facebook and identifying which motive that contribute more to the addiction of the social website.

FEMALE STUDENTS AND FACEBOOK ADDICTION

Social networking sites (SNSs) had been available to university students for the past few years. Popular example of social networking site in Malaysia includes Facebook, MySpace, Friendster, Tagged, and Twitter. The rise of Social networking sites (SNSs) shows a shift in the organization of online communities. Facebook is among the recent virtual spaces that allow people to establish connections between people throughout the world (Milani, 2010). Boyd & Ellison (2007) found that social networking sites (SNSs) such as Facebook were changing the nature of social relationship. Nowadays, female students getting busy with Facebook in order to fulfill their needs and desire as a result time spend on such site increase dramatically. According to Jalalian (2010) the online world has already proven to impact on numerous aspects of human life including commerce, education, and health.

Facebook addiction is a growing concern among society and mass media. Facebook seems to be the ultimate isolating technology that further reduces young female participation in many activities in the real world. Using Facebook is like a norm for today's female regardless of age. Many of them use Facebook for various reasons such as communicating with friends through e-mail or instant messaging (Ridings & Gefen, 2004). The main concern over the use of Facebook is that female students has already busy with their class assignment and the time spent on Facebook only contribute to the addiction of the site. Caplan (2008) found that the overuse of Facebook has the potential to bring negative affect on individual's study, work, health, and personal relationship as well.

Uses and Gratification Theory (U&G) was developed by Katz (1959) to explain peoples' motivations for media usage, access and attitude toward a particular medium. The theory is concerned with the way people use the media (Hanjun, 2000). Severin and Taknard (2007) states that the uses and gratifications theory is a psychological communication perspective that focuses on how different people use the same media messages for different purposes to satisfy their psychological and social needs and achieve their goals. They found that there were five motivation factors relate to the social networking use: social escapism, pass time, interactive control, information, and communication which influence user's motivations towards the Facebook site and the relationship with Facebook addiction (Severin and Taknard, 2007).

The study on which this research is based examined the usage motives that persuade female students to the Facebook addiction. This research is very important due to the rising number of user especially young female who have the addiction to Facebook in Malaysia. According to New Sunday Times (2010) over 3 million female regarding of ages are actively Facebook. Findings of the study may be generally applicable to service providers, current users, and potential users.

There objectives of the study want to folds, namely to determine female students' motives for Facebook use and to examine the relationships between female students' motives for Facebook use and Facebook addiction.

METHODOLOGY

This study adopts a quantitative research method, using survey method. A set of Self-administrative questionnaire was distributed to the selected respondents during the class time using "drop and collect" method. The respondents are given 10 to 15 minutes to complete the questionnaires and it will be collected by the researcher as soon as possible to avoid class interruption. The data collection takes a month to finish. The sample was choosing based on simple random selection techniques by following to the Krecjie and Morgan table (1970). Survey questionnaire were used to collect the relevant information related to the issues of the study. According to Berger (2000), survey design is widely used because of its inexpensive cost, ability to obtain current information, and ability to obtain a great deal of information at one time.

The design of the study required data to be collected from female students from public and private university in Malaysia. The respondents consisted of undergraduate and postgraduate students of Faculty Information Science and Technology at Universiti Kebangsaan Malaysia (UKM) and Universiti Tenaga Nasional (UNITEN). The survey questionnaires were randomly distributed among 380 female respondents from both universities. Responses were voluntary and those who never had a Facebook account did not participate in the survey.

The instrument used in this study is a survey questionnaire which was designed to achieve the research objective. A set of questionnaire consist of 51 questions was developed to investigate female students' motives for Facebook use. A pool of gratification items was assembled from Sheldon, P. (2008): The relationship between unwillingness-to-communicate and student's Facebook use. The questionnaires are divided into three sections: Part A contains 7 questions design to capture the demography background such as age, gender, race, name of university, current level of education, year of study in the university, and discipline of study. Part B contains thirty questions design to understand the users' motives for Facebook (social interaction, passing-time,

entertainment, companionship and communication) and Part C contains 11 items structured to investigate the Facebook addiction level among female students.

The pretest of questionnaire was carried out to determine the clarity of instruction, face validity and reliability of the research instrument. There were 30 respondents involve in this research. The results of the test on the variables in the pre-test met the requirement of 0.70 Cronbach's Alpha value for reliability test in social science studies ranged from 0.65 to 0.95. Validity and reliability were obtained by means of following procedure: First, the pre-testing of the questionnaire was carried out on 30 female students of Universiti Putra Malaysia and the respondents were not included in the actual study. Second, the Reliability tests on all items in the form Likert Scale were done. It was found that the Alpha Cronbach values on most of the questions were relatively high (0.7-0.8). Therefore, the reliability of research instrument was acceptable.

The data for this study consisted of nominal, ordinal, and scale. They were analyzed using computer software of *Statistical Package for Social Science* (SPSS version 19.0). Descriptive statistics, Correlation and Regression test were used to analyze the data with regard to the objectives of the study. Descriptive statistics such as frequency, percentage, mean, median, range, and standard deviation were used to determine demographic characteristics of the respondents, motives for Facebook use, and Facebook addiction. The Pearson's Correlation was used to determine the direction and strength of relationship between motives for Facebook use with Facebook addiction. ANOVA and multiple regression analysis were used to examine the strength of the association between Motives for Facebook use and Facebook addiction. For this study, a five percent (0.05) level was determined as the accepted level of significance for statistical analysis.

RESULTS AND DISCUSSION

The respondents of this study were female students only (100%) because the researcher wants to study female students' motives in the usage of Facebook. The most respondents aged (36.6%) was in the range of 19-21 years old (refer to Table 1). There were many Malay students (51.1%) compare to other races. Many of the participants were students from UKM (63.2%) and another 36.8 percent from UNITEN. A total of 380 students studied IT and most of them (72.6%) undergraduate students in the first (44.2) and second semester (26.3).

Table 1: Distribution of Respondents by Demographic Background (n=380)

Demographic	Frequency	Percentage
Gender		
Female	380	100.0
Age		
19-21 years old	139	36.6
22-23 years old	124	32.6
24-28 years old	117	30.8
Race		
Malay	194	51.1
Chinese	125	32.9
Indian	61	16.1
University		
Universiti Kebangsaan Malaysia (UKM)	240	63.2
Universiti Tenaga Nasional (UNITEN)	140	36.8
Discipline of study		
Information Technology (IT)	380	100.0
Current level of education		
Bachelor degree	276	72.6
Master degree	104	27.4
Year of study in the university		
First year	168	44.2
Second year	100	26.3
Third year	63	16.6
Final year	49	12.9

MOTIVES FOR FACEBOOK USE

One of the research objectives is to find out the prior motives that influence female students to use Facebook site. The researcher identified 5 main motives for Facebook use including (1) social interaction, (2) passing time, (3) entertainment, (4) companionship, and (5) communication. The quantitative data are presented in term of mean and standard deviation in Table 2, Table 3, Table 4, Table 5 and Table 6.

Social Interaction Motives

Table 2 describes the social interaction motive among UKM and UNITEN students. The highest mean value of 5.97 was noted for item *“To stay in touch with friends”*, followed by item *“to maintain existing friendships”* (mean=5.93). Other popular item included *“to share my recent activities with friends”* (mean=5.48). Findings of the study show that students mostly use of Facebook to keep in touch with friends. They used Facebook message application to nurture online and offline friendships and build social ties across distance.

Table 2: Distribution of Respondents by Social Interaction Motives (n=380)

Items	Percentage							Mean	SD
	1	2	3	4	5	6	7		
To stay in touch with friends	-	-	0.5	2.1	31.6	31.8	33.9	5.97	0.888
To maintain existing Friendships	-	-	1.6	2.9	28.4	35.3	31.8	5.93	0.926
To share my recent activities with friends	-	1.1	5.0	7.6	34.5	34.7	17.1	5.48	1.083
To invite friends to my party	2.4	3.4	10.5	12.4	29.7	25.8	15.8	5.04	1.458
To check on birthday invitations from friends	2.4	3.9	11.3	11.8	29.7	23.2	17.6	5.03	1.499
To check on wedding invitations from friends	1.8	4.2	11.6	13.2	31.6	19.7	17.9	4.99	1.479

Passing Time Motives

Passing time motives explained on how students using Facebook to fill in their free time (Table 3). The findings showed that most of the respondents use Facebook “to pass time when they feel bored” (mean=5.37), followed by item “to routinely do it everytime goes online” (mean=5.37), and “to update my profile from time to time” (mean=4.50). Students primarily use Facebook to pass time when they feel bored and this relate to the idea of being socialized with friends online.

Table 3: Distribution of Respondents by Passing Time Motives (n=380)

Items	Percentage							Mean	SD
	1	2	3	4	5	6	7		
To pass the time when feeling bored	0.5	1.8	10.5	9.2	28.2	24.5	25.3	5.37	1.373
To routinely do it everytime I go online	1.1	2.4	10.3	8.9	28.7	19.7	28.9	5.37	1.451
To update my profile from time to time	3.4	5.8	24.2	11.3	27.4	14.7	13.2	4.50	1.607
To exchange virtual greetings	11.1	7.6	23.9	13.9	28.2	9.2	6.1	3.92	1.654
To add more applications on my profile	9.2	8.2	31.1	13.7	27.1	6.6	4.2	3.78	1.528
To exchange virtual gifts	16.1	12.1	30.5	9.2	22.4	5.8	3.9	3.43	1.651

Entertainment Motives

In terms of entertainment, the findings in Table 4 showed that the highest mean value of 4.41 was noted for item “*to share music video*”, followed by mean 4.11 “*to share movie preview*” and “*to play games*” (mean=4.02). Facebook was the source of entertainment for many of students. They were numerous of interactive features offered by Facebook such as games, notes, photographs, videos available on Facebook which enable users to relax and have fun.

Table 4: Distribution of Respondents by Entertainment Motives (n=380)

Items	Percentage							Mean	SD
	1	2	3	4	5	6	7		
To share music video	4.7	7.1	19.7	12.4	31.6	15.5	8.9	4.41	1.577
To share movie preview	4.7	8.7	25.5	14.5	30.8	10.0	5.8	4.11	1.501
To play games	9.7	11.6	23.2	9.7	23.7	12.1	10.0	4.02	1.789
To share song lyrics	7.4	9.5	23.9	16.6	27.9	9.7	5.0	3.97	1.551
To play quizzes	8.2	11.8	21.8	12.6	31.6	8.9	5.0	3.94	1.598
To listen to music	8.7	10.0	27.4	12.6	23.9	12.9	4.5	3.90	1.615

Companionship Motives

Table 5 shows the distribution of respondents by companionship motives. The highest mean value of 5.79 was noted for the item “*to find long-lost friends*”, followed by item “*to share thoughts with friends*” (mean=5.66), and “*to feel less lonely*” (mean=4.92). Facebook has the function to facilitate friendship. The majority of the respondents used Facebook to find long-lost friends as it were not difficult because most of the Facebook profiles begin with the real nickname and they can easily type their friends’ real name.

Communication Motives

As displayed in Table 6, the highest mean value of 5.57 was noted for the item “*to post a comment on my friend’s wall*”, followed by item “*to send messages to friends*” (mean=5.52) and “*to share information*” (mean=5.52). Facebook operates primarily as a tool for communication among university students. They use Facebook to send message and share information with their fellow friends. The uses of message in Facebook can save time and money and it was the fastest

way to share information from one to another. Students can share information regarding their university activities, class notes, and assignments.

Table 5: Distribution of Respondents by Companionship Motives (n=380)

Items	Percentage							Mean	SD
	1	2	3	4	5	6	7		
To find long-lost friends	0.5	1.1	2.4	3.9	30.0	30.8	31.3	5.79	1.116
To share thoughts with friends	0.8	0.3	3.9	4.7	31.1	36.3	22.9	5.66	1.099
To feel less lonely	1.8	4.5	12.9	8.7	39.5	17.9	14.7	4.92	1.438
To find people with similar interests	2.9	5.3	13.2	9.7	31.3	22.1	15.5	4.90	1.549
To make new friends	4.2	5.0	12.1	9.5	37.6	18.4	13.2	4.79	1.541
To find friends to be with	4.7	5.8	13.2	11.1	34.7	19.2	11.3	4.68	1.570

Table 6: Distribution of Respondents by Communication Motives (n=380)

Items	Percentage							Mean	SD
	1	2	3	4	5	6	7		
To post a comment on my friend's wall	0.8	1.1	6.8	3.7	32.4	30.0	25.3	5.57	1.234
To send messages to friends	0.8	0.8	3.9	7.4	35.3	30.5	21.3	5.52	1.147
To share information	0.3	1.1	3.9	8.2	35.3	30.3	21.1	5.52	1.119
To chat with friends	0.3	1.1	5.8	6.6	34.5	30.5	21.3	5.51	1.157
To build network with others	1.8	1.6	10.0	10.3	29.5	30.5	16.3	5.21	1.363
To get gossip about others	6.8	6.6	18.2	9.2	32.9	15.3	11.1	4.45	1.674

Facebook Addiction

As displayed in Table 7, the majority of the respondents agreed with the statement *"Facebook has become part of my daily routine"* (mean=5.53), followed by item *"I find that I stay on Facebook longer than I intended"* (mean=5.24) and *"I feel out of touch when I haven't logged onto Facebook for a while"* (mean=4.98). Facebook has become the first thing for the students when they logged to the Internet and many of the respondents are becoming addicted to Facebook. Student life without Facebook is almost impossible because they live far from their family and old

friends which require a form of communication. Through Facebook, they can share and talk more about their experiences or express their feelings. This indicates that Facebook deeply penetrate students' everyday life.

Table 7: Distribution of Respondents by Facebook Addiction (n=380)

Items	Percentage							Mean	SD
	1	2	3	4	5	6	7		
Facebook has become part of my daily routine	-	0.8	5.3	1.1	44.5	29.5	18.9	5.53	1.031
I find that I stay on Facebook longer than I intended	-	0.8	10.8	5.8	44.7	21.6	16.3	5.24	1.172
I feel out of touch when I haven't logged onto Facebook for a while	1.6	3.9	13.4	2.9	45.5	19.7	12.9	4.98	1.375
I think life without Facebook would be boring	1.1	6.1	23.2	5.8	36.3	13.9	13.7	4.67	1.510
I tend to spend more time in Facebook over going out with others	7.6	9.5	27.4	12.1	28.2	9.7	5.5	3.95	1.585
I often spend time play games with friends through Facebook	12.1	11.3	27.9	9.5	23.7	10.0	5.5	3.73	1.701
I often think about Facebook when I am not using it	15.3	11.8	26.6	13.4	20.8	7.9	4.2	3.53	1.674
I often lose sleep due to late-night login to Facebook	18.7	12.6	27.1	10.0	19.2	8.4	3.9	3.39	1.727
I neglect everyday responsibilities to spend more time on Facebook	15.3	15.3	32.9	12.9	15.8	5.3	2.6	3.25	1.537
My priority is to log on to Facebook rather than doing other things	21.6	15.8	27.6	14.5	9.7	7.6	3.2	3.11	1.656
My grades getting lower because of the amount of time I spend on Facebook	22.4	16.6	33.2	7.1	11.8	5.5	3.4	3.00	1.630

Table 8: Relationship between Motives for Facebook use and Facebook Addiction (n=380)

Independent variable	Facebook addiction	
	<i>r</i>	<i>P</i>
Motives for Facebook use		
Social interaction	0.201**	0.000
Passing time	0.415**	0.000
Entertainment	0.396**	0.000
Companionship	0.326**	0.000
Communication	0.326**	0.000

** sig at the $p < 0.05$ level

Relationship between Female Student's Motives for Facebook Use and Facebook Addiction

Pearson Correlation Test in Table 8 explained the relationship between female students' motives for Facebook use and Facebook addiction. The findings show that there is significant relationship between social interaction, passing time, entertainment, companionship, and communication with Facebook addiction. These five motives of Facebook use do influence students' addiction toward the site.

Anova test for regression analysis shows that there is a significant relationship between both dependent variable (motives for Facebook use) and independent variable (Facebook addiction) at the 0.05 significant levels. The analysis in Table 9 shows that passing time (Model 1) gives a significant result with $F=78.864$, $p < 0.05$. As well as the combination of passing time and entertainment (Model 2) which also gives a significant result ($F=53.993$, $p < 0.05$). Hence, the combination of passing time, entertainment, and communication (Model 3) contribute more to Facebook addiction. Model 3 gives a significant result ($F=39.427$, $p < 0.05$).

Table 9: Analysis of Variance of Motives for Facebook Use (n=380)

Model	Sum of squares	df	Mean square	F	Sig. Value
1.					
Regression	6681.808	1	6681.808	78.864	0.000
Residual	32026.327	378	84.726		
Total	38708.134	379			
2.					
Regression	8618.669	2	4309.334	53.993	0.000
Residual	30089.465	377	79.813		
Total	38708.134	379			
3.					
Regression	9262.776	3	3087.592	39.427	0.000
Residual	29445.358	376	78.312		
Total	38708.134	379			

Meanwhile multiple regression test shows that (Table 10) passing time significantly contributes to 17.3 percent of variance ($R^2 = 0.173$) towards Facebook addiction for the total of 380 respondents in the study. This means that passing time ($\beta=0.42$, $p<0.05$) is the main contributor that caused females students addicted to Facebook. However, with the combination of predictor between passing time ($\beta=0.23$, $p<0.05$), entertainment ($\beta= 0.24$, $p<0.05$), and communication ($\beta= 0.15$, $p<0.05$) the contribution value of variance towards Facebook addiction is increase to 23.9 percent. Therefore, the increment is 6.6% ($23.9- 17.3 = 6.6\%$). Whilst the factors which are not significantly contribute in this study are social interaction and companionship. Therefore, it can be concluded that among five motives of Facebook use, passing time, entertainment and communication were the strong predictor of Facebook addiction.

Table 10: Coefficient Regression of Motives for Facebook Use: Multi-Regression Analysis, Stepwise Method (n=380)

Model		B	Beta	t	Sig. Value
1	(Constant)	26.255		12.528	0.000
	Passing Time	0.687	0.415	8.881	0.000
2	(Constant)	22.636		10.467	0.000
	Passing Time	0.484	0.293	5.645	0.000
	Entertainment	0.369	0.255	4.926	0.000
3	(Constant)	16.762		5.656	0.000
	Passing Time	0.381	0.230	4.132	0.000
	Entertainment	0.349	0.242	4.693	0.000
	Communication	0.285	0.147	2.868	0.004
		R	R Square	Adjusted R Square	
1		0.415	0.173	0.170	
2		0.472	0.223	0.219	
3		0.489	0.239	0.233	

The demographic background revealed that female students aged between 19-23 years old were the larger segment of Facebook users. Students from both university (UKM and UNITEN) are engaging with Facebook site and each of them has own Facebook personal account. Malay students use Facebook more than other races. The number of UKM students appears to be larger than students in UNITEN because the UKM population is bigger than population in UNITEN. Most of the female Facebook users were undergraduate student in the first and second semester. They were all studied Information Technology (IT).

Results of the study showed that social interaction, passing time, entertainment, companionship, and communication motives were the strong predictors of positive attitude towards social site and these motivational factors influence students' Facebook addiction. These 5 motives

were strongly related to the basic human needs of communication, socialization, being an active part of a group, or maintaining long-distance friendships. The student's psychology needs was totally fulfilled by the interactive features of Facebook. The most popular activities students do in Facebook is writing in friend's wall, posting comments, viewing video, and posting photos.

It was impossible to deny the dominance of Facebook phenomenon in Malaysia. It is being used widely by our young generation specifically university students. One explanation for this popularity is that Facebook can enhance social relationship at large. The wider uses of Facebook mostly associate with the interactive features offered by the website. Students able to chat with friends make comments and even write to one another. Facebook is becoming an essential part of students' daily life and the problem of Facebook addiction started being recognized as students spent too much time on Facebook. The results also confirm the findings of an earlier study indicating that female students are addicted to Facebook when they use the site for more than four hours per day (Grindeland and Harrison, 2009).

Facebook has become more of an addiction than a fun activity for the large number of female students. The researcher believes that there are some limitations to this study. Like any research, the investigation has many limitations that should be considered before generalizing the results to other contexts and recommending for future research. First, the survey only sought opinions of female students from just two universities. However, there are many universities in Malaysia. To understand the phenomenon of Facebook addiction in Malaysia, it is necessary to take a look at female student's usage motives toward Facebook. The findings of this study have some important theoretical and practical implications to the research related to Facebook in Malaysia.

Therefore, further investigation is needed to learn more about Facebook addiction phenomenon in Malaysia. Some supplementary issues that should be considered in future research include factors influencing Facebook addiction.

CONCLUSION

As a conclusion, students' motives for Facebook use have become the main influences to the addiction of the social site. Female students largely used Facebook for these following motives; social interaction, passing time, entertainment, companionship, and communication. However, passing time, entertainment, and communication were among the motivational factors that contribute more toward students' Facebook addiction. There is no doubt that female students were among the active users of Facebook site in Malaysia and this was an indication of good ICT skills and good use of technology. In fact, female students tended to view Facebook as a powerful tool of

communication and the place for socialized with friends and family. The existence of Facebook seemed to satisfy the basic human need for connectedness and community. The results of the study will be applicable to service providers in giving the best services and opportunity to the current users and potential users of Facebook in identifying the negative and positive impacts of social networking site as well. Therefore, the greater use of Facebook would tend to create a problem of addiction to the site and it is recommended that these young generations should be educated on any danger that this new trend may lead to.

BIBLIOGRAPHY

1. ALEXA *The Web Information Company*, 2010, Retrieved March 12, 2010 from <http://www.alexacom/>.
2. BALTARETU, C., BALABAN, C., *Motivation in Using Social Network Sites by Romanian Students. A Qualitative Approach*, in *Journal of Media Research*, Vol. 3 (1), 2010, pp. 67-74.
3. BOYD, D., ELLISON, N., *Social network sites: Definition, history, and scholarship*, in *Journal of Computer-Mediated Communication*, Vol. 13(1), 2007, article 11. <http://jcmc.indiana.edu/voll3/issue1/boyd.ellison/jhtml>.
4. CHANDRA D., R, *Do you have Facebook Addiction Disorder?*, 2010, Retrieved August 1, 2010, from www.newstraitstimes.com.my.
5. COMSCORE *Social Networking Reach and Engagement in Asia Pasific Markets*, 2010, Retrieved May 31, 2010, from http://www.comscore.com/Press_Events/Press_Release/2010/4/Social_Networking_Across_asia-Pasific_Market/%28language%29/eng-US.
6. DIMAGGIO, P., HARGITTAI, E., NEUMAN, W.R., ROBINSON, J.P., *Social implications of the Internet*, in *Annual Review of Sociology*, Vol. 27, 2001, pp. 307-336.
7. FOREGGER, S, *Uses and gratifications of Facebook.com. Ph.D. dissertation, Michigan State University, United States—Michigan, 2008*, Retrived December 12, 2009, from Dissertation & Theses: Full Text. (Publication No. AAT 3331906).
8. GRINDELAND, M., HARRISON, C., *The power of social networking for women research study*, 2009, Retrieved April 5, 2009 from www.shesconnectedmultimedia.com.
9. JALALIAN M., LATIFF, L., SYED HASSAN, S.T., HANACHI, P., OTHMAN, M., *Development of a questionnaire for accessing factors predicting blood donation among university students: A pilot study*, in *Southeast Asian journal of tropical medicine and public health*, Vol. 41(3), 2010, pp. 660-666.

10. KATZ, E, *The uses of mass communications: Current perspectives on gratifications research*, Sage, Beverly Hills, 1959, pp. 19-32.
11. KRAUT, R., PATTERSON, M., LUNDMARK, V., KIESLER, S., MUKOPADHYAY, T., SCHERLIS, W., *Internet paradox: A social technology that reduces social involvement and psychological well-being*, in *American Psychologist*, Vol. 53(9), 1998, pp. 1017-1032.
12. KREJCIE, R. V., MORGAN, D.W., *Determining sample size for research activities*, in *Educational and Psychological Measurement*, Vol. 30(2), 1970, pp. 607-610.
13. LIMYH *Snapshot of Social Networking in Malaysia*, 2009, Retrieved Nov 20, 2010, from <http://www.greycview.com/2009/07/28/snapshot-of-social-networking-in-malaysia>.
14. LAURIE, C., PAULA, B.E., *Checking Out Facebook.com: The impact of a Digital Trend on Academic Libraries*, in *Information Technology and Libraries*, Vol. 26 (1), 2007, pp. 23-34.
15. SEVERIN, W. J., TAKNARD, W.J., *Communication Theories origins, methods, and uses in the mass media* (4th ed.), Longman, White Plains, NY, 2007.