The role of social media on student's risky behavior:

The case of wolkite university social science and humanities students

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1. Bitoregn Abebaw …….ssr/0339/12

2. Hailemariam Fikiru…….ssr/0623/12

3. Selamawit Gorfo……..ssr/1034/12

ADVISOR

Metages Endale (MA)

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First and for most we would like thanks our God the creator of all creation, who gave us this golden opportunity and healthy for the success of our study. The the students would like to owe our gratitude and special thanks for our teacher his course In all for his unreserved advice and *insightful* guidance throughout the course of this report.

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Abstract

The study had conducted with the objectives to assess the role of social media on students' risky behaviors among Wolkite University social science and humanity college students. To achieve the objectives, the researchers had used mixed (quantitative and qualitative) research method and cross-sectional research design. The researcher were used both primary and secondary sources of data that help to give information about require problem and solution. The primary data had been collected from Wolkite University social science and humanity college students through questionnaire and interview and the secondary data were collected from existing documents, books, and internet and published materials. The researchers had been selected sample as key respondents from the total number of students by using stratified sampling technique. The data collected from different sources would be analyzed and interpreted. and our finding result were college of social science and humanities students most of the student or more than 84% had been used social media from thus more than half student are affected by social media.

CHAPTER ONE

1. INTRODUCTION

1.1. Back ground

Enhancements of internet technologies have spurred on compelling changes in how we communicate, learn, interact and build knowledge. For much of the connected world, it permeates nearly every aspect of our existence from shopping and banking, to communication and education among many other pursuits (Tariq, Mehboob, Khan, & Ullah, 2012). Today in general worldwide internet users have increased rapidly from time to time. According to official journal of the Gwenn Scourging (may 16, 2010) states that any website that allows social interactions is considered as social media. Such as social networking sites like face book our space and twitter video sites such as YouTube and blogs such sites offer today's youth portal for entertainment and communication and have grown exponentially in recent years. The other risk is behavior which is related with sexually explicit messages photographs or images via cell phone, computer or other digital services are sent or posted nude or semi-nude photographs or videos of themselves. In today's society, especially for the young generation, social media has become a part of everyday life. Students may have access to all types of information across the globe in the palm of hands using materials that facilitate use of social media, such as Facebook, imp, Skype, messenger, you tube, telegram, etc., has taken the technology world to a completely new level (Borderer, 2016). Social media accessed using mobile applications and smart phones, which were easy access to people, can go online in their home, school, workplaces and even cafes. Peoples are now logging on to social media on mobile devices everywhere at any time making it a common everyday activity The last risky behaviour that is listed in another research is Face book depression that develops when pre-teens spend a great deal of time on a social media sites and then begin to exhibit classic symptoms of depression. The intense of the online depression, peer adolescents and adolescents who suffer from Face book-depression are at risk for social isolation and sometimes turn to risky internet sites and blogs for help that may promote substance abuse, unsafe sexual practice or aggressive or self-destructive behaviour's. Worldwide, the use of social media is believed to have both benefits and risks on teenagers 'well-being, including their safety and academic careers (Barth 2015; Jung et al. 2017; Lev-2on2017; Tartaric 2015; Tsitsihar et al. 2014). Social media also have a potential to facilitate collaborative learning among the students and with faculty (Sharma et al. 2015) and motivate

students to learn at their own pace and place for educational purposes (Delcore and Neufeld 2017); some authors firmly emphasize the risks related to their use.

In Ethiopian context, the number of Facebook users has been increasing in faster rate from time to time (social bakers, 2014). Recently internet world statistic (2014) reported that there are more than 1.3 million Facebook users in Ethiopia. Thus, from the total Facebook users, the age group (16-23) has been increased from 38% in 2010 to 51.6% in 2011 (internet of some developmental aspect among adolescents. Besides, from the total Facebook users in the globe, Ethiopia is 12th in Africa and 80th in the worlds that are living in the urban areas of the country (Social bakers, 2014). The university students are also found in the age ranges (18-28) of active Facebook users group in Ethiopia. The major concern of the present study is that role of social media risky behavior social science and humanity college students in Wolkite University. The researchers supposes that there is an enormous needs to conduct studies to increase the society‘s consciousness of the how to use social media for the better activities. Without such endeavors, social media usage related academic performance problems will be major challenges of the productive-society (youth) who constitute the majority of the population in Ethiopia. In such away this study would examine the role of social media risky behavior wolkite university social science and humanity college students.

According to Tariq et al. (2012) are some of the researchers that emphasize that the affordances of technologies might have severe negative consequences on ―social networks addicts, example, fear that ―social networks grab the total attention and concentration of the students and divert them towards non educational, unethical, and inappropriate actions such as useless chatting, time killing by random searching. Due to the above facts this research had been intended to the role of social media on student’s risky behavior in Wolkite University students, specifically social science and Humanity College. This research paper especially focuses on social media sexual risky behavior in Wolkite University students, specifically social science and Humanity College.

1.2.Statement of the problem

Today usage of social media among students and young generation are not limited to desktop computers but it‘s now accessed largely through mobile application and smart phones. A study conducted by Negussie and Ketema (2014) in Jima University, Ethiopia, revealed that most students use their personal laptops and smart phones to access social network sites which were Facebook, you tube and Imo. The study result concluded that this leads students spend most of their time on Facebook rather than reading and working homework. Existing research shows that young people are motivated to join social media sites to keep strong ties with friends, to strength ties with new acquaintances and to meet new people online at the same time sites like Facebook allow them to exchange news and discuss issues both public and private(Acquits & Gross, 2006).

In the other researches the effect of social media was explained on high school students According to social bakers (2013), Ethiopian urban adolescents (16-20 years) spent their studies time an average of 18 hours online every month on Facebook. These indicate that preparatory school students are major users group of social media in Addis Ababa. Consequently the stage of preparatory is main stage to students because it is the time to prepare him/her to higher education and make a good achievement. Thus, the preparatory achievement is just as the decision tools what the students want to study after joining the higher education. The main aim of this study was expand on previous research; explore the effect of social media usage on students ‘academic lives.

In addition, to see in Ethiopia context that social media usage was related with students ‘academic performance or to find out the effect of social media usage and to fill gap of research work relating social media usage with preparatory students ‘academic performance. It is on this note this study designed to examine the effect of social media on academic performance of preparatory school students. Specifically aimed to (i) investigate the effect of social media usage on academic performance of preparatory school students; (ii) investigate the extent of social media (like Facebook) usage and its effect on academic performance of preparatory school students, and (iii) to examine the relation between social media usage and academic performance of preparatory school students. Therefore the previous study focused on effect of social media usage on academic performance not consider social media risky behavior and the study conducted on preparatory student not on university students the place where Addis Ababa so, for the purpose of fill these gap in this study we will examine the role of social media sites risky behavior among wolkite university students social science and humanity college regarding a multidimensional influence of social media like Facebook,

Tiktok, Telegram, you tube, Twitter, and yahoo, usage on Wolkite university social science and humanity college students .to what extent using social media risky behavior exist in Wolkite University students among social science and Humanity College. To describe the types of risky behaviors related to social media use in Wolkite University student social science and Humanity College and To understand factors that leading students to engage in risky behavior in relation to sing social media. In addition to the above gap until what researcher have known no research carried out in this area, therefore the researcher fill place gap, and there is population difference because the prevalence and the commonly used social media may vary from place to place time to time population to population. Therefore, a pilot study of how teenagers perceive risks behavior of using social media in the context of developing countries would be worth doing. Hence, the primary objective of this study is to assess how teenager wolkite university social science and humanity college students perceive risky behaviors associated with using social media

1.3 Objective

1.3.1 General objective

- The general aim of this study had investigated the role of social media on risky behaviors in among Wolkite university students' social science and Humanity College.

1.3.2. Specific objective of the study

More specifically this study would;

- To assess the role of social media on students risky behaviors among Wolkite University student social science and Humanity College
- To describe the types of risky behaviors related to social media use in Wolkite University student social science and Humanity College.
- To understand factors that leading students to engage in risky behaviors in relation to using social media.
- To understand to what extent using social media risky behaviors exist in Wolkite University students among social science and Humanity College.

1.4 .Research questions

1. To assess the role of social media on students risky behaviors among Wolkite University student social science and Humanity College

2. To what extent social media risky behavior exist in Wolkite university social science and humanity college students?
3. What are the types of risky behavior related to social media use in Wolkite university social science and humanity college students?
4. What are the factors that lead students to engage in risky behaviors in relation to social media use?

1.5. Significance of the study

This study had important for the following points:

It provides information for the society that how social media play role on students risky behavior and Help to the school Government to take action that needs to be taken in order to improve the conditions of social media usage and its effect on university students. It had practical implication for students' counselor in Wolkite University social science and Humanity College. Help to serve as a basis for further studies in similar area.

1.6. Operational definition

social media: is aside like face book ,internet, twitter, yahoo, YouTube, telegram, tiktok and like these which is open and free sharing of content and conversation between people.

Media: Are all those media technologies that are intended to reach a large audience by mass communication. "They are message communicated through a mass medium to number of people.

Networking: The use of internet to make information about yourself available to other especially people you share an interest with to send message to them. Risky behaviour: those that potentially expose to harm, which prevent them from reaching their potential in life.

Social network: the practice of expanding the number of social contacts by making connections through internet.

Students: Someone who Studying at a University or School.

Computer: computer is a machine that receives or stores or process data quickly according to a stored program.

Online: means turned on and connected through social media sites.

CHAPTER TWO

2. Reviewing Related Literature

2.1. Definition of Social Media

According to Andréa' Scaplan and Michel Haenlin (2005) European business school define social media as a group of internet based applications that build on the ideological and technological foundation of web 2.0 and that allow the creation and exchange of user generated content were people talk share information, participate and network through technologies such as; blogs and social networking sites. Within the last decades social media has become one of the most powerful source for new updates, online collaboration, networking viral marketing and entertainment (Boyd & Ellison, 2007)

Social media are computer mediated tools that allow people to create, share or exchange information, ideas and pictures videos in virtual communities and networks (Hargittai, 2007). Social media is define as a group of internets based applications that build on the ideological and technological foundations of web 2.0 and that allow the creation and exchange of user generated content. Furthermore social media depend on mobile and web based technologies to create highly interactive plate forms through which individuals and communities share co create, discuss and modify user generated content. They introduce substantial and pervasive changes to communication between business, organizations communities and individuals. These changes are the focus of emerging filled of techno self-studies (Hargittai, 2007).

Social media are different from traditional or industrial media in many ways, including quality, reach, frequency, usability, immediacy and performance. There are many effects that stem from internet usage. According to Nelson, internet users continue to spend more time with social media in the US. Across personal computer and mobile devices increased by 99 percent to 121 billion minutes in July 2012 compared to 66 million minutes in 2011 (Nelson, 2012).

Ethiopia is one of the developing countries which opened a number of doors for the ever increasing number and multi-faceted types of social media. To enhance the quality of education at secondary level, the Ethiopian Government has laid out a strategy to provide ICT infrastructures to schools, especially at secondary levels, to receive satellite education transmission. (MOE: 2010). Apart from the possible opportunities provided at secondary schools, students have quite a number of possibilities to get the access to and spend a considerable time on the various social media like Facebook, Skype, blogs, movies, etc. The flourishing number of internet cafes has increased the number of internet user students. It is

noted that the rise in the number of subscribers in major cities throughout the country is mainly due to the increasing popularity of Internet cafés and Code Division Multiple Access (CDMA) technologies. However, the types and frequency of these media students spend their time, the contribution of these media to their academic achievement, their influence on their social relations and individual behavior of the students all need to gain the desired momentum and a critical attention and the issues in question require all concerned to be well examined and followed up by the various stakeholders relating to these youth.

2.2. Characteristics of social media

Before the term web second edition was coined in 1999, internet pages future mostly static content such as text and graphics. Website operated on web first edition technology, where websites hosts and owners were the primary content contributors. Online information targeted a mostly passive audience that received rather than contribute content. However, with the introduction of web second edition internet technologies around the turn of the 21 century, social media Venues such as blogs begin to allow users to interact and collaborate with each other in virtual communities. This is more open communal method of social medial dialogue contrasted significantly with the top-down approach that characterized the early years of the web.

2.3. Types of social media

2.3.1 Facebook

Facebook represents a potentially useful tool in educational contexts. It allows for both an asynchronous and synchronous, open dialogue via a familiar and regularly accessed medium, and supports the integration of multi modal content such as student-created photographs and video and urls to other texts, in a platform that many students are already familiar with. Further, it allows students to ask more minor questions that they might not otherwise feel motivated to visit a professor in person during office hours to ask. It also allows students to manage their own privacy settings, and often work with the privacy settings they have already established as registered users.

From a course management perspective, face book may be less efficient as a replacement for more conventional course management systems, both because of its limitations with regards to uploading assignments and due to some students' (and educators') resistance to its use in education. Specifically, there are features of student-to-student collaboration that may be conducted more efficiently on dedicated course management systems, such as the organization of posts in a nested and linked format. That said, a number of studies suggest

that students post to discussion forums more frequently and are generally more active discussants on Facebook posts versus conventional course management systems like WebCT or blackboard.

Additionally, face book's privacy settings can be difficult to understand and manage; leaving some potential users – particularly females and older students – uncomfortable about the level of privacy and safety afforded them. Further, familiarity and comfort ability with Facebook is often divided by socioeconomic class, with students whose parents obtained a college degree, or at least having attended college for some span of time, being more likely to already be active users. Instructors ought to seriously consider and respect these hesitance's, and refrain from "forcing" Facebook on their students for academic purposes.

However, this hesitancy towards Facebook use is continually diminishing in the United States, as the pew internet & American life project's annual report for 2012 shows that the likelihood of a person to be a registered Facebook user only fluctuates by 13 percent between different levels of educational attainment, 9 percent between urban, suburban, and rural users, only 5 percent between different household income brackets. The largest gap occurs between ages brackets, with 86 percent of 18- to 29-year-olds reported as registered users as opposed to only 35 percent of 65-and-up-year-old users.

2.3.2. Twitter

Twitter also promotes social connections among students. It can be used to enhance communication building and critical thinking. According to Domizi (2013) utilized Twitter in a graduate seminar requiring students to post weekly tweets to extend classroom discussions. Students reportedly used Twitter to connect with content and other students. Additionally, students found it "to be useful professionally and personally". Junco, Heibergert, and Loken completed a study of 132 students to examine the link between social media and student engagement and social media and grades. They divided the students into two groups, one used Twitter and the other did not. Twitter was used to discuss material, organize study groups, post class announcements, and connect with classmates. Junco and his colleagues (2011) found that the students in the Twitter group had higher GPAs and greater engagement scores than the control group. Gao, Luo, and Zhang (2012) reviewed literature about Twitter published between 2008 and 2011.

2.3.3. Telegram

Telegram is an instant messaging tool that allows you to send and receive messages from your contacts even without sharing your phone number. It does this through a communications protocol known as MTProto that gives you the ability to open different sessions on multiple devices without being connected at the same time can use Telegram for many things, some of them are, sending messages Of course, being an instant messaging platform, it allows you to send and receive messages to and from your contacts. Storing files without a doubt this is one of the most important advantages offered by Telegram. The platform has its own cloud, so all messages and files you have in chats will be stored until you delete them yourself. Creating groups is a basic feature of any instant messaging app, but super groups are something very different. Creating channels Telegram channels are a wonderful tool, especially if you have a digital venture.

It's a one-way chat in which only the administrator will be able to send messages to their subscribers. The folders can be public or private and it works as a communication channel with a community.

2.3.4. Tiktok

Tiktok is a short-form, video-sharing app that allows users to create and share 15-second videos, on any topic. Tiktok maintains a separate app for the Chinese market, known as Doyen, which has over 300 million active monthly users. The new app's logo is a combination of the musically and Doyen logos. The Tiktok app is based on the same short-form video concept but is much broader in scope and unlike musically does not only focus on lip-syncing to music. The Tiktok app offers users a wide selection of sounds and song snippets, along with the option to add special effects and filters. There is also an option to directly add videos created on your phone. In September, Tiktok added the reactions feature, which allows users to record their reactions to videos and share. Tiktok has also added a digital well-being feature that alerts users when they spend over two hours on the app. The new app is being promoted as a video-sharing social network. Tiktok users can create a variety of videos ranging from challenges, dance videos, magic tricks, and funny videos. The key differentiating factor between musically and Tiktok is that the latter has a much broader scope for video creation.

2.3.5. You tube

YouTube is a free to use service and a can be a great space for teens to discover things they like. For many young people, YouTube is used to watch music videos, comedy shows, how

to guides, recipes, hacks and more. Teens also use the video-sharing service to follow their favorite loggers (video blogger), subscribe to other You Tube and celebrities they are interested. the Main Functions of YouTube, Users can search for and watch videos, create a personal YouTube channel, Upload videos to your channel, Like/Comment/share other YouTube videos, Users can subscribe/follow other YouTube channels and users, create playlists to organize videos and group videos together.

They concluded that Twitter allowed students to participate with each other in class (back channel), and extend discussion outside of class. They also reported that students used Twitter to get up-to-date news and connect with professionals in their field. Students reported that micro blogging encouraged students to "participate at a higher level". Because the posts cannot exceed 140 characters, students were required to express ideas, reflect, and focus on important concepts in a concise manner. Some students found this very beneficial. Other students did not like the character limit. Also, some students found micro blogging to be overwhelming (information overload). The research indicated that many students did not actually participate in the discussions, "they just lurked"(Zhang, 2012).

2.4. The Advantage and Disadvantages of Social Media Use

In "only disconnect" Andrew Reiner (2002), writing for the chronicle of higher education, laminated the state of American youth, particularly their preoccupation with social media. Reiner advocated for social media Sabbaths, in which students would disconnect from their networks in order to more deeply engage with each other and their academic pursuits. While there are certainly negatives that can be associated with social media overuse, it is also a valuable part of the way our society functions (Andrew Reiner,2002).

2.5. The disadvantage of social media use for students

According to Guest the popularity of the social networking sites increased rapidly in the last decade. This is probably due to the reason that college and university students as well as teens used it extensively to get global access. These social networking sites such as Twitter and Facebook have become a raging craze for everyone now a days. The negative effects of these social networking sites overweigh the positive ones. These sites have caused some potential harm to society. The students become victims of social networks more often than anyone else. This is because of the reason that when they are studying or searching their course material online, they get attracted to these sites to kill the boredom in their study time, diverting their attention from their work (Blogger, 2012). Other negative side effects of social networking websites include the following:

2.5.1. Reduction in real human contact

more time the students spend on these social media sites, the less time they will spend socializing in person with others. This reduces their communication skills. They will not be able to communicate and socialize effectively in person with others. The employers are getting more and more unsatisfied with the communication skills of the fresh graduates due to this reason. The effective communication skills are key to success in the real world. Students mostly use slang words or shortened forms of words on social networking sites. They start relying on the computer grammar and spelling check features. This reduces their command over the language and their creative writing skills. (Guest Blogger, 2012).

2.5.2. Risk aversion and Shallowness

Reiner is unclear about whether students' aversion to taking risks is a symptom of social media use or less important either way. Social media engagement supports a culture of avoidance which operates in direct opposition to the idea that students need to take risks and fail in their academic endeavors in order to become successful innovator. This is an addition to Reiner's points, but social media does promote a kind of intellectual and social shallowness that could have long-term negative consequences for learners. Twitter, text messages and other social media tools focus on brief, quick, shallow interactions that do not encourage either deep social engagement or intellectual exploration. There is after all, only so much information that can be obtained in 140 characteristics. While the option to dig deeper may be present through embedded links in tweets for example there may be little reward in pursuing those connections for students (Andrew Reiner 2002).

2.6. The advantage of social media use for students

While Reiner makes many valid points for negative effects of social media on students, particularly their level of academic risk taking, he fails to acknowledge some very positive effects that might make participation in social media a real benefit for students. While all of these may not be the mainstream ways that students use social media, they ate important benefits for student that can be realized if educators are willing to embrace distributive technology in their classrooms (Reiner, 2002).

2.7. Functionalism

Functions positivist approach of structural functionalists involves analyzing society from a macro-sociological perspective. They view society as a set of interrelated institutions which form a whole (Abercrombie et al., 2000:145). Such institutions include the family, education, politics, law, the media, organizations, economics and religion (Abercrombie et al., 2000:145).

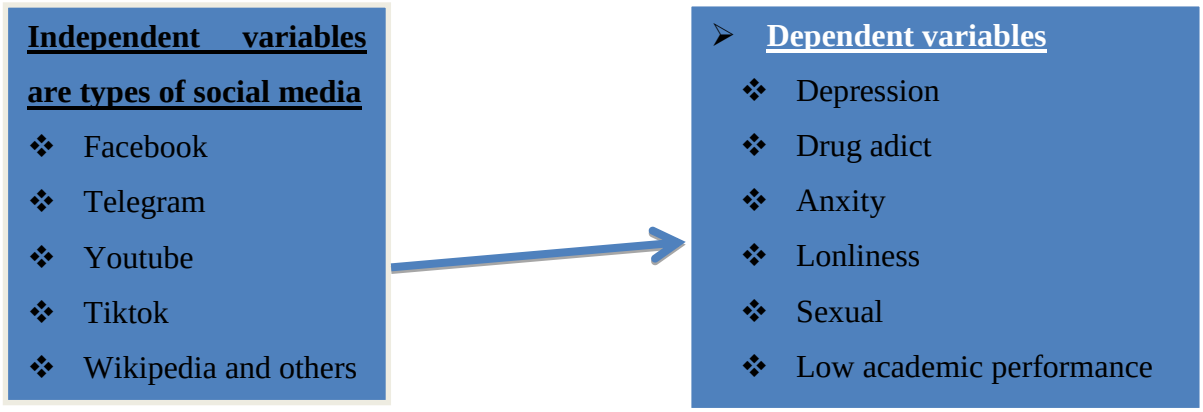
2.8. Conflict Perspective

In contrast to theories in the functional perspective, the conflict perspective focuses on the creation and reproduction of inequality—social processes that tend to disrupt society rather than contribute to its smooth operation. When we take a conflict perspective, one major focus is the differential access to media and technology embodied in the digital divide. Conflict theorists also look at who controls the media, and how media promotes the norms of upper-middle-class White people in the United States while minimizing the presence of the working class, especially people of colour.

2.9. Symbolic Interaction ism

Technology itself may act as a symbol for many. The kind of computer you own, the kind of car you drive, your ability to afford the latest Apple product—these serve as a social indicator of wealth and status. Neo-Luddites are people who see technology as symbolizing the coldness and alienation of modern life. But for technophile, technology symbolizes the potential for a brighter future. For those adopting an ideological middle ground, technology might symbolize status (in the form of a massive flat-screen television) or failure (ownership of a basic old mobile phone with no bells or whistles).

2.10. Conceptual frame work



Generally, different researchers would show social media are positive and negative effect on

student risky behavior. So this study had described what about in wolkite university social science and humanities college students and the influence of social media on students risky behavior the case of wolkite university social science and humanity college students.

CHAPTER THREE

3. Research Methodology

3.1 Description of the Study Area

Wolkite University found in southern nation nationalities and peoples region of Ethiopia gurage zone, 170 km south west Addis Ababa on the way to jimma. It is one of the third generation public of higher educational institution in Ethiopia which was established in 2004 by the council of ministers. Currently the university offers under graduate, post graduate and master's program it has nine colleges. Social science and humanity college one of from these nine colleges 'and this college has seven departments theses are sociology, governance, English, civics, geography, theatre, and music.

3.2 Research Approach

To this study the researchers were employed mixed (both quantitative and qualitative) research approach. The main reason why the researchers used qualitative approach collected more details or deep information through asking, understanding respondent's emotion and responses particularly from interviewer. On the other hand, quantitative method is important to collect large amount of information from in short period of time. In general, mixed research method would help to gather accurate data for the study in short period of time. Because when researchers used quantitative approach to fill the gap of qualitative and qualitative fill the shortcoming of quantitative approach.

3.3. Study design

Researchers were used cross-sectional study design. The main reason why the researchers chose this cross-sectional design was because, the study even if it would have many or great importance. Therefore the researchers by taking in to account the shortage of time and financial. It would employ cross-sectional design to finish the study in a short period of time.

3.4. Sampling Technique

For this study researchers used stratified sampling techniques, researchers had divided the population into sub-groups based on their department in to seven strata. Need to ensure that each member of the sub-populations had the same attributes. These sub-populations can also been called strata. Once we have the different groups, researchers would be required to use another probably sampling such as simple random sampling from each department. Total target population are 535 then researchers had picked 228 total number of sample student.

N / (1+N (e2))

Where: N= is the total population

n= is the sample from the population

e= is the error term, which is 5% (i.e. at 95% confidence interval)

Using the above formula the sample size of the study is determined as

$$n = 535/1 + (535(0.05\ e\ 2))$$

$$n = 228$$

3.5 Target Population

The target populations of this research had Wolkite university social science and humanities college students under this college there are seven departments have 535 students and these departments are sociology, Governance, Civics, English, Geography, Theatre and music department student by using stratified sampling technique. The reason for taken social science and humanity college students can be dividing in to seven strata based on their department in to homogeneous group and it helps to gather clear information easily.

3.6 Data Source

This study had been conducted by using both primary and secondary sources of data. Primary data would be obtained by collecting information directly from the respondents by concerning the topic through in questionnaire and interview; the main reason why the researcher employed primary data is to get first-hand information from the respondents sociology, Civics, Geography, Theatre, English, Governance and music department students in Wolkite University social science and humanity college. Secondary data had been collected from various sources of published materials including books and from internet the main reason for used secondary data is to support the primary data through careful review of related documentation.

3.7 Data collection instrument

3.7.1 Questionnaire

Questionnaire are the major device to gather primary data using series of question that seek the personal information about the issue questionnaire consist of both open –ended and close-

ended questions the reason for the researcher use questionnaire is to collected large amount of information from social science and humanity college students in a short period of time. The total number of participant is 214students.

3.7.2. Interview

For qualitative form of data collection researchers select 2 class representatives each department and each class and interview each departmen representatives. The total number of representative are 14 student .the researchers used open ended question because those people who have knowledge Or information about the issue was important for the qualification of research and they had knowledge about types of social media and their risky behaviors. This information would be collected by structure interview, where all questions are pre determining how many in order to doing so the researchers were forwarded questions to the participants.

3.8. Procedures of data collection

In order to collect the necessary data the following procedure had used first make individual questioner and select samples from the target population. Before the questionnaire had distributed the respondents would inform about the purpose of the research then distributed the questioner and interpreted the information gain or collected from the sample subjects.

3.9. Method of Data Analysis

After collecting all the required data, the raw data had edited first in order to put it in to usable form for the purpose analysis. Then based on data instrument tool which had been close-ended and open-ended form questionnaires, the combination of data analysis was used. through percentage and frequency table or in tabulated form because for easy interpretation after analyzed the questionnaire data qualitative method of data analyze continued in the form of thematic that obtained from the respondents' interviews in a similar question ,and finally the researcher gives an interpretation and conclusion for the obtained results.

3.10. Ethical consideration

This study was conducted on the role of social media on student's risky behavior and all information collect from the subject using only for the purpose of fulfillment the study. Therefore, the researcher considering human dignity, right and favors any information that would gained from the respondent kept confidential like omitting name and the participant had

the right to inform consent.

CHAPTER FOUR

4. Results and discussions

4.1 Introduction

This chapter includes data collection methods such as an open ended questionnaire, close ended questionnaire and secondary data were also used to collect some other related information that can be used as an input for the study social media on student's risky behavior the case of wolkite university social science and Humanity College students.

4.1.1 Background Information of Respondents

Table 1

NO Item	Frequency	Percent (%)
1 Sex		
A male	135	59%
B female	93	41%
Total	228	100%

2 Age	Frequency	Percent (%)
A 18-20	35	15%
B 21-23	104	46%
C 24 and above	89	39%
Total	228	100%
3 Your Department		
A. Sociology	60	26%
B. governance	49	22%
C. Geography	33	14%
C. Civics	32	14%
E. English	30	13%
F. Theater	20	9%
G. Music	4	2%
Total	228	100%

4 Religion	Frequency	Percent (%)
A. orthodox	97	43%
B. protestant	60	26%
C. Muslim	53	23%
C. Other	18	8%
Total	228	100%

From the above data show more than half of respondents was male135 (59%) and 93(41%) of the respondents were female.

About 35 (15%) of respondents were between age 18-20 and about 104(46%) of the respondents were ranged between age 21-23 and 89(39%) of students were in the age group of 24 and above. Therefore, from this data majority of respondents were from age group of 21-23.

Regarding to the above data shows that 60(26%) of the respondents were sociology students, 49(22%) were governance students and 33 (14%) were geography students,32(14%) civics students and 30(13%) English department students and (8.77theater department students and 4(2) music student respondents. Therefore, the study used large amount of data from each department students.

From the above data show that 97(43%) of respondents orthodox, 60(26%) respondents were protestant, 53(23) respondents were Muslim and18 (8%) respondents are others religion followers included from the above table.

4.1.2 The role of social media on student's risky behavior

Table 2

N	Item	Frequency	Percentage
1	Do you use the internet		
	Yes	166	87%
	No	24	13%
	Total	190	100%
2	For what purpose you use the internet		
	To email means as storage of data and to document material	21	11%
	To do assignment	79	42%
	Look at entertainment sites	60	32%
	To look at pornography	16	8%

	Find information on health	14	7%
	Total	190	100%
3	Which social media site do you visit more often		
	Face book	34	18%
	Twitter	11	6%
	Telegram	45	24%
	Tiktok	50	26%
	Google	22	11%
	YouTube	28	15%
	Total	190	100%
5	Why do you share information on social media		
	It was new	56	29%
	It was entertaining	62	33%
	As a promotion	39	21%
	Other	33	17%
	Total	190	100%
6	Do you use send or receive pictures videos sound clips on your phone		
	Yes	190	100%
	No	-	-
	Total	190	100%
7	For question 6 if your answer yes whom do you send text or pictures, videos and sounds		
	Family	33	17%
	Girl friend	72	38%
	Boy friend	85	45%
	Total	190	100%

From the above data 166(87%) respondents used intern ate their phone for send and receive pictures videos sounds clips and24(13%) respondent not used internet .

On the other hand, the majority of respondents 21(11%) are use internet to do assignment, About60 (32%) of respondents look at entertainment sites, other respondents14 (7%) said that used to find information on health. Some of 21(11%) respondents are use internet to email and the rest one 16 (8%) of respondents are used to look porno.

Regarding to the above data indicates that 50(26%) respondents said that more often visit

tiktok, some of11 (6%) respondents are visit twitter and other respondents 28(15%) are most of the time visit YouTube, 45(24%) are visit telegram, and 22(13%) are visit Google 34(18%) are visit Facebook. The above data indicates that all 190(100%) of respondents were use the internet.

The above table indicates 2 (3.70%) of respondents looks for health information on social media sites, 72(32%) of respondents look entertainment sites, 62(33%) of respondents look political issues on social media sites and 84(44%) of respondents were look educational information, 47(21%) of respondents were look on others. From this data the majority of respondents look for entertainment.

Regarding to the above data the last item, most of respondents 65(29%) said that send pictures and videos for their girlfriend, 33 (14%) of respondents send pictures and videos for their family, 75 (33%) of respondents send for their boyfriend and 17(7%) of respondents are send for their sexual partners. and these are affected by sexuality risky behavior.

Regarding to the above data the last item56 (29%) respondent use social media for purpose of share news, 62(33%) for entertainment, 39(21) of respondent for promotion and 33(17%) for other purpose.

4.1.3 Extent risky social behavior exist in wolkite university social science and Humanity College among student's using social media

Table 3

N	Item	Frequency	Percentage
1	how much time per day do you spend on social media		
	Less than 30 minutes per day	12	5%
	30 minutes - 1 hour	50	22%
	1-3 hours	32	14%
	3-5 hours	84	37%
	5-8 hours	44	19%
	More than 8 hours	7	3%
	Total	190	100%
4	Why do you spend time on social media sites		
	a .for doing assignment	71	38%
	b.To make new friends	43	22%
	c.View entertainment	48	25%
	stay up to date with family and friends find	19	10%

	asexual partners	9	5%
	Other	-	
	Total	190	100%
5	How often do you post updates or upload items to social media sites		
	Several times a day	-	-
	Once a day	-	
	Weekly	26	14%
	Monthly	116	61%
	Frequently	18	9%
	Never	30	16%
	Total	190	100%

The above data indicates that, most of respondents 84 (37%) said that spend on social media 3 – 5 hour per day. About 32(14%) respondents were spend 1-3 hours per a day and the same 12(5%) respondents were spend less than 30 minutes per day. Some 44 (19%) of respondents were spend 5-8 hours per day, 50 (22%) of respondents spend 30 miunit-1 hour per day, and also the rest one 7(3%) are spend more than 8 hours per day.

About (16%) of respondents were used for doing assignment,17(7%) of respondents most of the time talking with family, 43(19%) of respondents were most of the time talking with boyfriend, 11(5%) of respondents were most of the time talking with sexual partners, and 121(53%) of respondents were most of the time for entertainment. This data show that majority of respondents were used social media for entertainment.

The last item on this data show that most of 116(61%) respondents were most of the time post update or upload item monthly and the26(14%) same to that of respondents were most of the time post update or upload item weekly, most30(15%) of the time post update or upload item never update, about 18(9%) of respondents were most of the time post update or upload item frequently.

4.1.4.Types of risky behaviors related to social media use in wolkite university social science and Humanity College among student's using social media.

Table 4

No	Item	Frequency	Percentage
1	Do you think that using social media influence students' academic performance		
	Yes	119	63%
	No	71	37%
	Total	190	100%
2	If you answer is yes which one of the following affects it		
	a. Not attend in class b/c of addicted by social media site	70	37%
	b. Spending time	64	34%
	c not emphasis in education	29	15%
	d . Affect study time	27	14%
	Total	190	100%
3	Do you think that using social media site leads individual to engaged in alcohol drinking		
	Yes	171	90%
	No	19	10%
	Total	190	100%

Regarding to above table119(63%) respondents were respond social media affect student academic performance and 71(37%) respondent respond social media not affect student academic performance. from that 70(37%) respondent not attend the class because of social media addiction,29(15%) respondent not emphasis in education,64(34%) spend their spending time on social media site, 27(14%) respondent affect study time.

From the above 171(90%) respondent were think social media leads to engage alcoholic drink and 19(10%) respondent were social media not lead alcoholic drink.

4.1.5. Factors leading wolkite university social science and Humanity College among student have to engage in risk behavior on relation to social media use.

Table 5

1	Social media leads to students engage to alcohol drinking		
	By joining alcoholic entertainment channel	41	19%
	By reading about drinking in social media	29	15%
	By see the video in YouTube	33	17%
	By follow the persons drug user	87	49%
	Total	190	100%
2	Do you think that using social media sites initiate students to having sex		
	Yes	160	87%
	No	30	13%
	Total	190	100%
3	Which Social media site leads students to having a sex		
	Facebook	41	23%
	YouTube	47	34%
	Twitter	23	10%
	Telegram	35	18%
	Tiktok	31	9%
	Google	13	6%
	Total	190	100%
4	Which risk behavior occur by social media		
	A. drinking alcohol take	22	10%
	B. Smoking and taking drug	29	13%
	C. Unsafe sex	22	12%
	depression	18	8%
	E. Loneliness	41	22%
	Became addict with social media	59	35%
	G.Others	-	
	Total	190	100%

Regarding to the above data41 (

22%) respondents engaged in to alcoholic drink by joining alcoholic drink entertainment

channel,87(46%) respondents engaged in to alcoholic drink by follow drug user persons,33(17%) respondents engaged in to alcoholic drink by see video in YouTube and 329(15) respondents engaged in to alcoholic drink by reading about drinking in social media from the above data most respondents engaged alcoholic drinking by follow persons drug user.

About 160 (84%) of respondents knows that using social media sites initiate students to having sex and the remaining 30 (16%) of respondents were not. This data shows that the majority of respondents know that using social media sites initiate students to having sex.

About 41(22%) of respondents knows that using social media sites initiate student to have sex by Facebook,47(25%) of respondents were using social media site initiate students to have sex by YouTube, 23(10%) respondents were using social media site initiate students to have sex by twitter, 35(18%) respondents were using social media site initiate students to have sex by telegram, 13 (7%) respondents were using social media site initiate students to have sex by Google . From this data the majority of the respondents know that using social media sites initiate students to have a sex by YouTube.

From the above data indicate that 22(12%) of respondents were social media engage in drinking alcohol, 29(15%) of respondents were social media engage in smoking and taking drug 22(11%) of respondents were social media are engage in unsafe sex and 18(9%) of respondents are social media are engage in depression41(22%) of respondents are social media are engage in lonliness,59(31%) of respondents are social media are engage in addicted by social media . From this data the majority of respondents all are risky behavior comes by social media.

Interview

According to the first interview question finding there are different types of social media risky behavior some of some of respondents list some types of risky behavior, those are alcoholic drink, unsafe sex, smoking drugs, online ness, making love, depression, and some of them engaging in prostitution. The other respondents said one of the risky behaviors related to social media, the students who keep using social media may fail to read, another problem students use to watch bad film that led them to commit crime against each other. The students may lead to use alcoholic, longingness, the student lost self-steam raping May also available sometimes, the other one is harassment even they may fight to each other specially now day do not see good thing on social media. Therefore, most of social social science and Humanities College students following social media especially socio-political information and the student learn racism, ethnocentrism, not being yourself, and they see ethnic based socio cultural and political conflict or war between different ethnic conflict and the student engage and conflict each other.

The second one question is the factors that lead students engage in risky behavior in relation to social media. based on these questions the respondents list many leading factors. The according to the respondent one of the biggest are technological advancement of western life styles many students engage in media .by watching different life style of western world and apply them in to their daily life. which leads to smoke cigarette, alcoholic use, raping homosexual abuse .watching bad films it may lead students to try that rings, participating in night club the student engaged prostitution which lead students to alcoholic user and the student absent from class. Some other respondents said social media there are positive and negative factors especially negative behavior like pornography, political, religious, and other undesirable things are leading factors for risky behaviors.

CHAPTER FIVE

5. Summary, Conclusion and recommendation

5.1. Summary

This study was focus on the role of social media on students risky behavior the case of wolkite university social science and humanity college students specifically college of social science and humanities.

This research was attempts to answer the following basic research questions:

1 What are the roles of social media on students' risky behaviors among wolkite university social science and humanity college students?

2. To what extent risky social behavior exist in wolkite university social science and humanity college students?

3. What are the types of risky behaviors related to social media use in wolkite university social science and humanity college students?

4. What are the factors that lead students to engage in risky behavior in relation to social media use?

The total population of this study was wolkite students specifically college of social science and humanity. In this college there are seven department; the researchers was selected all departments by using simple random technique. In this study the data gathering instrument the researchers was used questionnaire i.e. close ended questions and open ended question applied. The researchers prepared questionnaire by using English language and for student only. This questionnaire was developed based on basic research questions. After the data gather the researchers analyzed and interpreted the data quantitatively and qualitatively by using percentage and frequency. Based on the analyzed and result of the study, the researchers summarized the main content of the study gave conclusion. Finally depending on the result of the study the researchers also give recommendation to minimize the problem in the future.

5.2 conclusion

This study was mainly focuses on the role of social media on student's risky behaviors and based on the above finding the following conclusion are made.

- Social media sites such as face book, twitter, YouTube, Telegram,Tiktok etc. leads students to engage in the above listed risky behaviors.
- Spending time on social media sites influence students' academic performance because when they become addicted, they spend more time in using Internets that take their study time.

- There are pages which show porn pictures and videos and those pages initiate students having sex. And lead them to engage in sexual risky behaviors
- Students also can be influenced by their online friends. Exposure to friend's online pictures of partying or drinking was linked in to smoking and alcohol drinking.
- Minimize spending time on using social media sites, visit the sites which have useful information and leave the pages which leads to risky behaviors are the preventing mechanisms for risky behaviors that are caused by using social media site.
- Minimizing the risky behavior using social media sites, by give awareness about social media, by giving counseling and limiting the website or connections like YouTube, Facebook.

5.3. Recommendation

This study forwarded the following recommendation suggestions to prevent student's engagement in social media sites that lead them to have risky behaviors:

- There are students who still have no idea that using social media sites have influence in their academic performance, their behavioral change and risk behavior therefore wolkite university should be works in giving awareness.
- Media should give awareness students engaging in a risky behavior by Radio, website and online networking system.
- Non-governmental organization should give awareness about students engaging in risk behavior.
- Training program for students engaging in risk behavior.
- Government should be control students engaging in risk behavior by avoid unnecessary website.
- Students are in order to download clips erotic videos and pictures therefore the university should give attention and care by limiting website.
- Counseling offices should focus on educating the role of social media sites in risky behaviors and give counseling services for students who are addicted to using social media sites.

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APPENDIX

WOLKITE UNIVERSTY

COLLEGE OFSOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF SOCIOLOGY

QUESTIONNAIRE TO BE FILLED BY WOLKITE UNIVERSITY STUDENTS

Objective: The objective of this questionnaire is to gather information about the role of social media on student's risky behavior. The information that you provide could kept confidentiality you are kindly requested to respond an appropriate space.

Thank you for your cooperation

Part1.Background Information ' Respondents demographic characteristics

1) Sex ---- A) male B) female

2) Age ----A) Below20 B) 20-22 C) 23-25 D) Above

3) Your department ------ A) Sociology B) Governance C) Geography

D) English E) Theater F) Civics G) Music

4) Religion---------- A) Orthodox B) Protestant C) Muslim D) others

PART 2: The role of social media on student's risky behavior

1. Do you use the internet

A. YES B.NO

2.for what purpose you use the internet

A.To email B.To do assignment

C.Look at entertainment sites

D.To look at pornography

E.Find information on health

3.Wich social media you use mostly

.Face book B.Twitter C.youtube D.telegram

E.Tiktok F.wikipedia G.others

4.What type of information do you look for on social media sites

A.Health information B.Porn

C.Education information D.political information

E.commedy

F.Other

5 .Why do you share information on social media

A.It was new B. It was entertaining C.As a promotion C. Other

6. Do you use the internet on your mobile

A.Yes B.No

7.Do you use send or receive pictures videos sound clips on your phone

A.Yes B.No

8.For question 7 if your answer yes whom do you send text or pictures, videos and sounds

A. Family B.Girl friend C.Boy friend D. Sexual partner

PART 3: Extent risky social behavior exist in wolkite university among social science and humanities college student's using social media

1. Possession of Smartphone/tablets A) YES B) NO

2. Where do you get the internet?

A) Internet café B) On your mobile C) On your tablets D) Laptop

E) on friend's mobile or laptop

3. how much time per day do you spend on social me ¨

A.Less than 30 minutes per day B.30 minutes - 1 hour

C.1-3 hours D. 3-5 hours E. 5-8 hours

F. More than 8 hour

4.How often do you post updates or upload items to social media sites

A.Several times a day B. Weekly C, Monthly

D.Once a day E. Frequently F. Never

5.Why do you spend time on social media sites

A. To make new friends

B.Stay up to date with family and friends find

C.View entertainment

D.sexual partners

E.For doing assignment

F.viewing religious document

G.Other

PART 4: Types of risky behaviors related to social media use in wolkite university among social science and humanities college student's using social media

1.Do you think that using social media influence students' academic performance

A.Yes B.No

2. If you answer is yes which one of the following affects it

A. Not attend in class b/c of addicted by social media site

A. Spending time

C. not emphasis in education

D.Affect study time

3. Do you think that using social media site leads individual to engaged in alcohol drinking

A. Yes B.No

3. Do you think that using social media site leads individual to engaging to sexing

A. Yes B.No

PART 5: Factors leading students to engage in risk behavior on relation to social media use.

1.Social media leads to students engage to alcoholic drinking

A. By joining alcoholic drink entertainment channel

A. By reading about drinking in social media

A. By see the video in YouTube

A. By follow the persons drug use twitter

2. Do you think that using social media sites initiate students to having sex

A. Yes B. No

2. Which Social media site leads students to having a sex

A. Facebook B.YouTube C.Twitter D.Telegram

A. Tiktok F.wiki pedia G.others

2. Which risk behavior occur by social social media

A. drinking alcohol B.Smoking and taking drug C.Unsafe sex

D.depresion E. loneliness F.become addict with social media G.othres

Part 6: In-depth interview with Students

This study is to gather data about the risky behavior of social media usage on wolkite university social science and humanity college students. The information you provide will be kept confidential and be used for only study purpose. If you are voluntary to be participant in

this Interview, I would like to ask you about some questions about social media usage. I hope that you will participate in this interview, since your experience and view is very crucial for my study.

1. What are the type of risky behaviour related to social media in wolkite university social science and humanity college students?

1. What are the factors that lead students engage in risky behaviour in relation to social media use?