

**PERCEPTIONS OF TEENAGERS AND PARENTS ABOUT IMPACTS OF  
FACEBOOK ON THEIR RELATIONSHIP**

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## ABSTRACT

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Undoubtedly, Facebook is one of the most popular social networking sites. Interestingly, Facebook has embraced people of different age groups. Among them, the young population shares larger portion. A user can benefit from using Facebook, however, one cannot deny having negative impact while using insensibly. Especially, the teenagers are at higher risk of being addicted to Facebook, when they are not cautiously supervised by their parents.

Insufficient research work, particularly in the context of Nepal, about the impact of Facebook on young people, drew my attention. For that reason, this research is an attempt to raise voice on this issue. This research is largely based on qualitative research method, and has also applied quantitative measures to present specific numeric values. The data selection is conducted as per persuasive sampling whereas thematic content analysis is used for analysing the data. During this research work, ethical consideration is entirely followed.

The research reveals the intensifying attraction of teenagers to Facebook. The teenagers use Facebook to connect with friends and share ideas with each other. The parents are worried about the excessive involvement of teenagers in Facebook. Both parents and teenagers accept that Facebook has hampered the studies, which is the key reason for causing dispute between them. Setting time-limit can be useful tool for teenagers to get highly benefitted from Facebook use, which certainly be helpful discarding the dispute with parents.

Keywords: Teenagers, Parents, Facebook, Impacts, Relationship, Social Networking site

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## 1. INTRODUCTION

According to the data about active users published by Facebook, Monthly Active Users (MAUs) were 1.86 billion as of December 31, 2016, an increase of 17% year-over-year. At this point, I am highly convinced that the young population shares larger portion in this composition of increased number of users. In the context of Nepal, the presence of young people in Facebook is more than of adults. It is because that the online literacy amongst adults is less than the younger ones. The data of UNESCO on literacy rate also shows that 82.4% of youth population (15-24) was literate in 2011 whereas adult literacy rate was 57.4% in the same year. By referencing to this data, we can assume the presence of Nepali teenagers in SNSs such as Facebook.

A research carried out by Lee Rainie (2013) on reasons for Facebook break reveals that 9% of the respondents had the reason that the most contents are dramatic, gossip and spread negativity. This study provides a glimpse of the Facebook world and its contents. The reason for some of those respondents for the Facebook break was negative contents that are shared widely in the Facebook wall. At this point, we cannot omit the fact that young people can easily be persuaded by misinformation. In that case, they can be misguided and mistreated by people. The other researches, Anderson Beth, Fagen Patrick, and et. al. (2012) report that Facebook may create real world problems that did not previously exist. Interestingly, social medias have a lot of features, which can be very addictive for some users; for instance, Facebook has made hundreds of online games, which are obviously what today's teenager's demands. In addition, any user can create and join group and page in Facebook. Intentionally or unknowingly young people may end up joining destructive groups and pages, which may share posts promoting graphic violence, nudity and even negativity.

The prominent features of face-to-face interaction such as physical proximity, frequent interaction, information about the broader social context (Lea & Spears 1995) lack in online interaction. So, as Lea & Spears (1995) reveal that on-line communicators, therefore, are generally assumed to lack many of the things emphasized in traditional discussions of relationship development (as cited in Park & Floyd 1996). However, Facebook has developed plenty of emoji that can be used to show one's emotion while chatting with others. The virtual emoji cannot represent our emotions lively as they are visible in face-to-face conversation. Nevertheless, Facebook has been a great asset for people to establish communication who are living far from their family and friends.

Different studies show that excessive use of Facebook and other social networks can lead to 'Facebook Depression'. It is a form of depression that is created by comparing yourself too much with others on Facebook (Hart and Frejd 2013, 101). Moreover, whether teenagers are sensibly ready to deal with the menacing images and activities that they might witness on SNSs remains arguable (Lilley Claire, Ball Ruth 2012). Furthermore, Moreno et al. 2012, have written a serious note on their research article by citing various references that increased amounts of personal or sexual information increases risk for unwanted sexual solicitation or "cyberbullying" (Lenhart, 2007; Mitchell, Finkelhor, & Wolak, 2007; Ybarra, Espelage, & Mitchell, 2007). Without reservation, the threat of unwanted sexual solicitation is extremely targeted to the young population that is active in SNSs.

The SNSs combine multiple tools into one Web site; thus, they may serve multiple functions in an adolescent's life (Moreno M, Brockman L, Wasserheit J, Christakis D 2012). Facebook consists plenty of such features that are overwhelmingly appealing to its users. For instance, the feature of creating group of people having same intentions to be in Facebook, has made easier for its

members to post and share any messages or opinions. More commonly, the teenagers have used such groups for trolling, mocking their friends, teachers and even family members. I have accessed different teenage groups in Facebook. A group named "Nepalese Youths" having more than ten thousand members where they mostly share their random thoughts on relationship, studies and about girls. In that Facebook group, the posts referring dissatisfaction, hatred, and complaints on family relationship are equally posted as other post about normal activities. A group having more than one hundred thousand members named "Facebook Nepal" comparatively had many inappropriate posts related to pornographic and graphic violence. Likewise, the research by Moreno, Parks, et al., (2009) suggest a critical presence of adolescents in SNSs, approximately 41% of adolescents' profiles displayed references to substance use, and 24% displayed references to sex. (as cited in Moreno et al. 2012.)

On November 29, 2015, one of the most popular English Newspapers of Nepal, The Kathmandu Post, published a news report about Nepalese people using Internet. The newspaper by referring to Management Information Systems (MIS) report published by Nepal Telecommunications Authority (NTA), states that 44.11% of total population that makes 11,686,818 use Internet. Likewise, exactly after two months, the other National English daily newspaper, Republica published the report that Internet penetration in Nepal has reached 44.89% of the total population. The news clearly states that the MIS report claims the unprecedented increasing of Internet users is because of the growing popularity of social networking sites (SNSs) i.e. Facebook and Twitter.

According to Facebook ads manager, about 2.2 million teenagers (aged between 13 and 19) use Facebook in Nepal. As per the recent data on Alexa, an American company for web traffic data and analytics, Facebook is on the 6<sup>th</sup> of top sites in Nepal whereas next popular social site is Instagram, which stands

on 21<sup>st</sup> and Twitter is on 22<sup>nd</sup> in the list. This data provides a glimpse of popularity of Facebook amongst Nepali people. Therefore, I decided to perform this research work on Facebook.

The goal of this research is to commence discussion on impacts of Facebook on teenagers and their overall behaviours in Facebook, which may result undesirable state in the relationship with their parents. On the influence of Facebook, previous study claims that Facebook has greater influence than traditional media, as it combines the power of interpersonal persuasion with the reach of mass media, (Fogg, 2008) as cited in Moreno et al. 2012.

I intend to organize and analyse the data using different means i.e. online survey, interviews, and secondary data available in various online platforms. Furthermore, appropriate amount of previously done research works are widely reviewed. As I am immensely worried about vulnerable nature of SNSs i.e. Facebook in terms of building relation with people from two different ends. Similarly, the increasing presence of teenagers in social sites remains more challenging in the days yet to come.



## 2. INTRODUCTION TO SOCIAL NETWORKING SITES (SNSS)

Ryan (2010) describes social networking site as an application, which helps us spending time by using many functions available in the browser. His definition of social networking is extracted below,

A network is a simple application that lives within our desktop or Web browser. It consists of a log-in page, a user account, a profile, and a bunch of tools to make fun time with our friends.

SNSs provide platform to connect with people, however it does not necessarily require well known circle of people. Nevertheless, Boyd&Ellison emphasize on other possibility that users in SNSs are not necessarily "networking" or looking for new people, they might be communicating with people who are already a part of their extended social network. Interestingly, many users try to approach stranger and build up relations. The wider definition of SNSs by Boyd&Ellison (n.d) articulates a broad understanding of SNSs.

We define social network sites as web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system.

A widely-used feature of some SNSs, such as Facebook, is called "status updates," which allow a user to share a short text description of one's current location, emotion, or activity (Moreno et al. 2012). Once information is online, it is not easy to remove it completely. Even if you remove information from your profile, saved or cached versions may still exist on other computers (Issues in Society, 324: Social Impacts of Digital Media, 39.).

There are many types social networking sites. In addition, Rosenberg & Hall (2009) have categorized social media sites into six different categories. i.e. social networks, professional networks, social bookmarking, forums, business directories and photo, video sharing. Mostly popular SNSs among teenagers such as Facebook and twitter are kept in social networks category whereas YouTube and Flickr are mentioned as photo, video sharing sites. However, there are many other social networking sites, which are not mentioned in their lists of social media sites such as Instagram, Tinder, and Snapchat; It is because these are in existence only after 2010.

There are hundreds of SNSs, with various technological affordances, supporting a wide range of interests and practices (Boyd&Ellison). Today's youngsters use various social networking sites to get exposed in wider context. Their activeness in different SNSs depends on the features that social site offers to them. For instance, Instagram is mainly for posting photos and short videos. Another social networking mobile app named snapchat, which is more popular among young people, allows its user to edit and add funny frames, covers on their photos and videos that can be sent to friends.

With over 500 million active users, Facebook provides a virtual reality in cyberspace where users can enact identities for their friends, acquaintances, and a larger passing public (Noor, A. H. S., & Hendricks, J. A. 2011). The Facebook data shows the active users have tripled in last five years. Facebook, Monthly Active Users (MAUs) were 1.86 billion as of December 31, 2016, an increase of 17% year-over-year. Moreover, there are millions of active users in other different SNSs i.e. Instagram, twitter, snapchat and so on. Boyd&Ellison claim that the public display of connections is a crucial component of SNSs. The friends list contains links to each friend's profile, enabling viewers to traverse the net-

work graph by clicking through the Friends lists. Such features are likely to be misused.

## 2.1 Facebook Among Teenagers

Several evidences suggest that Facebook has attracted numerous young people. As one researcher reports that SNS such as Facebook have wide appeal for teens, with number of users growing daily (Gengler 2011). Moreover, the intention of young people and their behaviours in Facebook should be researched. In fact, the research on teenagers and their presence in SNSs like Facebook have hardly been assessed in developing countries i.e. Nepal. In the following chapters, the overall impacts of Facebook on young people's lives have been discussed.

## 2.2 Teenagers' Behaviours in Facebook

The parents are usually busy in their chores. Therefore, hardly any of them monitor what their children are doing in digital world. Nevertheless, parents are not entirely unaware of the fact. The parents may want to know their children behaviours in Facebook, however, to very extent it is not possible for one to supervise other user, because the user can modify this basic visibility rule by changing the privacy setting of his or her account (Zhao, S., Grasmuck, S., & Martin, J. 2008). To hide own activities from other unwanted friends in list, one should not even have to unfriend him/her. A user can hide all stories from another user, a page or a group, which means unfriending is not the only method to exclude one's information from others (Knautz&Baran 2016, 16-17).

Normally, teenagers are likely to express their feelings without presuming the consequences that may come along with that expressions. Cinnirella & Green (2007) reported that individuals act more responsibly in known environment

whereas in an anonymous setting, for instance in social networking sites (online), they often behave in their own way, without taking any restrictions into consideration (as cited in Zhao et al. 2008). In addition, a user can easily customize his/her privacy setting and may restrict other unwanted audiences (let's assume parents) from viewing the posts. Hence, even if their parents decide to intervene, they fail to maintain the control-mechanism. Moreover, the presence or monitoring of parents do not guarantee that the teenagers will act responsibly.

To avoid or reduce negativity in SNSs, parents should contemplate accordingly. Firstly, they need to consider the safety tip "Talk with your child." Secondly, parents should not believe everything they see or hear about youth on Facebook or in the news media, which often present a very negative picture (Collier&Larry 2012.). Moreover, teenagers should be advised how they can act responsibly in Facebook.

### 2.3 Trolling in Facebook

Trolling and bullying in Facebook are other threats that may bring serious consequences in young peoples' lives. William Millet writes an article on trolling and states the word was originated in 1992. As per him, trolling is unpleasant, offensive, or inappropriate comments on social networks with the expectation of reactions from other members. Furthermore, Millet claims trolling has become a huge practice in the digital media and especially in popular social networking site, i.e. Facebook. Millet further claims the 'trolls' voluntarily post offensive comments aiming to prompt reactions from the person, or the community targeted.

Most of the trolling are made from the post or picture shared by the victims. Lenhart A, Madden M (2007) discloses the fact that older teenagers (15–17

years old) post more pictures and other personal information on their profile (as cited in Vandehoven et al. 2014). Therefore, comparatively, young people are at risk of getting trolled in Facebook. Interestingly, young people, themselves are actors in many cases.

### 3. THE CHALLENGES AND OPPORTUNITIES OF SOCIAL NETWORKING SITES

Before discussing on the challenges of SNSs, it is important to understand why young people are in SNSs. Their reasons include opportunities for self-expression and creating their own space away from adult surveillance. (Claire & Ruth 2012). Referring to this claim, we can agree that SNSs offer such opportunities where young people get involved with or without having intention of being expressed that may cause possible harm in their real lives. SNSs tend to have both positive and negative consequences. It depends on the user how s/he decides to use it. In many cases, the amount of time that one spends for using such sites, may severely effect on his/her quality of life. However, some fruitful practices of teenagers through Facebook should not be misinterpreted. For instance, many teenagers utilize Facebook 's forum to discuss with their friends about their assignment or project. In addition, many others get involved in organizing creative events too.

Lilley Claire, Ball Ruth (2012) in their research report they reveal the feeling of their younger respondents against upsetting posts in social networking sites. They simplify the finding that -

When we asked 11 and 12 years old in more detail how they felt about thing which had upset them on a social networking site, unsurprisingly their feelings were overwhelmingly negative. A third reported feeling ashamed/embarrassed or humiliated, another third felt vulnerable and a fifth felt threatened or betrayed. Many younger children may not be resilient enough to cope with the experiences they are having on social networking sites, particularly those designed for an older audience. (Claire et al. 2012)

The previous research studies have largely expressed safety concerns of young people in SNSs. Safety should be the first concern. In several cases, sexual predators have been able to identify and locate children and teens through personal information they posted (Genler 2011).

### 3.1. The Opportunities of Facebook

SNSs like Facebook has plenty of positive attributes that user can make optimum use of it. Having said that, the research is fully aware about the fact that the impacts of Facebook on young people can be varied from person to person. Facebook offers various useful services that a user can use free of cost. For instance, creating note is one of them. If a user is interested on writing, or intends to get constructive feedbacks on any of his fiction or non-fiction write-up, can create a note and share among his friends. In addition, the viewers for post can be customized as per his/her needs. Likewise, Facebook allows its user to create their own page, which can be used for promoting professional talent. For instance, if a user plays any musical instruments and decides to get public attention to his work then that user can post his/her musical piece on the page. If the user expects large number of people to follow the page, any post or even the page can be promoted by creating ads, which obviously costs some money.

Interestingly, some scholars reported that when users felt low in mood, the previous posts and photos in their Facebook's profiles provided greater self-soothing effect. (Alice Good, Arunasalam Sambhanthan, Vahid Panjganj (no date). Moreover, other positive impacts of Facebook on users, mainly on young people are briefly discussed below.

### 3.1.1 Easy access to news and information

The young people can use Facebook to interact with their friends and teachers (if allowed/needed) for any study purpose. Moreover, they can accumulate different perspective of people on same issue. For instance, people use Facebook for expressing their views on various topics and issues, and mostly are publicly accessible in Facebook, which young people can access and analyse it. Furthermore, the news and media houses have their own Facebook pages where they share the news links, and anyone can browse it. However, the fact reported by Arjun M. & Juna B. cannot be underestimated- SNS sites that can be an educational tool, if used wisely and when supervised by parents (Arjun M. & Juna B, 2015).

### 3.1.2 Conducting creative events

There is not any data available to find out how many creative events that young Facebook users in Nepal have created in Facebook and acted accordingly, however, I have encountered with many creative events created by young people. For instance, a group of Nepalese residing in Finland, created an event for a charity purpose named Run for Nepal, more than 300 people were invited in the event, and more than 100 people joined it. There is no other way to invite such many invitees without investing money and using any postal services.

### 3.1.3 Rebuilding the lost connection

Those who were unnoticed or not in contact for prolonged period of life might be using social networking sites i.e. Facebook, Occasionally, reporting on family/friends' reunion through Facebook make headlines in News. Portsmouth.com published an exhilarating news of a big family reunion through Facebook, the



news claims that some relatives had not seen each other for fifty years (The News, 2014).

#### 3.1.4 Opportunity to interact with celebrities

Many celebrities and real-life heroes do obtain their verified profile in Facebook, for example, football stars Cristiano Ronaldo, Leo Messi and so on. In the context of Nepal, many nationally praised stars of music, film along with of other industries use Facebook. Mostly, they inform their followers about their upcoming project; and even some of them promote positivity through their enthusiastic posts.

#### 3.1.5 Platform to practice social service and change

On 31<sup>st</sup> January 2017, Leo Messi shared an appeal of UNICEF for supporting children who are suffering from malnutrition, or are being displaced because of conflicts. That post was liked by 179 thousand Facebook users, and had 3,871 shares. We can assume the influence of his post amongst his fans and their contribution for that cause. Likewise, when a big tremor hit Nepal on 25<sup>th</sup> April of 2015, in a matter of a week, more than 750,000 Facebook users worldwide gave over \$15 million through the platform's donation button, Facebook founder and CEO Mark Zuckerberg wrote in a post on Friday (The Huffington Post 2015). Moreover, some users use Facebook to create sufficient pressure to governmental or concerned authorities by posting their distress on services they're served. For instance, The Wave Magazine asked its readers to have their say on vehicular strikes imposed by National Federation of Nepal Transport Entrepreneurs (NFJNTE), against the increase on the fine rates on traffic rules violation on May 26, 2016 where one youth wrote on Wave Magazine's Facebook page -

"Dear transport entrepreneurs and workers, instead of enforcing vehicular strikes, stop creating road-terrorism by indiscipline overtaking, over-speeding than ambulances, breaching lane disciplines. Stop understanding these anti-discipline acts as your fundamental rights" (The Wave Magazine).

### 3.2 Challenges of Facebook to Young People

There is not any SNS that does not contain threats to users; and only Facebook cannot be apart from it. The possible threats that it may cause, are partially depended on the behaviour of user on Facebook. A popular English daily published a news report about a 22-year-old youth residing in one of the west towns in country, who was found guilty for defrauding people by using Facebook. The news reveals that young guy posted tempting posts of selling gadgets, and asked people to make payment by remitting or depositing money into his account but never delivered anything he promised to those people (The Himalayan Times).

The researchers checked profiles of the 18-year olds in their sample (n=182). And found that 63% of those young peoples' profiles could be accessed without being logged in; e.g. by using Google or the Facebook search engine (Vanderhoven E, Schellens T, Valcke M, Raes A. 2014). In the same study, Vandehoven et al. state that teenagers still post a lot of personal and risky information on their profile page and they hardly manage their privacy settings, (they possibly project the future scenario) and recommend the awareness-raising interventions and point out the necessity of regulatory policies (Vandehoven et al. 2014).

Furthermore, Lilley Claire and Ball Ruth (2012) explain how worsen the situation would it become when young people happen to see some explicit content on those sites. Logically, the researchers claim that the younger people do not bear enough resilience quality to cope with the things, which are not supposedly designed for them. In addition, they've presented an example of sexual content, for which the youngsters without being developmentally ready to view, if they accidentally happen to view they may experience depictions of sex and sexuality as potentially distressing.

Beyond all those threats, cyberbullying is one of the most likely occurring threats affecting young people who are in Facebook. Cyberbullying is any bullying that is carried out through technology such as the Internet or mobile phones (Issues in Society, 324: Social Impacts of Digital Media, 22,18). Furthermore, in that research report, the upsetting data of experiencing cyberbullying by youngsters is alarming. The research reveals 19% of 16 to 17 years old have experienced cyberbullying. Similarly, other possible threat might be while intentionally or unknowingly young people happened to join destructive groups and pages, which may share posts promoting graphic violence, nudity and even negativity. Some adolescents may choose to send photos of themselves or others which can be considered sexual by their friends. These photos may be suggestive or sexually explicit, and involve full or partial nudity (Issues in Society, Social Impacts of Digital Media 2011).

Another important concern regarding the threat of Facebook can be related to those, who are in Facebook to find someone to be their friend. People with that intention tirelessly log in to Facebook. However, Moody E (2003) mentioned in his report that higher levels of emotional loneliness (i.e., lack of intimate relationships), suggesting that online interactions fail to satisfy one's need for emotional connections in social interactions. Likewise, at some point, many people

get unfriended by their friends in Facebook. Interestingly, researchers have disclosed noteworthy fact that if such situation takes place, and unfriended party happens to identify who did that then unfriended one will act more deeply and experience a feeling of rejection or sadness (Knautz&Baran, 2016, 14). Moreover, social media obsession may lead to something like classical addiction (The Himalayan Times 2016, February 27).

Cyberbullying has immensely impacted the group of young users in Facebook. The various research studies have pointed that cyberbullying is most common phenomenon amongst the youngsters. The following chapter widely discusses the phenomenon and its impact on young people.

### 3.3 Cyberbullying

Cyberbullying is reportedly a common issue amongst teenagers using Facebook or other social networking sites. The researchers Kowalski et al. 2012, in their research report, have repetitively referred to Aftab (2011) to define and differentiate the different forms of cyberbullying. As cited in their research report, Aftab (2011) differentiates the direct and indirect form of cyberbullying. As per her definition, direct attacks as sending messages to other children or youth is direct form of cyberbullying whereas involving others to perform cyber-attacks is cyberbullying by proxy (as cited in Kowalski, R. M., Limber, S. P., & Agatston, P. W. 2012). Or, in other condition, indirect cyberbullying may occur in a unique and rare way. For instance, one who cyberbullies may be a friend with whom the target has shared his or her username and password, so access to the account is even easier (Aftab 2011.).

A research in the context of Nepal, reports the effects of cyberbullying on teenagers. The effect of cyber bullying varies depending on the type, frequency, level of exposure, personal emotional strengths and the culture and context. With increasing cyberspace, the threat, and challenges of misuse of ICT is becoming a major concern for educators, parents, and teens in Nepal (Dhungana, 2014). The researcher points out that the effect can be more or less depended upon the personal strength of victim to cope with that impacts, however, he emphasizes on appropriate measures needed to be taken into account.

Other forms of cyberbullying are briefly explained under subheadings.

### 3.3.1 Flaming

On public domains, people might come up with heated verbal exchange between them. Evidently, such occurrences cannot be pleasing. This is called flaming; a type of cyberbullying refers to a brief, heated exchange between two or more individuals that occurs via any communication technology (Kowalski et al. 2012).

### 3.3.2 Harassment

Harassment is the offence of using threatening or abusive or insulting words (Collins Dictionary of Law. 2006). For instance, in Facebook, a user may comment using abusive or insulting words against someone's status or photo post. I am not simply assuming the occurrence but confidently arguing that harassment is widely happening in Facebook. In addition, harassment does not require many actors but can easily be conducted by single actor and one target. Harassment is more one-sided, with at least one offender and a single target (Kowalski et al. 2012)

### 3.3.3 Denigration

An English newspaper of Nepal, The Rising Nepal reports that the growth of mobile communication and largely available Internet services even to the remote areas, has been misused by number of people, and as the consequence the violence against women is increasing. For many young people, creating a false information about others is an effortless task. Denigration is information about another that is derogatory and untrue. For stance, posting or sending digitally altered photos of someone, particularly in a way that portrays them in a sexualized or harmful manner (Kowalski et al. 2012).

### 3.3.4 Impersonation

Impersonation is quite uncommon bullying practice in cyberspace. To perform this sort of cyberbullying one must access to the target's profile. With impersonation, the perpetrator poses as the victim, most often by using the victim's password to gain access to his or her accounts, then communicates negative, cruel, or inappropriate information with others as if the target himself or herself were voicing those thoughts (Kowalski et al. 2012). However, if a user maintains his/her password strong and unpredictable by others, then the user can avoid such occurrence.

### 3.3.5 Outing and trickery

Young people are the one who can be easily deceived. Consequently, this group has been victimized more often. Moreover, youths like to experiment their own stuffs. For instance, sharing embarrassing experiences among friends through messaging apps or social networking sites i.e. Facebook. As a result, outing or trickery take place. Outing is sharing personal, often embarrassing, information with others, it may then take the form of receiving an email or instant message from a target that contains private information and/or photos and then forwarding that on to others. Likewise, tricking someone to fetch personal

information and then sharing that with others is called trickery. (Kowalski et al. 2012)

### 3.3.6 Sexting

Many teenagers have experienced, or at least heard about the term 'sexting'. Sexting is about sending or posting nude or semi-nude pictures or videos via text message or electronic means (Kowalski et al. 2012). People may have agreement of sending and receiving sexually explicit messages, photos or even videos; however, in many occasions junior citizens have been victimized. Moreover, not all the teens may like it. Clair and Ruth found that many teenagers aged between 13 and 16-year olds had been upset by being sent unwanted sexual messages (Lilley Claire, Ball Ruth 2012). In the context of Nepal, this phenomenon does not seem to be unfamiliar. According to CWIN Nepal's report 11% children admitted talking about sex online with people they do not know. (CWIN, Nepal)

#### 4. CYBER LAWS AND CYBER CRIME ISSUES IN NEPAL

Recently in Nepal, various forms of cybercrime have rapidly been reported. As many as 560 cases of cybercrime were registered at the Metropolitan Police Crime Division, in the first six months of the current fiscal year (My Republica, 2017). And unfortunately, insufficient cyberlaws have caused the deterioration of the situation. Pratyush Nath Upreti writes on his published article in The Kathmandu post in May 2014, the existing legislation is inadequate in many ways. In many cases, the existing law does not cover some of the most common forms of cybercrime. For example, no punishment exists for sending offensive messages.

Furthermore, the lack of cyber awareness amongst the teenagers and adults is another disturbing matter. Similarly, people do not consider the crimes over Internet that serious, it may be because they feel safe for not knowing the perpetrator in person. Upreti claims that victims are unaware that they have become victims. On the other hand, rest of the victims often reluctant to lodge a complaint, largely due to ignorance of existing cybercrime laws and regulations (Upreti, 2014 The Kathmandu Post). Additionally, Upreti reports that frequency of cybercrimes continues to inkling, but the legal provisions remain ineffective and insufficient.

Sumnima Tuladhar, the executive coordinator of CWIN Nepal, presents some pathetic facts on vulnerability of Nepalese children in cyberspace-

- a. Mostly the young people surf Internet at cyber cafes and most of those cafes are unauthorised.
- b. Insufficient legal provisions against cybercrimes.



Furthermore, the report suggests necessary measures to take into account-

- a. An amendment introducing child protective measures within the cyber law and strong measures in the Children's Act are required to minimise the risks for children online.
- b. There should be criminalization of all aspects of (the use of) child pornography
- c. Extraterritorial law should be enforced to address the possibility of foreign paedophiles exploiting children online.
- d. A cyber cell in police system should have special unit for protecting children online.
- e. Training of criminal justice professionals, including law enforcement, prosecutors and judiciary is a needed precondition in order to execute the cyber law.

## 5. REVIEWS OF PREVIOUS LITERATURE

The increasing number of young people in social networking sites i.e. Facebook has grabbed huge attention of researchers. Some research works have been carried out to analyse SNSs' roles to form various relationship in virtual world. The popularity of Facebook has drawn the concentration of the academic world. Particularly, its role of reframing relationship and satisfaction (e.g., Sheldon, Abad, & Hinsch, 2011); and the formation of identity (e.g., Zhao et al. 2008). However, the research about impacts of Facebook (or any other social networking sites) on the relationship between teenagers and parents are hardly carried out. Similarly, two researchers Subrahmanyam & Greenfield (2008) share same understanding in regard of mentioned issues. Researchers have conducted rigorous experiments into how adolescents' wide use of electronic communication may be affecting their relationships with their parents (Subrahmanyam & Greenfield, 2008). Meanwhile, parents are in pressure to stay alert of their children activities in social networking sites. Their research has widely discussed on that issue and even they have focused on the challenges that SNSs, what they named electronic media, have caused parents to worry about. It is very challenging for them to put their children aside from negativity that electronic media cause while positively playing role to create significant environment for better education and social connection (Subrahmanyam & Greenfield, 2008). Likewise, Gengler reports SNSs have become a way of life for teens. As with any aspects of teen life, this is an area where parents need to gather more information and monitor what their teens do (Gengler 2011).

Conversely, a researcher named Ahn (2012), for instance, perceives the impacts of social networks on the teenagers in a different way. As per his claim, parents are often afraid that allowing their children access to online communities can expose them to harmful relationships. However, the results suggest that youths have "opportunities to create positive relationships—at least bridg-

ing social capital—through their participation in online social networks" (Ahn, 2012). Furthermore, he points out - for teenagers, being a member of a social network site is related to their bonding relationships with peers. However, frequent use of SNSs is not related to bonding social capital. Ahn (2012) where he cited Bourdieu (1986) to define the term social capital. Bourdieu defines social capital as membership of a certain social classes or groups. In other words, if one is part of social group then s/he acquires social capital.

A team of researchers including Maggie Kanter, Tamara Afifi & Stephanie Robbins (2012) have characterised Facebook as a platform where individuals voluntarily introduce themselves. The researchers further claim many users may not actively consider the variety of people in their audience (i.e. parents) when disclosing their information. Additionally, the researchers worried about the possibility of parental monitoring turns into an invasion of privacy (M. Kanter et al. 2012). At the same time, they also projected the idea of parents' isolation from their child's life, and mentioned-

Some parents may feel isolated from their child's life if they read information on their child's profile that the child does not talk about with them. If the parent talks to the child about his/her feelings reading the child's postings, it could be perceived as a privacy violation, creating boundary turbulence in their relationship.

Other research studies have also figured out same result. Disembodied online encounters enable people to hide their undesired physical features, and anonymity allows individuals to recreate their biography and personality (Zhao et al. 2008). Moreover, the young people are well known to the privacy setting features, and most parents are not as up to date with the latest features of their teenagers' favourite social networking sites (Khan, n.d). Similarly, other researches also agree that; on Facebook, even if teens give their parents access to their profiles, they can limit the areas of their profile that their parents can

view (Subrahmanyam & Greenfield, 2008). These circumstances may damage the parents-children relationship. Moreover, Khan (n.d) describes the difficulties of parents for supervising their children on such networking sites. However, parents can strengthen the relationship differently rather than spying their children in social sites, as Richareds et al. (2010) reported spending more time reading and doing homework was linked to a better relationship with parents (as cited in Khan, n.d). Similarly, Khan (n.d) refers to one study carried out in 2004 (though remains undisclosed about the fact) suggests that more time spent on television, computers and video games leads to a lower quality of attachment to parents (Khan, n.d).

The interaction over Internet normally does not ensure building up strong relationship with other. A researcher defines vividly, when one spends more time in SNSs and interacts with wider networks, one may readily keep in touch with acquaintances rather than developing close relationships (Ahn, 2012). For instance, most of the users generally chat with same friends over and over. Thus, assuming people do not end up using SNSs just to find new people, cannot be invalid claim. To some extent, this research report will approach to find the views of Nepalese teens on using Facebook for developing close relations.

Limited discussions initiated by Nepalese scholars and their articles on various newspaper and online forum are highly relevant to this research. However, the research is immensely based on research done in international arena. The news on pros and cons of social networking sites reported by national and local newspapers will additionally contribute to produce refined outcomes.

## 6. RESEARCH METHODOLOGIES

By using merely one approach or the other will not answer to the research questions correctly and effectively (Mason, 1994, 1996; Bryman, 2001; Kaufman Hall, 2001; Greene, 2002, as cited in Heather & Martyn 2004: 121). Therefore, to explore the research objectives, this research is largely based on qualitative research method, and partially connected to quantitative measures. The qualitative research method has been a vital methodological tool for me to explore the findings. Qualitative data is generally described as discourse or narrative analysis (Heather & Martyn 2004: 109). In this chapter, I will explain the aims and objectives of this research, data collection method, process and data analysis.

### 6.1 Aims and Objectives

Largely, this research work aims to find the impacts of social networking sites (mostly Facebook) on the daily lives of teenagers. In this research, 'impacts' refer to both destructive and constructive attributes. However, while discussing about the damaging qualities, researcher will not overlook the facts of positive attributes that social networking sites, especially Facebook, has brought to its young users. Additionally, the research attempts to reveal the reasons that cause teenagers to spend plenty of time in Facebook. Likewise, research will answer the frequency of dispute between teenagers and parents because of Facebook usage. More importantly, the research study emphasizes on the changes of relationship that has noticeably affected parents and youngsters because of active involvement of teenagers in Facebook.

### 6.1.1 Research Questions

To acquire authentic outcomes, and for organizing the whole research process in an ordered way, two research questions have been developed. Moreover, I have emphasized on finding the answer to the question of overall influence of Facebook among teenagers. Similarly, the perception of parents on merits and demerits of Facebook for their children. The research questions are as following:

1. How has the use of Facebook affected teenagers' relationship with their parents?
2. How do the parents perceive the involvement of their children in Facebook?

To explore the data based on these two research questions, I performed interviews with the respondents.

### 6.1.2 Interview Questions

“Themes, topics and subject areas may be generated a priori from the research questions or the interview guide” (Gilbert 2008: 259). For that reason, I chose to conduct interview with one sort of respondents and send questionnaire to other respondents. As Heather & Martyn 2004 refers to a researcher who claims that Interview relies on general themes to be explored with all respondents (Kumar, 1987: 110). I prepared both types of questions not only for the interview but also for questionnaire. Both sorts of questions carry unique qualities within it. A researcher reports open questions are useful for a new research project whereas closed questions can be pre-coded and the responses can be easily put on a computer (Gilbert 2008: 192-193).

The social work research generally presents three different categories of questioning: exploratory, descriptive and explanatory (Marlow, 2011; Royse, 1999 as cited in Heather & Martyn 2004: p17). To very extent, the interview questions and questionnaires, in this research, contain the qualities as mentioned above. The questionnaire should be clear with the instructions throughout, and, provide illustrations if it is necessary (Gilbert 2008:197). Furthermore, the interview was carried out over telephone. Telephone surveys share the advantages as likely face to face interviews, and, additionally, make possible to reach a wider population at less cost. (Gilbert 2008: 187)

#### 6.1.3 Ethical Consideration

Ethical consideration remains as a necessary step in research process. Therefore, I, as a responsible researcher, have not ignored the importance of this very moral issues. In addition, I am fully aware on the fact that if a researcher fails to address the ethical issues, then s/he cannot accumulate the appropriate amount of data for the research purpose. Cottrell (2014) reports that ethical considerations in research are important for having decency, honesty and assurance of dignity among researchers and respondents. Similarly, I reached to the serving lecturers of different colleges and clarified them about the purpose of my research. Interestingly, the social networking site, Facebook, has been used to establish my contact with them. After contacting the lecturers, I sent them a contact form for the respondents. The form consists only the first name of respondents, age, gender, and email address.

In advance, I had informed my respondents that if they did not feel comfortable for providing their first name and age, if so, then they could mention only their gender, and email address. The accurate information of respondent's gender was important to reveal if there was any hidden fact that the parents were extra cautious about their children in Facebook because of the gender of their children. A good research inspires people to take part in it and talk independently

about their circumstances. The reflection of "ethical issues i.e. data protection, privacies as a quality feature of research is an essential step in the research process". (Flick, U. 2008, 20.)

## 6.2 Data Collection Method

The questionnaire and interviews (by phone calls) are used as data collection method. Questionnaires contain both nature of questions i.e. closed and open-ended. Mainly, the closed ones are used to discover the identity – in a sense of distinctiveness, of respondents for instances, gender, age, and at what age did they start using Facebook? Whereas the open-ended questions aim to answer the main research questions of this research. The research, somewhat, contains the quality of both research methods i.e. qualitative and quantitative. Observation method has not been used in this research. Interviews were taken via phone calls and the questionnaire was sent to numbers of teenage Facebook users. The research was to reveal the genuine experience of respondents, but to not understand their overall gestures; so, observation was not considered as an important tool for data collection. Even, some prominent researchers point out the less importance of observation in some research.

David Silverman in his book, *Doing Qualitative Research*, states,

Observation is not generally seen as a very important method of data collection in quantitative research. (Silverman 2005, 111).

The only aim of using questionnaire in this research, was to explore teenagers' untold stories of both bad and good experiences in Facebook. Therefore, I thought of being extra cautious to remove their hesitancy for responding the research questions by skipping interviewing them over phone or face to face. Similarly, Ranjit (2014) recommends a questionnaire method as a better selection to discuss issues with respondents where they require or prefer to be anon-



ymous. More importantly, the questionnaire was thoughtfully developed, hence the participants of survey responded quite sensibly. Sarantakos (2005) suggests the questionnaire requires to be in a logical order, allowing smooth move from one topic to the next (as cited in Bird, 2009).

The phone interviews were performed to collect data from adult people after the confirmation of their eligibility to be a respondent for the research work. I had set requirements for such interviewees. Firstly, they need to be parents to at least a child who knows (preferably uses) Facebook. Secondly, they need to know (does not necessarily to have one) about Facebook. Three adults were interviewed by random phone calls in this process. An interview is useful tool to accumulate data from the respondents regardless of their age groups or nature: kids, disable, adult or uneducated (Ranjit 2014).

### 6.3 Sampling and Selection of the Interviews

Basically, the research targeted teenagers as main respondents for the questionnaire. This measure was taken because of the nature of this research but not as inappropriate tool to sample populations as Mason (1996) refers to discourse analysis (cited in Silverman 2005, 131). In addition, three adults were also randomly chosen for phone interview.

For the better outcomes in qualitative research, most of the researchers are found to be positive about using purposive sampling. As the research question aims to find out the perception of teenagers on the impacts of Facebook in their lives, specifically on the relationship with their parents; the collected data consisted the mixture of positive, negative and balanced views of respondents on

the impact of Facebook. Therefore, 15 out of 30 data were selected for further analysis based on their nature.

As Denzin and Lincoln in their handbook for qualitative research claim that many qualitative researchers use purposive sampling because this process "emphasizes on groups, settings that input to produce most likely result as researcher intends to get one" (Denzin & Lincoln 2000, 370). Likewise, another researcher Kumar Ranjit (2004) compares the usages of sampling method between quantitative and qualitative research, and points out the chance of choosing random data sampling in quantitative, whereas in qualitative research a researcher is guided by his/her judgement as to who is likely to provide him/her with the 'best' information. Furthermore, David Silverman (2005) clarifies on this sampling method.

Purposive sampling allows us to choose a case because it illustrates some feature or process in which we are interested. (Silverman 2005, 129)

#### 6.4 Data Collection Process

To accumulate required amount of data, questionnaire was set for teenager respondents, and interviews were performed with adult respondents. As it is described that questionnaires are useful to gather numerical data, and basically related only with quantitative approaches (Heather & Martyn 2004, 113), the questionnaire was sent via emails to 75 teenagers; out of which, only thirty people responded. The respondents for questionnaire were reached via campus administration and lecturers. Likewise, the random selection of parents for phone interview was conducted. Three adult respondents were aged between 35 and 55.

The numerical data in this research are collected through questionnaire. Similarly, the interviews with adult respondents have helped me to understand phenomenal perceptions of adult respondents from their very perspective. Interviews are widely used to fetch first-hand experiences of related person. A research reports the importance of interview in research as "an opportunity for that person to describe his/her context in own words" (Stringer 2007, 69).

### 6.5 Data Analysis

The questionnaire sent to teenagers were received within one month of its dispatch. Only few initial data were transcribed as Silverman David suggests that transcribing all data at the beginning of data collection phase, is causing of delay in analysing data (Silverman 2011, 59). Therefore, I could avoid early hypotheses about tendency of data. Afterwards, I realized that I had to get more data to be analysed to get convincing findings. In total, 30 responses were gathered. Additionally, three parents were selected randomly for the phone interviews.

The data retrieved from questionnaire were rearranged on word document, which produced six printed sheets on A3 size. Similarly, the recorded voice data of three interviews was about 46 minutes; and three sheets of A4 size were used for transcribing the data. Later, the data were rearranged precisely on one A4 size paper. The refined coded data are used to make claims, and form constructive arguments to answer the research questions.

Thematic analysis was used for the interpretation of data. It is very poorly "branded" method, in that it does not appear to exist as a "named" analysis like

others do (Braun & Clarke 2006). Firstly, the data were classified in different categories. All the received data were categorized under selected theme, but only ten were interpreted further as I realized that the amount of data would be enough to achieve the aims of this research. However, the process of data analysis is illustrated briefly: the initial notes were made from every data. Then, the familiarization with data started. Afterwards, the phase of producing initial codes began. Different themes were generated through coded data. Ultimately, the themes were narrowed down to the more comprehensive and clear themes.

All the answers collected through questionnaire were systematically organized and afterwards the notes were developed. Example of note produced out of data is shown in figure 1.

18 Male R (9)

He normally shares photos and videos in Facebook. No bullying incident is experienced. Sometimes, he shares some bad moments of Facebook with his parents, but parents do not pay proper attention to his stuffs. He believes Facebook has helped him to collaborate with teachers and friends to carry out project works or assignments. No dispute with parents regarding Facebook use.

22 Male R (10)

He thinks Facebook has both sorts of impact on him. The positive side of it is – it allows him to share ideas and notes among friends, and gets updated what's going around in country or beyond. He admires seeing inspiring quote or story in newsfeed. Additionally, he got to know about online school through Facebook i.e. [www.edx.org](http://www.edx.org). He refers to the excessive use of Facebook by his friends, normally for posting something and waiting for likes and comments, may lead them to Facebook addiction. He emphasises the relation with parents is greater than anything else, so does not get involved in disputing with them.

Fig. 1. notes

Similarly, the phone interviews were transcribed and summarized. Figure 2 presents how I summarized the responses.

How do you find what is going on with your child in Facebook?	Male, 35 PR1	Male, 54 PR2	Female, 45 PR3	Summary
	My child does not have a Facebook account; however, I can see other teenagers' activities through my Facebook profile.	I interact with people to know about their Facebook activities.	I could have gathered more information if I had been able to use Facebook, however, I ask my child's friends if he is misusing it.	Only one of them has got Facebook account, however his child does not have Facebook account, other two interact with people or their children's friends to know about their children activities in Facebook.

Fig. 2. Summary of interview answers

Thematic analysis presents comparatively approachable form of analysis, especially for the beginner in qualitative research field (Braun & Clarke 2006). I chose this analysis method as my analytical tool because this is more flexible and practical for analysing the data. As Braun & Clarke (2006) put their views that there is no rigidity on answering to the question of amount of data proportion for the confirmation of the theme for it to be counted a theme. Therefore, I started developing codes out of notes. The list of codes is shown in the figure 3.

1. Activities	2. Easy Parents	3. Assignment	4. Sharing
5. Communication gap	6. News and Information	7. Misuse	8. Unaware
9. Real world	10. Addiction	11. Discussion	12. Inspiration
13. Studies	14. Waste of Time	15. Illiterate	16. Using wisely
17. Bullying	18. Positive impacts	19. Productive	20. Negative impacts
21. Fake world	22. Knowledge	23. Cultural Threat	24. Excessive use
25. Hurting	26. Setting Time limit	27. Feedbacks	28. Worries
29. Bad moments	30. Relations	31. Disputes	32. Change

Figure 3. the list of codes

After generating codes out of notes, my next task was to develop theme. I had to invest most of my time and effort for the process of developing themes. Basically, I developed themes through using different codes having similar meaning or purpose to define the retrieved data, such as "Inspiration", "Productive", "Change" and "Knowledge". The process of creating subthemes and relating them with final theme turned easy only after the categorization of codes. The process of creating subthemes and developing themes with the codes can be found in given figure 4.

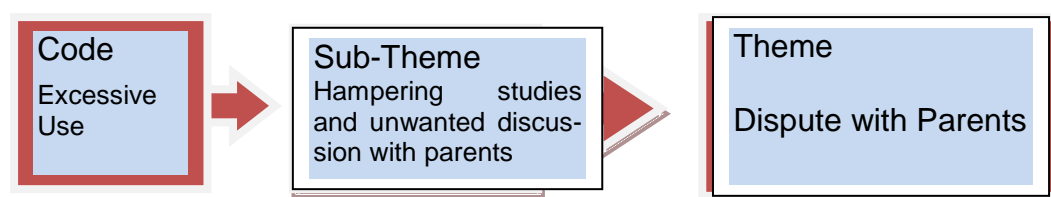


Figure 4. The process of developing theme

Moreover, the thematic chart was prepared to accumulate different codes into appropriate theme. To present the process of creating thematic chart, a part of chart is shown in figure 5.

Note	Codes	Subtheme	Theme
She relies Facebook has been a very useful tool for her to discuss about school's assignment with teachers and classmates. However, she believes Facebook has many time-consuming features i.e. game, video or text chatting, which engage users to extended time. She has applied a time-limit for using Facebook. Parents strongly warn her not to use Facebook during studying time.	Useful  Using Wisely  Setting time limit	Understanding the circumstances and willing for change	Motivation for Change

Figure 5. A part of thematic chart

Some codes are linked to more than one theme, and have been presented accordingly. The theme chart was prepared in a very systemic way, which have been presented through figure 1 to Figure 6. This process is an important part of this whole research work. The final form of thematic chart can be seen in figure 6. Likewise, the chapter six (6) discusses the findings of the research based on this data analysis.

Codes	Sub Themes	Themes
Excessive Use, addiction, communication gap, disputes, misuse, waste of time, cultural threat, hurting, relations, fake world	Hampering studies and unwanted discussion with parents  Excessive involvement in Facebook	<b>Dispute with Parents</b>
Sharing, bad moments, unaware, easy parents, illiterate, hurting	Parents having less or no knowledge about Social Networking sites  Teenagers compelling about lack of parental support	<b>Easy or Unaware Parents</b>
Studies, activities, news and information, knowledge, assignments, productive, change, feedbacks, using wisely	Beneficial for studies and information  Parents' concerns about their children's studies	<b>The Worries of Parents</b>
Inspiration, useful, using wisely, setting time limit, positive impacts, negative impacts, real world, bullying	Realization of own involvement in Facebook  Being aware of merits and demerits of using Facebook	<b>Motivation for Change</b>

Figure 6. Thematic Chart



## 7. FINDINGS OF RESEARCH

In this chapter, I will discuss the findings of this research work. Additionally, the findings will be supported with the result of previously done research, if any themes of this data analysis contain similar purpose as their themes. I believe, presenting similar scenario of different settings make the research work profoundly reliable and valid. However, the findings are completely based on the data, which were collected and analysed in this specific research work. This research work is based on finding answers of two research questions: perception of teenagers on the impacts of Facebook brought in the relationship with their parents and parents' perception regarding the involvement of their children in Facebook. Interestingly, the research has also revealed some other significant sights related to the involvement of teenagers in Facebook. Those interesting findings will be briefly discussed in this chapter.

The respondents representing young people or teenagers are coded as R1, R2... where R refers to Respondent, additional code in the bracket where M or F refers to gender and the number refers to the age. Likewise, the respondent representing parents are coded as PR1, PR2 & PR3 where PR refers to Parent Respondent and additional code in the bracket refers same as of teenager respondents.

### 7.1 The Worries of Parents

Using Internet or spending times in social networking sites for today's young people is a passionate leisure-activity. Using technology among adolescents is the most common activity for them (Subrahmanyam & Greenfield 2008). The young people in this research are also found of being actively engaged in Face-

book. The data shows 19 out of 30 respondents log into Facebook more than six times in a day. Their frequency of Facebook use has negatively influenced on their studies. One of the respondents explains,

My parents are really worried about my studies because I spend most of my time checking Facebook. They always warn me that I may lose my bright future if continuing using Facebook. - R7 (19F)

The response from the 19 years old female respondent shows us the concerned of parents on the studies of their children. The concerns of parents are not unreal. The teenagers, at any way, should consider the parents' anxieties, which essentially emphasize for their progress and achievement. However, the degree of expression about concerns may vary from parents to parents. In the research, 3 out of 30 (10%) respondents presented different experiences about their parents' interference on their Facebook involvement. As per their narration of this query, "What did they suggest you after they knew that you use Facebook?", the parents do not complain concerning their (respondents') involvement in Facebook, but mention that the school's assignment should not be skipped or neglected.

They ask me to spend minimum amount of time in Facebook without hampering my regular studies. R10 (22M)

From the teenagers' perspective, their parents are worried about direct influence of Facebook on their children's studies. The 14 respondents, which makes 47%, have stated that their parents usually suggest them to emphasize on studies. Similarly, the parents also agreed that use of Facebook has mostly impacted on young children's studies. An adult respondent, a father of two children, serving as secondary level teacher claims in the phone-interview,

"I have witnessed that some young people, specially, undergraduate students are literally addicted to Facebook who even use Facebook during their classes. I feel very sorry to those who even bunk classes just for hanging in Facebook." PR1 (35M)

The evidences of excessive involvement of young people in Facebook have been witnessed in different settings. At home, the young people cannot undermine parents' vigilant sight, and they ought to convince their parents that using Facebook has not affected their overall activities including studies. A teenager shares her experiences in this way-

I do not use Facebook just for no cause. Facebook has helped me to contact friends and get help from them while needed. Normally, I log into Facebook for discussing about notes, project works and sometime, for collecting ideas to do undone assignment. Parents suggest me not to misuse and be aware of awful posts in Facebook. R6 (20F)

An adult woman aged 45 who claimed having basic school knowledge seems optimistic concerning use of Facebook by her children. However, at the same time, she worries of misuses of Facebook. The respondent says,

In my opinion, Facebook has helped young people to gather more knowledge and information, but some people misuse it by sharing nude pictures and hatred speech. PR3 (45F)

## 7.2 Easy or Unaware Parents

Sadly, this research has revealed that a notable number of teenagers have realized that their parents are not aware of the issue. There might be many reasons why some parents do not care about the issue. Nevertheless, some specific evidences are recorded in this research. Most of the respondents reported that they share the awful experiences of Facebook (if anything happened) with their friends. In contrast to the teenagers complains on parents' unaware to their Facebook related issues, all the three interviewed parents agreed that they do care of their children's activities in Facebook even though two of them do not hold Facebook account. One of them states,

I do not use Facebook, but I have frequently asked my son not to misuse of Facebook, I have told him that he should be aware of good and bad posts on Facebook. I, sometimes, even ask him to show Facebook to know what's going on. PR3 (45F)

The parents probably do not have proper knowledge about social networking sites, or perceive that their children cannot do anything wrong in Facebook. As one of the respondents mentioned that the parental intervention depends upon the nature of children how do they normally treat in everyday life. However, some have different stories to tell, for instance one young guy has mentioned,

Sometimes, I share some bad moments of Facebook with my parents, but parents do not pay proper attention to such things. R9 (18M)

12 out of 30 (40%) respondents have stated that their parents do not supervise their involvement in Facebook. Here, in this case, the parents' initiation is essentially required to reduce teenagers' unnecessary involvement in Facebook. One of the adult respondents (PR1) worries about the fact that most of the parents have very limited or no knowledge about technologies and all those social networking sites. Moreover, he claims that the techno advanced teenagers have made benefit out of uninformed parents. On one hand teenagers have overlooked the fact how Facebook has downgraded their studies, or restricted their active involvement in other activities, and on the other hand some parents barely recognize it as an issue.

A respondent shares her experience,

"Once I shared an embarrassing comment made on my picture by one of my school friends with my mom, and she just laughed and took it as nothing had happened." R13 (18F)

According to the research by Livingstone, S., Ólafsson, K. & Staksrud, E. 2013, Children having no restriction of using social networking sites by their parents, most have a social networking site, ranging from 71 per cent of nine-year olds to 92 per cent of 16 year olds.

### 7.3 Dispute with Parents

The researcher keeps coherence of the claim with the logic that social networking sites and other newer forms of communication are making it harder for parents to control and influence their children's online activities (Khan, n.d). Consequently, this condition prolongs unless both parents and teenagers set an agreement. In Nepal, some parents are remarkably cautious concerning their children's studies. They mostly compare their children's school performance with the expenses for educating them.

The young people who reported to have dispute with parents, mostly realized that their extreme involvement in Facebook is the main reason for creating such 'unwanted discuss'. Also, they have shared similar experiences i.e. 'degradation in studies', 'not attending other activities', 'missing assignments' and 'addicted to Facebook'. At this point, both teenagers and adult respondents have noticed that excessive use of Facebook has degraded reading culture.

One young girl shares her experience,

Facebook has been an addiction for me, I keep checking (Facebook) if I have got new friend requests, messages or additional likes, comments. I spend more time in Facebook, which has led to communication gap with my parents. So, dispute is quite normal.  
R5 (19F)

All three interviewed parents noted that there are evidences of dispute between parents and their children concerning Facebook. The PR1 has one child of aged 12, and child does not have Facebook but fascinated to see photos and videos on her father's (respondent's) Facebook. Next respondent PR2 has three children and all are above 30, however, he claims of being witnessed the impacts of Facebook on young people as he usually interacts with them. While interviewing him, I asked, "How do you know the Facebook issues related to young people since all your children are already in thirties?" And he replied, "having or

not having young children does not necessarily ease or restrict one from fetching information, all you need to do is- communicate responsibly with them." The respondent further expressed,

Some children have used Facebook in a way that hurt their parents, and some instances of dispute between parents and children are seen in community. PR2 (54M)

The clash between parents and teenagers just because of Facebook related issues have not been reported, however, teenagers' involvement in Facebook, at some point, is hurting their parents. Likewise, teenagers also may have felt sort of irritation because of persisting parental advice of not or less involvement in Facebook. Consequently, ineffective discussion between parents and teenagers exacerbates the dispute concerning obsessive use of Facebook by teenagers. Then, as per the claims made by different respondents, either they start avoiding each other or keep arguing every now and then.

A teenager respondent says,

They (Parents) always irritate me by asking not to use Facebook, But, I am so much into it. I do not want to quarrel with them, so I avoid disputing with them by not spending much time with them. R8 (19M)

25 out of 30 respondents reported that the parents have, at least once, mentioned using Facebook may negatively impact on their studies. In contrast to the parents' perspective, 19 out of 30 respondents claimed using Facebook has been beneficial for their studies, whereas 6 respondents strongly disagreed with the claim that Facebook positively influence on studies. Similarly, some respondents argue that Facebook does not necessarily contain overall positive impression on person even though it might be largely useful for studies. However, all of them agreed that engrossing extremely into Facebook, undoubtedly, distract one from other activities.

Another teenager states,

I'm less interested in my studies because of my notable activeness in Facebook. Parents normally scold me because I am inactive in other activities i.e. studies. (18 F) R11

Importantly, a genuine issue of cultural shift has been mentioned by some respondents. To some extent, this issue is characterized as one of the common factors for causing dispute between Parents and Teenagers. One of the parents' views on this issue is-

In a sense, some teenage Facebook users have violated our cultural norms and oneness. They introduce differently than their parents' desire. For instance, some youths have used Facebook to establish contact with people having different caste and socio-cultural background, and later, they even get married through Facebook relation. PR2 (54M)

#### 7.4 Motivation for Change

By referring to a research, Khan in her research on the title "Duration of Adolescent Technology Use and Closeness with Parents" reports that young people are found spending less time in reading and writing who get engaged more on using mobile. Conversely, teenagers having spent more time in study have better relationship with parents [Richards et. al., 2010, cited in Khan (n.d)]. Similarly, in this research, most of the respondents have agreed that spending more time in Facebook leads to dispute with parents. All the respondents agreed that the parents have questioned, at least for once, regarding the use of Facebook. However, very few parents are reported that they ask their children (the respondents) for less involvement in Facebook.

Moreover, some researchers have revealed the direct relation of excessive use of Facebook and its negative impact on users. The more a user spends time for using Facebook, the less that will benefit him\her. Similar findings were mentioned in some previously done research- most of the teenagers were found to be busy in chatting with their friends for a prolong time for not having any positive benefits. (Chowdhury, Dr. Indrajit Roy & Saha, Biswajeet 2015). Likewise, another researcher revealed that "When the groups were combined, spending a lot of time on Facebook was negatively related to self-esteem" (Kalpidou, M., Costin, D., & Morris, J. 2011).

Intriguingly, some of the respondents have alluded to setting time limit or spending less time in Facebook for having better relationship with parents. Using Facebook does not entirely impact on teenagers' studies or their relationship with their parents. Also, it provides platform to interact with friends, teachers and other experts, by which, the teenagers can enrich their learning skills. However, not all the Facebook users share same purpose. Facebook has lots of absorbing features i.e. games, live broadcasting, video chatting etc. Such engrossing features made users, particularly the teenagers, getting highly involved in Facebook.

I believe Facebook has plenty of time-consuming features i.e. game, video, or text chatting, which keep users being engaged in Facebook. Therefore, I have applied a time-limit for using Facebook. R4 (17F)

In this case, setting time-limit for using Facebook is only the best possible alternative not only for keeping safe from being addicted to it but also for accumulating benefits by using Facebook consciously. More importantly, the parents have



also acknowledged such phenomenal circumstances. One of the adult respondent reports,

My children have not misused or overused of Facebook, therefore, we do not have that sort of dispute because of their involvement in Facebook. But, some of my friends complain about the excessive involvement of their children in Facebook. PR3 (45F)

## 8. DISCUSSION

The social networking sites i.e. Facebook is no more unfamiliar or unknown to the teenagers, rather most of them use Facebook. Mostly, the teenagers use Facebook for networking with their friends or strengthening relation among friends. However, many of them agree that it can be used not only for networking with friends, but also for sharing collective ideas, discussing about assignments and getting information from other reliable sources.

The perception of teenagers about the impact of Facebook on the relationship with their parents were cross checked with parents' (adult respondents') opinion about the involvement of their children in Facebook. Nevertheless, the teenagers' perceptions were highly considered to answer the research questions. The unique experiences of different teenagers produce several suggestions. Mostly the teenagers claim to get benefitted by using Facebook and at the same time, they share different stories such as, Facebook contains addictive features, and it has negatively impacted on their studies. Consequently, the addictive features cause teenagers to spend most of their leisure time using Facebook. Similarly, in this research, 19 out of 30 respondents, which makes 63.33%, stated that they log into Facebook more than six times in a day. Arguably, the frequent appearance of teenagers into Facebook does not necessarily mean that they are there to explore or share ideas.

Generally, Facebook has positive impacts on young people's studies and help them to network with others; however, both teenager and adult respondents strongly believe that some teenagers are involved in defaming other's character and spreading extravagant information. Furthermore, these evidences suggest that the negative impact of Facebook must not be disregarded. Especially, the

addiction of Facebook use has been a reason for some teenagers to bunk off classes. Similarly, the curiosity of user about the latest performance of recently uploaded posts keep him/her checking Facebook profile. Even though the research does not aim to find out the frequency of teenagers' involvement in Facebook, the research shows that the teenagers are spending a lot of time for scrolling over Facebook newsfeed.

The parents have less knowledge about social networking sites even though the cell phones are quite popular among parents (Khan, n.d). The use of cell phones or having account in similar networking sites creates an opportunity for them to have close monitoring of their adolescent's virtual activities, however, "both adolescents and their parents agree that youth know more about the Internet than their parents do" (Subrahmanyam & Greenfield, 2008). Similarly, in this research, only one out of three adult respondents, holds own Facebook account. Rest of them either should request their children to show their Facebook activities or depend upon other teenagers to know about their children's activities in Facebook. Interestingly, the attitude of parent respondents 'my children do not excessively use' but others have done, is purely unconvincing. This unconvincing facet of the findings is equally meaningful as Subrahmanyam & Greenfield have reported that parents may have very less information about their teen's online activities.

There are evidences of dispute between parents and their children regarding the use of Facebook. Mainly, the argument occurs because the parents do not want their children being distracted from their regular studies. Most of the parents believe that the extreme use of Facebook will hamper their teen's academic performance –and, which is not wrong assumption. Consequently, the parents force their children to completely stop using Facebook. The four out of thirty teenager respondents have reported that their parents have asked them to

delete their Facebook account. Furthermore, one of them has stated that he already stopped communicating with his parents. Such heated circumstances have higher degree of negative impact on relationship between parents and their teenagers. As a result, it may cause a prolonged communication gap between them. At this point, a unique dimension of community work can be developed to address such situation. Teenagers should be taught how responsibly we can use social networking sites like Facebook.

One of the important findings of this research is 'creating productive outcomes by sensible use of Facebook'. More than 60% of respondents claimed using facebook has positively influenced in their studies. Similarly, all three adult respondents considered Facebook as a beneficial platform to share and accumulate various ideas. To develop Facebook as an information sharing platform, the respondents emphasised on setting time-limit or avoiding extreme involvement in Facebook. To very extent, the limited or sensible use of Facebook can be useful for teenagers to develop or shape different ideas and information.

### 8.1 Challenges of the Research

The topic related to social networking sites is itself a challenge. The penetration of social networking sites is vastly popular among teenagers, and they use such sites i.e. Facebook mainly for connecting with their friends. Teenagers as subject for research can be an interesting topic to explore, however, their response may not be absolute datum. The very challenge of this research started at this point. Therefore, the data had to be cross checked by sending questionnaire repeatedly to every individual. Later, comparatively organized responses were used as data for the research.

Importantly, the email exchange between the researcher and the respondents was also one of the toughest jobs during this research. The teenagers, the primary sources of the data, were not fond of using email as they prefer using Facebook. However, I managed to motivate them to exchange mails. Also, the poor time management and the limited resources were challenges during this research process.

## 8.2 Professional Development

The time investment for this research has become a fruitful attempt. Throughout this period, I have learned crucial skills that are inevitable for research work. From the beginning phase of research, I have perceived the self-realization skill of selecting the best suitable research title for the research work. The whole process from choosing best research topic, and formulating research questions to setting questionnaire, data collection, analysis and drawing result out of the data, all above mentioned processes were new to me. Therefore, all the knowledge and skills that I have gained throughout this process, will remain as an asset for my overall development.

During this research, I got an opportunity to interact with people of different age group, and that has enriched my communication skill. Likewise, after interviewing adult respondents, I have learned a proper way of having dialogue with matured respondents. In some way, it has also built up my confidence level. More importantly, I have gained knowledge of having closure look on the issue with intense analytical perspective. Overall, I have passionately worked to draw most appropriate result out of my research questions, and that is key for the achievement of some notable professional development skills.

### 8.3 Further Recommendation

The research has successfully discovered some glimpse about teenagers' perception on the impacts of Facebook, especially in studies and other activities, in their lives. However, the research, initially, aimed to find out the impact of Facebook on the relationship between parents and teenagers. Nevertheless, this research has produced a brief information on that issue too. The total number of respondents were thirty-three including the three adult respondents. Some further recommendations can be made based on the outcomes of this research. Firstly, the data is not convincingly enough to determine the reliable outcome. Therefore, future researchers are advised to fetch data from big number of respondents. Similarly, the appropriate proportion between gender, age group and setting (rural and urban) can be finalised before data collection, which may generate other interesting outcomes than as of planned.

Due to the lack of proper amount of data, I could not fully analyse the issue related to impact on relationship between teenagers and parents. Based on this fact, I would suggest the future researchers to accept this phenomena as their research problem. As other researchers have urged, I would also like to recommend that more research is needed to determine whether the problem is parents' lack of knowledge about these communication forms or their lack of parenting skills (Subrahmanyam & Greenfield, 2008).

## 9. CONCLUSION

This research has disclosed the perception and the first-hand experiences of teenagers about the impacts of Facebook in their lives. Facebook has attracted many teenagers where they can be expressive having no courtesy. Facebook has been a place where people easily can establish a virtual relation without any identical trace of unknown users. Furthermore, the teenagers are at risk of being mistreated in Facebook world.

The features like chatting and games are time consuming. Unfortunately, most of the teenagers have excessively used those features. Generally, parents emphasize on their teens' studies and ask them to use Facebook less. Contrary to the parents, most teenagers rely that Facebook has positively influenced in their studies. However, Facebook does not cause entirely positive impact on user's life. Especially, the impact of Facebook depends upon the user how s/he gets involved in Facebook. Mostly the parents either ask their children to use Facebook less or completely stop using it. But, the teenagers do not easily accept the deal. Instead of asking for less involvement, teenagers should be taught for using Facebook sensibly.

In conclusion, the excessive involvement in Facebook lead users (teenagers) to Facebook addiction. This research has also revealed that some of the teenagers are addicted to Facebook. Likewise, the parents are less informed about teens' activities in Facebook, which is not good sign at all. The practical implications expressed by Meier E & Gray J, (2014) on their research report can be more useful at this point; this study's findings have several practical implications. Parents should be aware of adolescents' general activity patterns on Facebook.

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## APPENDICES

### Interview Questions for Parents

1. How many children do you have, what ages? How many of them use Facebook?
2. How do you find what is going on in your child's Facebook profile?
3. What suggestions do you give them about using Facebook?
4. How do you involve yourself on your child's post in Facebook?
5. How has Facebook impacted on your child's studies and other activities.
6. What do you like or not like regarding the involvement of your child in Facebook?
7. Have you ever scolded your child because of their Facebook activities?

### Questionnaire Sent to Teenagers

Sex:      Male                  Female                  Other

Age:

1. At what age, did you start using Facebook?
  - a. below 13                  b. above 13 and below 15                  c. after 15



2. Who told you about Facebook?

- a. Friends      b. relatives    c. parents      d. teachers

3. Have you put your real name in Facebook profile?

- a. yes      b. no

4. If no, why did you do so?

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5. Are you friend with your parents in Facebook?

- a. yes      b. no

6. Do your parents know that you use Facebook?

- a. yes      b. no

7. What did they suggest you after they knew that you use Facebook?

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8. Have you experienced any bad moments because of your post or comments in Facebook?

- a. Yes      b. No

9. If yes, how was your experience? will you share it with us?

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10. Whom do you normally share your bad experiences of Facebook with?

a. friends    b. parents    c. teachers

11. How do your parents react if you share awful moments of Facebook with them?

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12. Do you think that using Facebook has impacted on your studies? and other activities?

a. yes                      b. no

13. Has it positively impacted on your studies? if yes, how? if no, why?

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14. Do you consider that getting more likes and comments in your post make you more special than your friends?

a. yes                      b. no

15. What happens if you get less likes than your expectation?

a. I delete my post                      b. I ask my friends to like and comment

c. I don't mind at all

16. Have your parents recently discussed with you regarding your involvement in Facebook?

a. yes                      b. no

17. Have they asked you to stop using Facebook?

a. yes                      b. no

18. Do you think that your parents are not happy with you because you use Facebook?

a. yes                      b. no

19. Have you ever thought that using Facebook has made you reserved?  
How?

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20. Do you consider that spending more time for using Facebook than doing other activities lead us to Facebook Addiction?

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21. Has it impacted on relationship with your parents because you use facebook? if yes, how did you realize that?

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22. What can be the possible alternatives to improve this situation?

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