MAASAI MARA UNIVERSITY
SCHOOL OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF MEDIA, FILM AND COMMUNICATION

A RESEARCH REPORT ON THE INFLUENCE OF FACEBOOK ON FACE-TO-FACE

COMMUNICATION

A CASE STUDY OF MAASAI MARA UNIVERSITY

NAME   **SIGN**

CHEPKIRUI LILY - IS02/023/2013   …………………...

THIS PROJECT IS SUBMITTED IN PARTIAL FULFILMENT FOR THE AWARD OF

BACHELOR'S DEGREE IN COMMUNICATION AND JOURNALISM

DECLARATION
I ……………………………………………………..DECLARE THAT THIS IS MY ORIGINAL
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BACHELLORS DEGREE IN COMMUNICATION AND JOURNALISM FROM MAASAI
MARA UNIVERSITY.

…………………...   ………………...
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THIS RESEARCH PROJECT HAS BEEN SUBMITTED FOR EXAMINATION WITH MY
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ABSTRACT
This research involved explaining how the use of Facebook has affected the face-to-face
communication. The goal was to ascertain if it influences it negatively or positively. This will be
achieved through inquiring of information from students. It is no doubt that the social media has
been a key communication platform for most youths and there has been worry that it is greatly

affecting their face-to-face communication skills. This research highlights the dangers posed by excessive use of the social media as an interaction platform compared to a face-to-face discourse. Participants included 50 students sampled from the entire student population of Maasai Mara University.

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DEDICATION

I dedicate this research project to my lecturer Miss Elizabeth Oluoch for all the support she has given me. I also dedicate this proposal to my parents, friends and my brothers and sisters for their financial and moral support. God bless you abundantly.

ACKNOWLEDGEMENT

Definition of terms

Social media: it is the collection of online communication channels dedicated to community based input, interaction, content sharing and collaboration. They include Facebook, Twitter, Instagram, and LinkedIn.

Facebook (Fb)

A forum that people interact through posting pictures, videos, write status updates, articles and comments. It is a social networking service launched on February 4, 2004. It was founded by Mark Zuckerberg with his college roommates and fellow Harvard University student Eduardo Saverin.

Face-to-face communication

A social interaction where both participants are physically present.

MMU: Maasai Mara University

SPT: Social Presence Theory

CHAPTER ONE

INTRODUCTION

Since the advent of new social media platforms, there has been a worry that its regular use is gradually diminishing the involvement in face-to-face communication. The youths are heavy consumers of this media and there is a worry that it may ruin their competence when interacting in an offline setting. You will agree with me that every free time available for the youths is spend browsing. It is even making it hard for them to spare some minutes to say hello to the immediate person leave alone the roommates. They get clued to their phones most of the time. They ignore the food on the table just to check on a friend's status update and profile pictures on Facebook. They have turned to be phonemania. This raises a need to examine if the use of this social networking is likely to destroy their face-to-face communication skills.

Fraser Sherman (1981), points out that the availability of electronic communication has affected personal contact. There have been complaints from parents that their kids aged 15-30 hardly engage in a face-to-face interaction with them. They focus their minds on the friends chatting with them online. They say they stare at their phone screens laughing over probably a funny post from a friend. This behavior has greatly raised concerns on whether face-to-face communication is being overtaken by the online interaction platforms.

A lot of research on the effects of mobile technology on face-to-face interactions although some people, especially business individuals posits that the mobile technology has helped much in the growth of their business since it has enabled them to carry out business in the online platform hence widening their markets. There is need to analyze whether the use of social media applications through the mobile technology with the use of smart phones play a role in face-to-face communication. This research will try to find out whether the use of Facebook has a negative impact on our face-to-face communication skills. There is need to curb this face-to-screen addiction if we are to mold our youths into good future public speakers. As it stands today, we are likely to miss good public speakers in the next generation because they have developed an online habit of interaction forgetting that the face is an important vessel of communication.

Facebook was initially accessed through computers and it made it impossible for most teens to access because a few people owned computers. However, with the great advancement in technology people have an option of buying smartphones and some go to the cyber cafes to access it. Today, even a ten-year old child owns a smartphone making it easy for them to use social media at a tender when the communications skills are still in the development stage. They end up getting addicted to online chats making it hard for them to learn the right physical social skills.

Face-to-face interactions are the foundation of human communication and once established, it allows us to build trust, clearly articulate our ideas and minimize misunderstanding. It has got the human voice and touch that makes it easy for us to convey feelings and emotions.

Statement of the problem

The introduction of smartphones with faster internet access is a welcome idea to the communication industry. It facilitates connectivity among people who are apart and enables them to communicate effectively. However, the accessibility of social media (Facebook) has made people spend most of their time on virtual interactions than in a real life discourse. There have been complaints from most parents who fear that their kids may not develop good social interaction skills. Although most researchers have analyzed the effects of technology on communication, the influence of Facebook on our face-to-face communication skills have not been assessed. As face-to-face interaction skills are necessary in any office interaction with workers as well as during interviews it is necessary to look into the influence of Facebook on face-to-face communication.

Bryman et al (2007) state that a research problem is a definite or clear expression about an area of concern, a condition to be improved upon a difficulty to be eliminated or a troubling question that exists in scholarly literature, in theory, or within existing practice that points to a need for meaningful understanding and deliberate investigation.

Research objectives

These are the key areas in which the research will aim to explain. The following areas are intended to be included in the research:

    a. To describe what students do when they log in to Facebook.

    b. Ascertain the time spend on social media.

    c. To know the average amount of time spend on face-to-face social interactions.

HYPOTHESIS

Hypothesis1: Use of Facebook ruins our face-to-face communication skills

Hypothesis2: We become good public speakers when we engage more in physical social interactions compared to online interactions

Hypothesis 3: Facebook use by teens negatively affects the development of their physical social skills

Research questions

    a. Does the time spent on Fb negatively influence our face-to-face communication skills?

    b. Is it really true that social media drains our competence in social interaction skills?

    c. To what extent is Facebook affecting our physical social skills?

    d. Do students use the social media platform to enhance their social skills?

    e. Does Facebook the original meaning in our messages sent?

    f. Is online chat as persuasive as face-to-face communication?

    g. How often do you disagree over a Facebook post compared to face-to-face interactions

Significance of the study

The study aimed to establish the relationship between the use of Facebook and its influence on face-to-face communication skills. The results of this research will be used by future researchers to expound more on the use of social media. It aimed at improving our social interaction skills

through outlining the issues that holds that too much interaction in the virtual world endangers our competence in a face-to-face communication discourse.

 Scope of the study

This research was carried out in Maasai Mara University in Kenya which is located approximately 1 kilometer off the Narok- Bomet Highway and at least 2 kilometers away from Narok town located 150 kilometers northwest of the capital city of Kenya, Nairobi. The target population was approximately7000 students who were in session during the January – April semester. The research focused on the effects of using Facebook on face-to-face communication in the university particularly on the students. The study targeted 50 students which comprised of 14 students from every group, both male and female. Facebook formed the independent variable while face-to-face communication was the dependent variable.

Justification

Facebook is one of the social media platforms leading with a large number of people, many of them being teens and tweens. This perhaps influence the way they communicate because they spend much of their time chatting with online friends compared to in-person interactions. There is concern to study and analyze the use of Facebook among these young adults. It is better to understand its influence on their social skills so that good measures can be put in place so as to caution them on the adverse effects of too much online chats and make them realize that the physical social interactions are much better especially when passing across a persuasive message.

Since the use of smartphones has become more prevalent, it has made people have a tendency to interact with other people online rather than in person because it has made the process simpler. This has deprived most people a time to interact in a face-to-face setting. This does not mean the issue in question is the time to interact in person but the quality of the face-to-face interactions is also suffering. There is some urgency to relive the ancient super face-to-face interactions.

CHAPTER TWO

LITERATURE REVIEW

A lot of research has been done on the influence of social media on our social interactions. Facebooking is slowly destroying our social skills than we can imagine. People have forgotten that face-to-face communication involves integration of 'multimodal sensory information' such as non-verbal cues (facial expression, gestures). The turn-taking behaviors between partners play a key role in social interactions. Compared to this, mediated communication may lead to communication overlap or some messages being ignored.

A person who is fond of texting or Facebooking may find it hard to address an issue in a face-to-face setting. They get used to arbitrate communication which drains away their competence when they are engaged in a face-to-face discourse.

John Short et al (1976) states that face-to-face communication is the most effective medium, and text-based communication is considered the least. The higher the social presence level, the better the understanding of both speaker and message. We have witnessed that when people get busy on their phones they become less aware of the people around them. Communication becomes ineffective due to divided attention. In many occasions you have travelled by matatu or bus and you took almost an hour before exchanging words with the person seated next to you.

Nowadays people rely on social media for communication rather than face-to-face communication which leads to less developed necessary social skills for real life situations. Jasmine Fowlkes (2015) says that a word-of-mouth exchanges and in-depth conversation are still most influential compared to social media. Therefore, there is a need to encourage more face-to-face communication when it is possible for the parties to meet each other. When we engage in face-to-face communication, the information is conveyed by vocal and visual cues in the context of the situation. During this social interaction, we are able to employ our non-verbal cues to convey more meaning in the message. Things like facial expression, eye contact and gestures as well as body posture play a key role in our social interaction, (Knapp and Hall, 2010). These non-verbal cues

are stronger when it comes to face-to-face communication compared to when communication is done across the net (Sherman, Michikyan, and Greenfeld, 2013).

For a face-to-face communication to occur, the immediate physical presence is required. Contrary, social media requires no physical presence. George Simmel (1908) says that the sensory organs play an important role in a social interaction. Nardi and Whittaker (2002) noted that many theorists imply that face-to-face communication is the gold standard of communication. Face-to-face communication is good when the sender wants to persuade or motivate the receiver because it engages more human senses than mediated communication. When humans analyze the words being spoken, we attempt to imagine and interpret the communicator's intention behind them and therefore the nonverbal components in a conversation are as important as the verbal. They aid in the persuasion process.

Since Facebook as a communication platform allows for sharing of videos, it can be assumed that to some extend Facebook can employ the use of non-verbal cues. Previously researched work on mediated communications does not expound whether an individual who spends much time chatting online is likely to lose his/her physical social interaction skills. There is need to explore this area so as to gauge how this addiction can be remedied. In the context of the media richness theory where face-to-face communication is described as the most efficient and informational one. This is explained because face-to-face communication engages more human senses than mediated communication. Mills, Bratton and Forshaw (2006) noted that face-to-face interaction is the most effective form of verbal communication when the sender wants to persuade or motivate the receiver. Emmitt and Gorse (2006) noted that face-to-face interaction is still considered the preferred method for resolving problems and contentious issues.

Noshina Saleem's article on 'Influence of Social Networking Sites on Youths' explores on whether too much time spend on social media leads to isolation from those around us. The findings reveal that there is a positive correlation between the two. This research however, does not reveal whether our face-to-face communication skills are least developed when we engage in too much use of the media. Robert et al. states that if social media is used correctly such as maintaining relationships among peers, social skills and communication for adolescents should remain intact.

i.   Face-to-face communication

Face-to-face interaction (less often, face-to-face communication or face-to-face discourse) is a concept in sociology, linguistics, media and communication studies describing social interaction carried out without any mediating technology. Sociologist Erving Goffman in his book 'The Presentation of Self in Everyday Life' defined face-to-face interaction as the reciprocal influence of individuals upon one another's actions when in one another's immediate physical presence. Linguist Mary Ritchie Key defined research on face-to-face interaction as one aimed at discovering, documenting and describing regularities in the actions observable in actual interactions. It is aimed at analyzing the magnitude of the influence of non-verbal cues during a physical social interaction. They are said to convey 95% of meaning in a conversation while the utterances convey the remaining 5%. Without the non-verbal cues, people will not be able to properly understand what the other person is truly trying to say to them. . Lack of these cue controls for conversation flow can result in unregulated and disordered conversation, which can lead to confusion and incoherence (Cornelius and Boos 2003).

The concept of face-to-face interaction has been of interest to scholars since at least the early 20th century. One of the earliest social science scholars to analyze this type of interaction was sociologist Georg Simmel, who in his book observed that sensory organs play an important role in interaction, discussing examples of human behavior such as an eye contact. This was later expounded by Charles Cooley and George Herbert Mead in their theories of symbolic interactionism. By the mid-20th century there was already a sizable scholarly literature on various aspects of face-to-face interaction. Face to face interaction is one of the basic elements of the social system, forming a significant part of individual socialization and experience gaining throughout one's life time.

Teenagers between 15- 19 and tweens spend much of their time on the internet browsing through the social sites especially Facebook more than any other form of communication including face-to-face communication (Lenhart,2010). A large part of their social and emotional development is

occurring while on the internet and cell phones. All the time that they spend on the social sites, takes time away from face-to-face communication and in-person activities (Giedd, 2012). When children use digital communication extensively, it can curtail the face-to-face experiences necessary for them to develop and master important social skills (Giedd, 2012).

Furthermore, face-to-face communication (especially the non-verbal cues) is crucial in teaching children about social interaction and the world around them. Children learn from cues such as pointing when interacting socially (Moore & Dunham, 1995). There is no way a child can be able to learn to read the non-verbal cues when they are not engaged in in-person peer interactions (Bosacki & Astington, 1999).

ii.   Social media(Facebook)

Social media are computer- mediated technologies that allow the creating and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. The variety of stand-alone and built-in social media services currently available introduces challenges of definition. However, there are some common features.

1. Social media are interactive media platforms.
2. User-generated content, such as text posts or comments, photographs or videos, and data generated through all online interactions, are the lifeblood of social media.
3. Users create service-specific profiles for the website or app that are designed and maintained by the social media organization.
4. Social media facilitate the development of online social networks by connecting a user's profile with those of other individuals and/or groups.

Facebook and twitter are among the most popular social media platforms. Facebook is a social media site founded in 2004 by Merck Zuckerberg with the purpose of being used by Harvard University students. But it later gained worldwide popularity and now it has over one billion users. They introduce substantial and pervasive changes to communication between businesses, organizations, communities and individuals. Social media changes the way individuals and large organizations communicate. These changes are the focus of the emerging field of self-studies. In America, a survey reported that 84 percent of adolescents in America have a Facebook account.

According to Nielsen, Internet users continue to spend more time on social media sites than on any other type of site. For content contributors, the benefits of participating in social media have gone beyond simply social sharing to building reputation and bringing in career opportunities and monetary income.

Data suggest that participants use social media to fulfill perceived social needs, but are typically disappointed. Lonely individuals are drawn to the Internet for emotional support. This could interfere with "real life socializing" by reducing face-to-face relationships. Some of these views are summed up in an Atlantic article by Stephen Marche entitled Is Facebook Making Us Lonely?, in which the author argues that social media provides more breadth, but not the depth of relationships that humans require and that users begin to find it difficult to distinguish between the meaningful relationships which we foster in the real world, and the numerous casual relationships that are formed through social media. After registering to use the site, users can create a user profile indicating their name, occupation, schools attended and so on. Users can add other users as "friends", exchange messages, post status updates and digital photos, share digital videos and links, use various apps and receive notifications when others update their profiles or make posts. Additionally, users may join common-interest user groups organized by workplace, school, hobbies or other topics, and categorize their friends into lists such as "People from Work" or "Close Friends".

iii.   Internet technology

Despite the advent of many new information and communication technologies, face-to-face interaction is still widespread and popular. Little by little, technology has become an integral part of the way that people communicate with one another and has increasingly taken the place of face-to-face communication. Due to the rapid expansion of technology, many individuals fear that people may be too immersed in this digital world and not present enough in the real world. It is with the introduction of tablets and smartphones that almost no time is spared for face-to-face interactions. The face-to-screen culture has ruled over face-to-face interactions. The Internet has enabled new forms of social interaction, activities, and social associations

iv. Amount of relationships

Social media use has also affected the amount of relationships since people do not spend time building in-person relationships but rather engaging in an online chat. A couple may be seated at their dining table but each one of them is on their phone screens. Do you think this relationship will last? Of course the probability of its survival is infinite. Social media reaps them off their time to share family issues that may be affecting them. Teens too do not spare some time for in-person peer interactions leading to the decreasing amount of offline relationships among themselves.

v. Language skills

Language skills is a vital aspect of communication which is highly acquired through physical social interactions.

THEORETICAL FRAMEWORK

1. Social Presence Theory (SPT)

This theory was developed by John Short, Ederyn Williams, and Bruce Christie. This theory states that the degree of social presence is equated to the degree of awareness of the other person in communication interaction (Sallnas, Rassmus-Groho,and Sjostrom, 2000). It states that communication is effective if the communication medium has the appropriate social presence required for the level of interpersonal involvement required for a task. It considers face-to-face communication to have the most social presence. It stipulates that in an online interaction, physical presence is lacking rendering the communication to be least effective.

The theory emphasizes the need for physical presence for effective communication to occur. This makes it necessary for face-to-face communication existence. This implies that there is no personal touch in an online chat making it hard to convey feelings like empathy as well as to persuade individuals.

2. Conceptual framework

The communications industry is among the fastest growing sectors in the world. Each day there are numerous inventions especially in the mobile technology sector. Social media applications are freely churned out each minute. Facebook was developed recently but the rate of its use is quite alarming and there is need to investigate whether too much of its use has a negative repercussion on the individual's development of face-to-face communication.

SCHEMATIC DIAGRAM
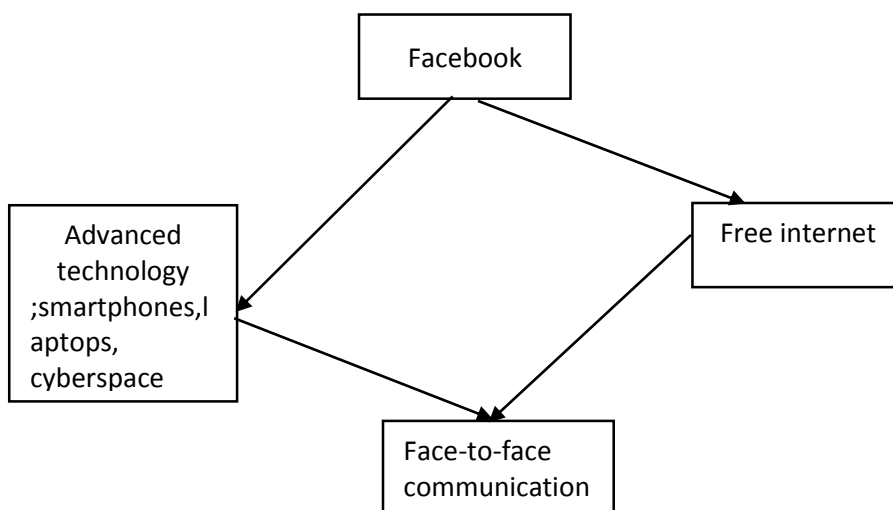
CHAPTER THREE

3.1 INTRODUCTION
RESEARCH METHODOLOGY

A research methodology focuses on the research process and kind of tools and procedures to be used. Choosing the appropriate methodology is key to the success of every research because it will help in the collection of data that will help in addressing the problem in question. The research methodology is influenced by the research design chosen by the researcher to adopt in conducting the whole research.

3.2 Research Design

It can be thought of a structure of research. Orodho(2003) defines it as the scheme, outline or plan that is used to generate answers to research problems. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2003). William M.K says a research design refers to the overall strategy that a researcher choose to integrate the different components of the study in a coherent and logical way ensuring that the research problem is fully addressed. This research will follow an explanatory research approach as it will be aimed at addressing the relationship between Facebook and face-to-face communication skills. The research will attempt to explain whether from the facts analyzed, social media platforms are threat to face-to-face communication.

This research will use descriptive survey. Orodho (2003) points that descriptive survey is a method of collecting data by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002).

3.3 Target population

A population is a group of individuals, objects or items from which samples are taken for measurement. The targeted population is the students of Maasai Mara University (main campus)

who will be on session at the time of research. Young people have high usage rates of smartphones, which enables this demographic to be significant users of social media websites, therefore I will be able to get sufficient information. The subjects of the study will be drawn from each year of study.

3.4 SAMPLE AND SAMPLING TECHNIQUES

Sampling is the procedure a researcher uses to gather people, places or things to study. It is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). When dealing with people we refer to them as a set of respondents selected from a larger population for the purpose of a survey. Population size is an important factor in sample size, (Cohen et al. 2000).

3.5 Methods of Data collection

Based on the target population, the best methods for collecting information for this research are:

3.5.1   Questionnaire

Questionnaires with both close-ended and open-ended questions will be issued to the sample population. This will give much time and freedom to the respondents to fill the required information.

3.5.2   Interviews

One-on-one interview will be conducted to the ten respondents who will not have filled the questionnaires. This will yield in-depth information since the respondent will be available to clarify the information.

3.6 Documents analysis

Data was collected through reference to the past related research done by other researchers. This is sometimes referred to as desk research. It involved the use of secondary sources of information such as books from the library, journals and also e-resources that were available on the internet store.

3.7 Data analysis method

Analysis of data is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains. The analysis will vary with the purposes of the research, the complexity of the research design and the extent to which conclusions can be reached easily (Orodho and Kombo, 2002).

There are two methods that I employed in analyzing the data I collected; qualitative and quantitative. Data analysis is the collecting and organizing of data so that a researcher can come to a conclusion. Quantitative methods were employed through assigning numerical values to Likert-type scales. The data was presented through the use of histograms, central tendency, cross-tabulation and pie-charts. Blessed Achola,(1998) state that analyzing data collected is a sure way of arriving at conclusions.

3.8 Reliability

The research results were reliable because the respondents represented the age bracket that had been greatly influenced by the technology. The questions administered covered a wide scope on social media influence on social interactions. Allen Rubin & Earl Babbi (2007) in their book 'Essential Research Methods for Social Work' points that Reliability is the degree of consistency in measurement impeded by random error. In the light of the vulnerability of the measurement process to error, quantitative researchers ideally should assess whether the measurement

procedures they plan to use sufficiently avoid systematic and random sources of error before they implement their study. The more reliable the measure, the less random error in it.

CHAPTER FOUR

**DATA ANALYSIS AND PRESENTATION**

4.1 INTRODUCTION

This chapter interprets and explains the findings with regard to the study objectives. Descriptive method is used in the analysis of the data collected. Histograms, pie charts, frequencies, percentages and cross-tabulations are the quantitative methods used to analyse the questionnaire responses. Out of the 70 questionnaires that were issued out, 60 were filled and submitted. Five were spoiled and five were not returned at all. The purpose of the study is to find out the influence of Facebook on the face-to-face communication skills among Maasai Mara University students.

4.2 **Age bracket of the students verses the Facebook access frequency**

Activity	Age bracket		
	17-21	22-24	25-28
Daily	38%	18%	12%
Once a week	10%	6%	4%
Twice a week	8%	0%	0%
Two weeks a months	0%	4%	0%

38% of the students falling in the age bracket 17-21 access their Facebook accounts on a daily basis compared to 18% of the students in age group 22-24 and students in age group 25-28 who take 12%. Students who access their Facebook accounts once a week has the largest percentage of students falling in age group 17-21 with 10% while those in age group 22-24 take 6% and those in 25-28 represent 4%. Only 8% of the students in age bracket 17-21 access their accounts twice a week while those in age bracket 22-24 and 25-28 has no representation. 4% of the students in age bracket 22-24 access their Facebook accounts two weeks in a month while those in age bracket 17-21 and 25-28 take 0%.

The students in the age 17-21 have daily access to their Facebook accounts with the least percentage of students in the age bracket 25-28. The data proves that young adults are very much active on Facebook. This can be translated to mean low level of physical social communication skills among the students in 17-24 years old. This is because they spend most of their social time online and it is only through physical social interaction that language skills are developed.

Age bracket of students and their frequency of access to Facebook
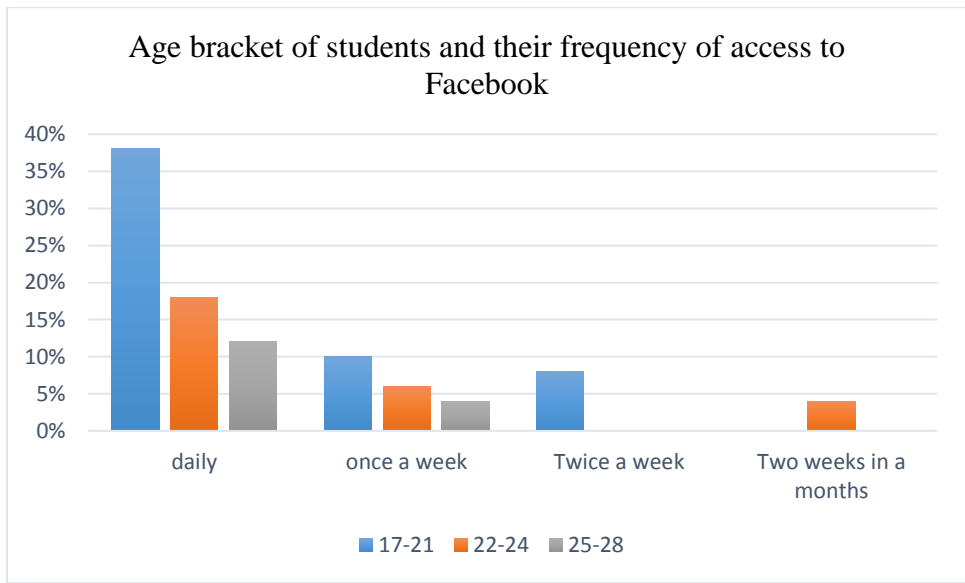
From the histogram above, it can be easily noticed that the students in the age bracket 17-21 are generally the most active group in Facebook with the least active being students in age bracket 25-28. We would expect a slight change in their communication skills compared to those in the age group 25-28.

4.3 **Percentage of age access to Facebook by gender**

Access	Gender	
	Male	**Female**
Daily	30%	36%
Once a week	14%	6%
Twice a week	8%	2%
Two weeks in a month	2%	2%

The research shows that 36% female students access their Facebook accounts on a daily basis compared to 30% of the male students. Female students are the leading lot in daily Facebook access. 14% of male students access their Facebook accounts once a week compared to 6% of the female students. 8% of the male students log into Facebook twice a week compared to 2% female. Both 2% male and 2% female students log into Facebook two weeks in a month.

To find out what gender is highly influenced by the use of Facebook, the researcher asked the respondents to indicate the frequency of Facebook access and later grouped them based on gender. The data presents the female students as the group that is heavily into using social media. The female students spend most of their social time chatting with online friends hence reducing the time available for physical social interactions. It can be said that the physical communication skills among the female students have been negatively affected by Facebook.

% activity on Facebook based on gender
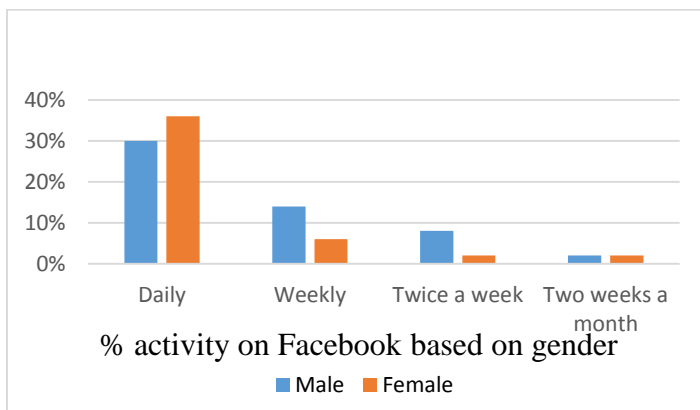
4.4 The time spend on Face-to-face communication

One of the research objectives is to ascertain the amount of time students spend on Face-to-face communication. This explains whether the existence of Facebook has cut the amount of time spend on face-to-face social interactions.

4.5 What do students do when they log in to their Facebook accounts?

The research was conducted to find out what students do when they log in to their Facebook accounts. This was geared to explaining whether Facebook has been preferred mode of social interactions compared to the engagement in face-to-face social interactions. I issued out the questionnaires and I have presented the data in a table and bar graph.

The table and the bar graph below shows the number of students involved in various activities when they log into their Facebook accounts.

Activity	Frequency	Percent	Valid Percent	Cumulative Percent
Update status	5	10	10	10
Academic purpose	3	6	6	16
Chat	14	28	28	44
Read people's posts	12	24	24	68
More than one of the activities	16	32	32	100

Students who log into their Facebook accounts to do more than one of the activities takes the highest percentage of 32%. These are both undergraduate male and female students in first year to fourth year. 28% of the students access their Facebook accounts to chat with friends while 24% of the students log in to their Facebook accounts to read other people's posts. 10% of Facebook users log into their accounts to update status only while those who log in to search for academic information takes 3%.
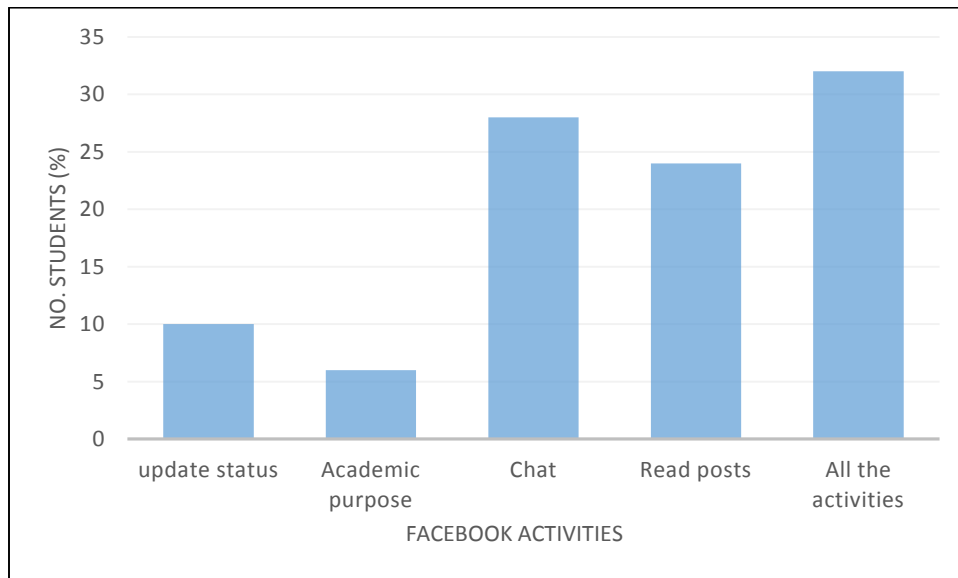
From the questionnaire responses, it can be said that most students log into Facebook to engage in various activities with the highest number of students engaging in online chats. The usual physical chats have been replaced with virtual chats. This means that students have neglected the face-to-face techniques. The results generally present that most students engage in virtual chats compared to face-to-face communication.

4.6 **Most youths spend too much time on Facebook than in face-to-face communication**

The table below shows the data collected on which mode of communication students use the most.

Likert scale	Frequency	Percent
Agree	32	64%
Undecided	6	12%
Disagree	12	24%

The highest percentage of students who agree that they spend too much time on Facebook take 64%. These are undergraduate male and female students from first year to fourth year. 12% cannot tell whether they spend too much time on Facebook than in face-to-face communication while 24% say that they do not spend too much time on Facebook compared to face-to-face communication. For easy interpretation of the data collected, a pie chart has been used to present the results.

I spend too much time on Facebook
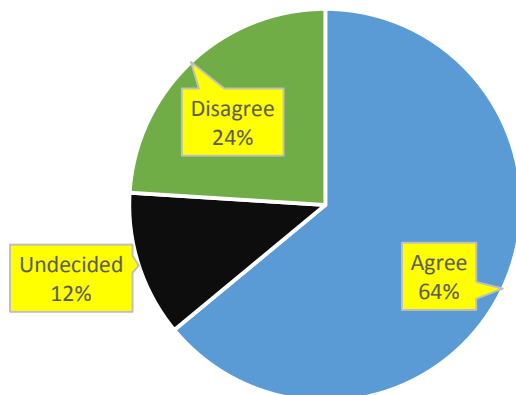
4.7 **Average time spend on face-to-face social interactions**

The research study was carried out to find out the average amount of time spend on face-to-face social interactions among the tweens and teens. The following table contains the responses that the respondents filled in the questionnaire.

| Time	Frequency	Percent	Cumulative Percent
1-2 hours	13	26	26
3-4 hours	15	30	56
5-6 hours	9	18	74
7-8hours	8	16	90
9-10 hours	5	10	100

The largest number of undergraduate students spend 3-4 hours on average in face-to-face communication per day. This is equivalent to 30% of the total population represented. 26% spend 1-2 hours per day engaging in face-to-face social interactions while 18% of the students spend 5-6 hours in face-to-face communication. 16% spend 7-8 hours engaging in face-to-face communication while those who spend 9-10 hours in a day engaging in face-to-face communication takes the least percentage of 10%. The modal class is 3-4 hours. This is the class where the highest frequency was recorded.

Graphical representation of the number of students against the average time they spend in face-to-face communication per day.
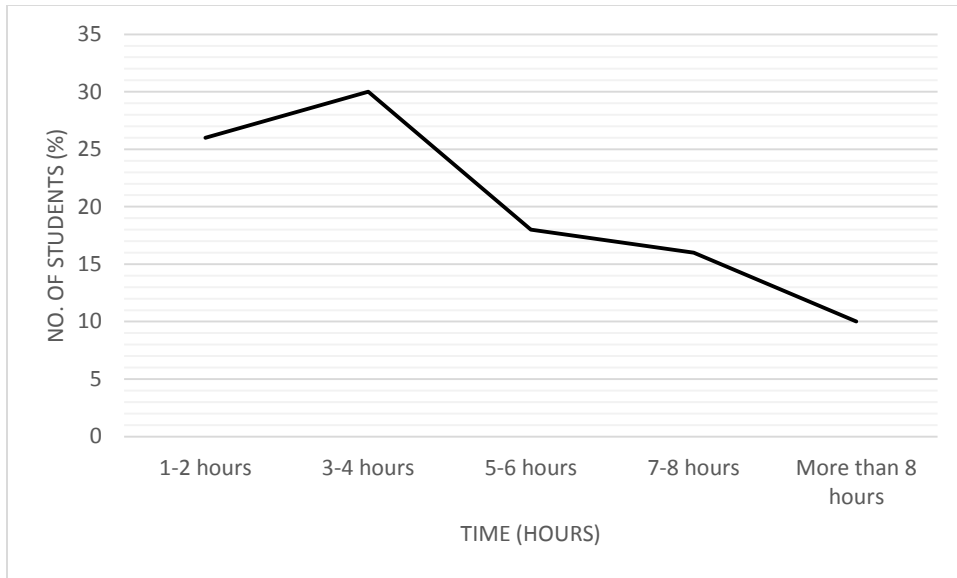
4.8 **People who rely on Facebook are losing the ability to talk with others**

Since one of this research objectives is to determine whether the use of Facebook damage face-to-face communication skills, the research questions asked respondents to state how the communication skills are affected by too much use of Facebook. The results have been presented in the pie chart below. The rating was based on the Likert scale.
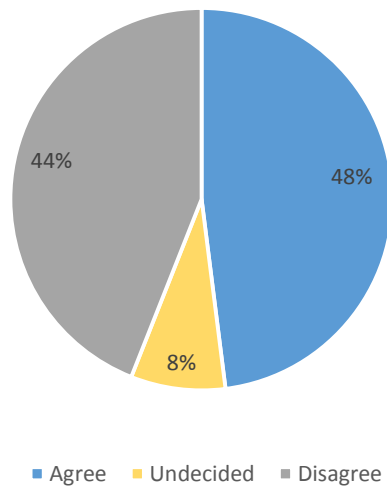
48% of the students agree that people who rely on Facebook are losing the ability to talk with others while 44% disagree that Facebook does not make them lose the ability to talk with others and 8% are undecided.

4.9 **Is Facebook killing more relationships?**
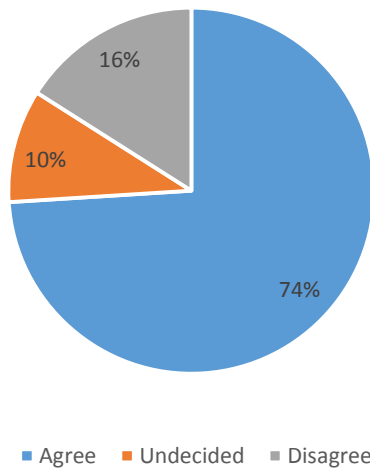
74% of the respondents agree that Facebook is killing most relationships. This is the highest percentage representing the students in their first year to fourth year. 16% of the students disagree on the notion that Facebook is killing most relationships while 10% are undecided. The highest number of students agree that Facebook is killing most relationships.

4.10 **Facebook is wiping out Face-to-face communication**

Likert scale	Frequency	Percent
Agree	28	56%
Undecided	6	12%
Disagree	16	32%
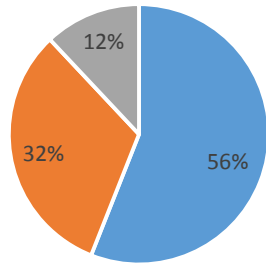
■ Agree   ■ Disagree   ■ Undecided

56% of the respondents agree that Facebook is wiping out face-to-face communication. This is the highest percentage comprising of both male and female students. 16% disagree on this notion while those who are undecided take the least percentage of 6%.

<center>**CHAPTER FIVE**</center>

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of the Study

The research study has been a success. All the objectives were achieved and the summary of the findings is as discussed below.

The highest number of students spend too much time on Facebook. This is quite detrimental to the development of physical social skills. The students get used to virtual relationships forgetting to build their physical social skills. This supports the notion that Facebook has taken over face-to-face communication leading to poor physical communication skills.

Out of the 24 hours a day, only 3-4 hours are spend on face-to-face communication. This means that a lot of time is spend on Facebook and this has a negative implication on face-to-face communication skills. The highest percentage of students spend little time interacting with friends on a face-to-face discourse. This can be inferred to mean that most of their social time is spend on online interactions. This poses a great challenge to the improvement of physical social interaction skills because they get used to virtual interactions.

From the results collected it proves that the use of Facebook is gradually wiping out face-to-face communication. This means that people spend most of their social time on the net cutting down the time available for physical social interactions. The relationships need much time dedicated to discussing issues but when too much of the available time is spend on the net the relationships fall.

They imply that Facebook has ripped off physical social time. It is true that for any relationship to survive there must be free flow of information. From these results, it can be confirmed that too much use of Facebook has had detrimental effects on most relationships. Most people no longer spare some time for them to chat about various issues affecting their relationship. This is due to too much time dedicated to Facebook chat. There is need to look into ways in which this issue can be solved. However, the issue of unresponsive respondents was a challenge. Some few

questionnaires were not returned and this cannot be overlooked. Although a significant number of questionnaires were filled and returned.

Conclusion

There is need to look for the measures to improve physical social skills least it becomes extinct. The female gender seems to be influenced most by the use of Facebook as from the questionnaires answered. They spend much of their time only compared to physical social discourse. From the findings, it can be concluded that Facebook has had detrimental impact on face-to-face communication. Most students agreed that it has wiped out face-to-face communication as well as it has killed most relationships. Some even agreed that they find it hard to address a gathering since they have got used to virtual interactions.

Recommendations

There is need for further research on why students still prefer using Facebook in their social interactions compared to face-to-face mode of communication.

It is recommended that further research be done to find out ways in which Facebook can be used to improve communication skills.

APPENDICES

SCHOOL OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF MEDIA, FILMS AND COMMUNICATION

BACHELLOR OF SCIENCE IN COMMUNICATION AND JOURNALISM

My name is Chepkirui Lily from Maasai Mara University. I am currently carrying out a study on the influence of Facebook use on Face-to-face Communication skills among the youth. I request for your participation in filling in this questionnaire. It consists of both close-ended and open-ended questions. The information you provide will be treated with utmost confidentiality and professionalism. Instructions will be provided before each set of questions. Kindly be honest as possible.

PART ONE

(Tick where appropriate)

A. DEMOGRAPHIC INFORMATION

1. Gender:

   Female ☐

   Male ☐

   Transgender ☐

2. Age (years)

   17- 21 ☐

   22-24 ☐

   25-28 ☐

   Above 28 ☐

3. Do you own a Facebook account?

   Yes ☐   No ☐

4. Year of study:

1st year ☐

2nd year ☐

3rd year ☐

4th year ☐

B. USE OF FACEBOOK (Tick where appropriate)

1. How do you often access your Facebook account?

Daily ☐

Once a week ☐

Twice a week ☐

Two weeks in a month ☐

2. I log in to my Facebook account to:

Update status ☐

Search for academic information ☐

Chat with friends ☐

Read other people's posts ☐

3. I access my account through:

Smartphone ☐

Laptop ☐

Cyber café ☐

C. FACE-TO-FACE COMMUNICATION

1. What is the average amount of social time per day you spend face-to-face with others? ....

2. What mode of communication do you prefer when chatting with friends who are in the same place with you? ....why? …………………………….................. ……………………………………………………………………………………………

3. On average, how often do you engage in face-to-face communication with your classmates? ……………………………………………………..

USING THE LIKERT-SCALE TYPE BELOW, TICK WHERE APPROPRIATE

1- Strongly agree

2- Agree

3- Undecided

4- Disagree

5- Strongly disagree

QUESTION	LIKERT SCALE				
	1	2	3	4	5
1. Facebook is wiping out face-to-face communication					
2. I find it hard to address a public gathering compared to chatting with people online					
3. Facebook is helping me to improve on my public speaking skills					
4. Too much use of Facebook is killing most relationships					
5. I spend too much time on Facebook compared to face-to-face communication					
6. I chat with people who are in the same place with me than talking					
7. Communicating using Facebook is generic and impersonal					
8. People who rely on Facebook are losing the ability to talk with others					
9. My verbal communication skills deteriorated due to too much reliance on Facebook					
10. I feel out of touch with others because of social networking (Facebook)					

Thanks for your time and participating in this study

ACTIVITY BUDGET

CORE ACTIVITIES	ITEMS/PARTICIPANTS	COST(KSH)
Designing and developing research instruments	Typing and photocopying of research instruments	400
Purchasing of a machine for typing and storing the information	Mini-laptop and accessories	40000
Purchasing of stationary	Books, pens and photocopying papers	1000
5% contingency and institutional costs		600
Total		**42000**

WORK PLAN

MONTHS	January				February				March				April				May			
WEEKS	1	2	3	4	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
ACTIVITIES																				
Research Protocol	▓	▓																		
Research Proposal Writing	▓	▓	▓																	
Literature Review		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓		
Development of data tools													▓	▓	▓	▓				
Submission of project																			▓	

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