Doctoral Thesis

Youth Behaviors Toward Social Networking Service (SNS) and its Effect on their Education as Study Tool -A Case Study of Nepalese Youth

ソーシャルネットワークサービスに対する若者の行動と学習ツールとしての学習環境への影響-ネパールの若者を事例として

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博士論文要旨、

本研究では、ネパールの　若者たちの教育とソーシャルメディア　(Social Networking Service-SNS)での若者たちの活動に、ついての研究である。現在、世界中にソーシャルメディアのユーザー数は増加の一途をたどっている。ソーシャルメディアを、さまざまな目的に使うことも増えてきている。ネパールでは、若者の人口がますます増え続けていると同時に、若者の中で、教育、職業―または―雇用についての問題なども増えている状況である。ネパールの教育機関は、教育の質の向上を問題として、その解決に取り組んでいる。ネパールでは、全国にある多くの初等学校から高等教育までに適切なインフラがなく、情報通信技術（ICT）もないため、伝統的な教授法しか用意されていない。一方、若者は、家庭やスマートフォンを通じて、インターネットをより多い使用するため、その影響を受けている。そして、インターネットを使用すると同時にソーシャルメディアの影響を多く受けている。

ネパールでは、ソーシャルメディアのユーザー比率ががますます増加している。若者たちは、さまざまな目的に関してソーシャルメディアを使っており、その中でもとりわけエンターテインメントの目的で使う人が多い。しかしながら、ソーシャルメディアの利点を教育に使用できるならば、教育の質の向上に役に立つと考えた。本研究の主な目的として、ネパールの若者たちの日常生活にソーシャルメディアがどれくらい影響があるのか、ソーシャルメディアの利点は教育上重要な要素をなれるか、などについてデータ分析して、明らかにする。本研究の仮説的推定（hypothetical presumption）は、若者たちがソーシャルメディアを使用する主な目的である1）コミュニケーション、2）情報交換、3）情報検索＆学習を通じて、彼ら自身が、自らの教育環境を拡大していると考える。

その仮説的推定（hypothetical presumption）に関して調査を行ったところ、ネパールの教育機関では,ICT の技術の使用はまだ初期の段階であるが、多くの割合の若者たちはインターネットにアクセスができソーシャルメディアを使用していることが分かった。彼らは色々な目的で SNS を使用してるが、学習行動もその一つだと明らかになった。学習に SNS を使用する一番の目的ではないが、若者たちにとって、SNS を通じてソーシャルネットワークを構築し、オンラインからオフラインまでにコミュニケーションするのは、一番簡単で安価な手段をなっていることを明らかにした。そして、若者たちの教育環境をよりよくするために役に立っていることを明らかにし、結論として、SNS の使用は、若者たちにとって、教育の質を向上するツールになると分かった。

Abstract

In this internet era, the use of social networking services has become an essential activity in our daily lives, especially among the younger generation where its affects can be found in nearly every aspect of their lives. The use of SNS is dramatically increasing among youths. This research has analyzed the effectiveness of SNS on youths daily lives and has examined SNS impact on youths education as an effective tool for study. The negative aspects of SNS cannot be neglected, but this research focused more on the positive effects of SNS on their daily lives and on the education of youths. This research has been divided into three different phases with its different data.

Research is focused on the quality of education as the fundamental goal of the study, and Nepalese youths are taken into consideration to evaluate their quality of education. The research approached those youths who are using SNS, along with those youths that are still in the formal education system. Research surveys had been conducted in three phases: under the first phase, the survey is divided into three areas which are (i) Living abroad, (ii) Urban area, (iii) Rural area. The survey questionnaire had been formatted as the main measurement scale to analyze data and all data was collected on the basis of these questionnaires.The survey included pilot area observations, infrastructure observations and informal interviews with related staffs.

The first survey was conducted in the living abroad in Japan, wherein Tokyo, Saitama, Chiba, Nagoya and Gifu was selected as pilot areas. Survey was operated from December 2015 to April 2016 with face-to-face and web-based format. 152 data were collected and analyzed in first survey area (living abroad). For urban area survey, after selecting three main cities of Nepal; Kathmandu, Lalitpur and Rupandehi, the survey was operated from December 2016 to January 2017. In the urban survey, 151 data were collected and analyzed. Similarly for the rural area survey, after selecting Palpa district of western development region of Nepal, the survey was operated. In the rural area, preliminary data and information were studied, and then field survey was conducted. Total 123 data was collected during rural area survey, and the survey was operated into two formats: questionnaire survey and SNS information diffusion workshop.

In findings, regarding the quality of youths education; three significant factors has seen behind the lack of quality in Nepalese youths education, **i) Insufficient:** Teaching and learning*(Lecturer oriented classroom with traditional methods of teaching)*, ICT, technological knowledge of educators, educational budgets **ii) Divided education:** Into technical subjects and common subjects, rich and poor category, private and public sector and, rural and urban, **iii) Diversity and Inequality**: geographical location, language, gender and inequality between caste (ethnicity). Mainly, these factors are the obstruction to improve quality in Nepalese youths education which caused rural-urban migration, migration to other countries to seek job and study opportunities.Concerning to improve the quality of youths education, this research is focused on the inclusion of

e-learning methods in Nepalese youths education. E-learning is a process of web-based learning which is directly relevant to the ICT knowledge and devices. The statistics show that throughout the country's educational institutions' master plan of ICT are partially operated in 3996 schools, colleges and universities which is only 11.7% of total educational institutions. On the other hand, we cannot deny the fact that SNS has several influential features and a capability to deliver information and news instantly among its users and notably this unique feature of SNS is an attractive element that could motivate the users to use it for various sectors. Youths, those are living in foreign countries and in the cities of Nepal are actively participating in various social activities, political interaction, business promotion and educational discussion via SNS. Even among the youths in rural areas are affected by the popularity of SNS. However, SNS is often taken as the component of communication and SNS are also used as the form of entertainment.

According to the findings of factor variances regarding three survey areas; the huge numbers of Nepalese youth are living in three different regions; they are cities, villages and foreign countries. Hypothetically this research predicts that the living standard of youths in different regions has affected their education and the usage of SNS in terms of the technology convenience. The three factors (living abroad, urban and rural) variance between dependent and independent variables have been analyzed in according to the hypothesis; (1) the frequencies could have differences in conformity with the living standard of youths, (2) Youths in different areas are influenced by SNS, due to the popularity and unique features of SNS. The frequency of the three factors variables has differences in many extents in terms of the living standard of youths. The differences also have seen based on the living lifestyle of youths. Thus, the variances between ICT knowledge and ICT device ownership in terms of technology convenience also has find, however, the ratio has inferior. In addition, all three areas youths are affected by SNS. Most of them are equally participated to use SNS, though the purposes are different to use it for. Youths of age 15 to 30 are more influenced by the use of SNS compared to the other generations. Many areas youths are equally influenced by the popular SNS where internet has accessed. However, the purposes to use are different which is affected by the surrounding circles and societies. In many remote and rural areas even in cities has a generation gap in terms of technology usage. Therefore many youths are using SNS by its generalization and popularity with often without proper guideline and adequate knowledge, which could caused negative consequences. Although SNS has an extreme influential capability to reach out among every area's people, and these days SNS has become one of the daily activities. SNS has effected in many aspects of youths life, however, it should have adequate knowledge and proper guideline with certain criteria to take advantage from SNS for various aspects.

Regarding the social relationship of youths via SNS and its significance; the case study had analyzed the social relationship of youths in their SNS profile and identified the significance of the relationship. The interaction between teacher-students and students-

students had been analyzed. Furthermore, the activities on Facebook profile also were observed to identify the activities of youths regarding education. According to the case studies the youths have more relationship with their classmates via Facebook by 75.8% frequency of connection. Youths are more frequently interacted with their classmates than other friends via online. Notably, the factors of interaction with classmate are getting information, providing information, casual chats and study discussion had been seen. However, only a few youths are interacted with teachers in the Facebook due to the less participation of teachers in SNS activities. In terms of the information sharing of youths in Facebook, 90% respondents are frequently active to share individual activities such as photos and status. However, youths only 10% had shared educational information. The youth had seen less active to share educational information on Facebook profile compared to share the other social information. Due to the free of charge and easily accessible in online to offline, youth are using Facebook more to communicate with their friends,where 60.6% agreed that the Facebook is an easy and comfortable means to do educational interaction with their classmates.

In this research the factors, *availability of technology*, *youths behavior toward SNS* and *impact of SNS on education* were explored as a significant influencing factors to enhance learning environment of youths. The influencing factors was analyzed by important variables as the hypothetical presumption of the research, they are: H1-Communication (independent), H2-Sharing (independent) and H3-Finding and Learning (dependent). In the findings, among three significant variables, communication has the strongest influences on youth motivation to enhance the learning environment. This implies that this factor is the most important one in interaction. Secondly the independent variables, sharing had also influencing the youths to share information regarding education; however, only a few youths were sharing educational content through popular SNS like Facebook. At the same time, such SNS those particularly constructed for the educational purpose had more influences on sharing educational content. Regarding the dependent variables, finding and learning had influenced the learning environment of youth. The behavior of sharing, motivated on searching the relevant sources along with has helped youths to receive online educational sources and information. This implies that the behavior of youths toward SNS has motivated for e-learning which has helped to reduce digital divide among the learners. The research had certain limitations while applying the survey design in practical. One of major limitations of the research was the lack of computer and Internet in the institutions and the less participation of teachers on SNS. That caused to apply SNS as informal learning tool. However, the survey motivated the youths to use SNS as an important component of e-learning. Similarly, this research provides insights for teachers who are interested to use SNS as a part of their teaching, research motivated to use SNS's unique features to take advantage on teaching.

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Acronyms and Abbreviations

B2B	-	Business-to-Business
CD-Rom	-	Compact Disc Read-only-memory
CF	-	Community Friend,
CM	-	Classmate
CS	-	Case Study
DEO	-	District Education Office
DOE	-	Department of Education
e.g.	-	Exempli Gratia
EFA	-	Education for All
E-learning	-	Electronic Learning
E-mail	-	Electronic Mail
etc.	-	et cetera (Latin phrase) stand for and (et), the rest (cetera)
FF	-	Friend of Friend
FM	-	Family Member
FM	-	Frequency Modulation
FRP	-	Formative Research Project
GDP	-	Gross Domestic Product
GPA	-	Grade Point Average
Hrs.	-	Hours
HS	-	High School
i.e.	-	id est (Latin phrase) stand for Exempli Gratia
ICT	-	Information Communication Technology
ILO	-	International Labour Organization
INGO	-	International Non-Government Organization
IAAS	-	Institute of Agriculture and Animal Science
IOE	-	Institute of Engineering
ISP	-	Internet Service Provider
ISPAN	-	Internet Service Provider's Association of Nepal
IT	-	Information Technology
JASSO	-	Japan Student Service Organization
KM	-	Kilo Meter
KM^2	-	Square Kilo Meter
LA	-	Living Abroad
MoE	-	Ministry of Education
N/A	-	Not Available
NCED	-	National Centre for Educational Development
NCF	-	National Curriculum Framework
NGO	-	Non Government Organization
NJSS	-	Nepal Japan Students Society
NLSS	-	Nepal Living Standard Survey

NOC	-	No Objection Certificate
NPA	-	National Plan of Action
NPHC	-	National Population Housing Census
NTC	-	Nepal Tele Communication
OLPC	-	One Laptop Per Child
PC	-	Personal Computer
Ph.D	-	Doctor of Philosophy
PPP	-	Public-Private Partnership
PU	-	Purbanchal University
Pvt. Ltd.	-	Private Limited
R	-	Relative
RED	-	Regional Education Directorates
S.E.E	-	Secondary Education Examination
SIM	-	Subscriber Identification Module
SLC	-	School Leaving Certificate
SNA	-	Social Networking Analysis
SNS	-	Social Networking Service
SSRP	-	School Sector Reform Plan
TU	-	Tribhuvan University
UAE	-	United Arab Emirates
U.S.A.	-	United State of America
UF	-	Unknown Friend
UNESCO	-	The United Nations Educational Scientific and Cultural
UNICEF	-	United Nations International Children's Emergency Fund
UNT-		University of North Texas (Nepalese Student Association)
UTL	-	United Telecom Limited
VDC	-	Village Development Committee
WHO	-	World Health Organization
Wi-Fi	-	Wireless Fidelity
WWW	-	World Wide Web

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CHAPTER 1

1. Introduction

1.1 Background

Education is often called the backbone of development for nations and it has been established as an important base for modern life. For educational awareness, there are a lot of different types of education system such as formal, informal and non-formal education system for the public, however formal or academic education is the most accepted as the first priority. To get an education is an activity with the aim of improving knowledge, skills and abilities; it is a synthesis of formal, non-formal and informal knowledge. Formal education implies the existence of an educational system (Milan, Natalija, Radica, 2015). It is not possible to imagine a society without formal education. Formal, informal and non-formal learning is defined by CEDEFOP Glossary (2008) as:

> **Formal learning:** "Education that happens in an organized and structured environment, in other words, it includes classes, face-to-face workshops and other educational events. Formal learning is intentional from the learners' perspectives and it typically leads to validation and certification (pp-28)."
>
> **Informal learning: "**It is not organized or structured in terms of objectives or time but informal learning occurs based on everyday activities related to work, family or leisure activities which is in most cases unintentional from the learners' point of views (pp-39)."
>
> **Non-formal learning:** "Learning is not explicitly designated as learning but it contains significant learning environment. Non-formal learning is intentional from the learner's perspective but typically does not lead to certification (pp-54)."

Recently, in modern society regarding the sustainability of education, more emphasis is given to the quality in education. It affirmed that quality was the 'at the heart of education' a fundamental determinant of enrolment, retention and achievement (EFA Global Monitoring Report, UNESCO, 2005). To develop the quality of education, the academy should have quality learning environments. In different periods of time, quality in education has been measured in different aspects and has been given different definitions according to the necessity of that time, period or environment. According to UNICEF in 'Defining Quality in Education', the learning environment basically should be concerned with the physical elements and psycho-social elements with discipline and policies of the academy. *Physical elements is defined as*: it should have good quality of school facilities, proper interaction between school infrastructure and other quality dimensions and also class size matters to improve the quality of education. Regarding *psycho-social elements*: it is defined as the education environment that should have peaceful safe environments, non-violent behaviour from teachers to students. *Discipline and policies of the academy*: it should be inclusive for all and also should be a non-violent environment. Additionally service delivery also described

which indicates that the academies should have the provision of health services to the students (UNICEF, 2000).

Along with formal education, over time the educational systems have dramatically changed, for example educational system, management, curriculums, text books and teaching methods are constantly changing. Such educational modifications are happening from school level to higher education. Moreover, many countries are concerned with the globalization of education so it has become a major factor to make essential changes in educational systems these days.

To develop the quality of education, it is important to make teaching methods more understandable and to establish information communication technology (ICT) as an essential element which hasto be included in the education from school level (UNESCO, 2004, UNESCO, 2013). ICT is included not only in the curriculum but is being used as a tool for educational instruction. ICT is a new concept in pedagogical practice which has become one of the essential pillars to develop modern societies, therefore the mastery and understanding of basic ICT skills and concepts in imperative (Dirgha Raj Joshi, 2014). In many developing nations ICT has not been accessed thoroughly, due to the insufficient equipment and lack of technical manpower. Because these problems, it effects the regular use of ICT where it is accessible (survey of Schools' ICT in Education, 2013). Although, it is necessary to include ICT as regular courses in education to deliver the essential knowledge and skills of current technology to the children from school level.

In the preliminary phase, ICT was only defined as computer programs and software programs in order to beable to just use computer and basic programs, however these days ICT is not limited to the above definition due to the internet. So the definition of ICT is extremely broad and profound. Consequently, after the development of the internet in communication technology the web-based learning trend had been developed to provide the educational resources and materials for teachers, students and all kinds of learners. Thus, these web-based learning methods being more effective as advance learning method for learners. The web-based learning process has been defined e-learning these days which is very significant to include modern technologies in education. Previously e-learning focused on computer-assisted learning, where part or all of the learning content is delivered digitally (Olojo Oludare Jethro, Adewumi Moradeke Grace, Ajijola Kolawole Thomas, 2012). E-learning is the developed format of distance learning as well as blended learning. Distance learning is indispensable linked with modern learning surroundings and information technology. The virtual learning environment plays the most important role in distance learning (Vilmante Kumpikaite, 2016). Along with the inclusion of technology in education, teaching and learning methods have been transformed from conventional education to modern education methods.

According to the Olojo, Adewani, Ajisola (2012), e-learning is the use of internet technologies to enhance knowledge and performance where the teaching-learning method shifted from conventional education methods to ICT-based personalised, flexible, individual, self-organised and collaborative for all teachers and learners. They mentioned that the e-learning benefits are an essential for education that can improve the quality of ones learning experiences and extend to reach every lecturer and learner.

The effectiveness of e-learning is increasing among the learners these days, at the same time new platforms and services in communication technology are being invented. Recently social networking services (SNS) are the most effective and successful invention of communication technology which has a strong accessible capability to reach out among to every community. And youths are more affected by the widespread of SNS in this digital era. The development of various SNSs has defined social communication differently in human communication history. In these days, numerous social networking services have emerged, and these services are reshaping the ways that people communicate, interact, collaborate, work and even learn (Yesemin Gulbahar, 2013).

It can be seen that SNS has been used in different fields for various purposes, because of its unique features it has become important in the field of communication technology. Social communication, social collaboration and social interaction are natural human processes due to which we can say the above helped establish and develop society. Milan, Nitalija, Radica, (2015) explain in their article named 'The Use of Social Network's for E-learning Improvement' that the humans are social beings by nature, therefore before the invention of the internet, when they were in their communities they build contacts and friendships in the streets, public areas and markets showrooms. These days, the communication platform has changed dramatically so most of us now use virtual communication platforms instead of face-to-face contact.

Through SNS the social communication has transformed into a virtual format and SNS has become the most suitable platform for social network building, group discussions, self-expressions and information exchange these days. Despite the beneficial features of SNS that has effects on many communities and people of all ages, the extreme effects of social networking services has been seen especially among the youths, due to them possessing the skills and ability to use this technology. "The majority of users of SNS's are young people in higher education" (Preeti Srivastava, 2012, *pp.11*). Regarding the number of SNS users, according to the research by Pew Research Center (Internet & Technology, 2017), the United States statistics collected between 2006-2016; on gender-wise user numbers show that there is not much difference between male and female users. However, statistics of the country-wise demographic SNS user, especially in developing countries shows that the numbers of female SNS users are fewer than males. Also, as for Facebook statistics from Sproutsocial.com, the female users are 44% whereas male users are 56% out of the total number of SNS users.

Compare to the other SNS users number, the age of 15-24 and 25-34 youths SNS users are higher. Below are some reasons regarding the higher number of youth SNS users.

- The literacy rate of youths (15-24) is higher in developed and developing countries (UNICEF, 2016, The World Bank-updated), it is thought that the literacy rate has affected the number of age-wise SNS users. Also in many developing countries, the literacy rate of females is lower than males, so there statistics have affected the number of SNS users by gender.
- According to the statistics portal 'Internet use by age group world-wise, 2014', the statistics of internet users of 15-24 (26.5%), 25-34 (26%), 35-44 (20.4%), 45-54 (13.7%) and 55+ has (12.7%). Between the ages of 15 to 24 has higher percentage of internet users compared to other ages, which could be the reason of the higher number of youth SNS users.
- Statistics of NDSU 'Agriculture Communication, 2015' the United State Smartphone users, Smartphone ownership are mostly from the age group of 18-24 (90%) and 25-34 (89%). Likewise, along with an increased number of telephones penetration into developing countries, the numbers of Smartphone users has highly increased. Generally, due to ease of access of the internet via Smartphone, the SNS among youths is also easily accessed, so the youth users are much higher than other SNS users.

1.1.1 Widespread of Social Networking Services

According to aresearch paper by Alessandro (2017) on social networking, the single definition of the term 'social networking' does not exclusively belong to digital technology on the contrary, the research mentioned that social networking has been studied from the 20th century with the objectives to comprehend how the people of a certain community interact and which mechanism can determine the interaction itself. Initially, though the interpretation and definition of the social communication network was based on face-to-face interaction, now the medium of the social communication network among people has changed. These days social networking refers to all activities that are carried out within specific online services that provide free space and software tools which allow people to create networks. In other words, a social networking service is a web service that allows individuals to construct a public or semi-public profile (Alessandro, 2007). Now, the social network is not limited to face-to-face interaction but includes a great aspect of virtual communications.

In general, the social network which is established by verbal communication or face-to-face interaction is limited to certain communities, certain relationships and certain area. On the contrary, virtual communication services can construct social relationships in a wide range of networks from surrounding societies as well as from the other societies. SNS have played an important role in establishing relationships between the people of different areas, countries and cultures around the world. Likewise, SNS has provided independent space for different purposes like expressing opinions, sharing news, capturing moments of daily lives through photos and videos including building

relationships. SNS are modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of interest (Helen, Charles, Jennifer, 2014). Within a short period of time SNS has succeeded to establish its own unique identity due to its beneficial features and popularity.

SNS have attracted millions of users, many of whom have been made to use these services as parts of daily activities (Helen, Charles, Jennifer, 2014). It is like a normal routine and daily activity to use SNS where internet is accessible today. Along with the increasing an amount of users, the number of different kinds of networking services is also being developed constantly for different purposes with different unique features. Therefore some networking services have their own distinticusers. However, every social networking service has one common objective which is to connect people around the world. In the research of Social Media Today "Top Social Network Demographics 2017'; it is more challenging to established the statistics of social network demographics due to the fluctuation number of SNS users.

With regards the data reference, there are over 2.8 billion active users which is 22% higher than last year (2016), but this number has not been taken from the one single SNS platforms, but from all SNS platforms totally. In which 28% is related to one person using one SNS, whereas user using two SNS is 24%, in addition percentage of users using 3, 4 and 5 SNS are 16%, 8% and 4% respectively. In recent years, when we observe the statistics of most popular and practised SNS, then Facebook has established itself as the global internet phenomenon which was released by Mark Zuckerberg in 2004. Though the founder of Facebook has developed other networking websites, Facebook is the most popular social networking site to date (A brief history of Facebook, Sarah Philips, 2007). While observing Facebook's user statistics, there are 1.9 billion monthly active users in which, predominantly female users are more in numbers with 83% whereas male users are 75%. Likewise, YouTube is second largest visited service by users. Recently YouTube has been established as the most used video networking service which has 1 billion users. Users of YouTube have predominantly male with 55% and 45% female users.

Instagram is also one of the fastest growing social networking services. Though Instagram launched in October 2010, in the last three years, Instagram users have increased phenomenally (DASH BURST, The History of Instagram, Mikaela Rakos, 2014). According to the data of 2017, Instagram has 600 million active monthly users, where 38% are female and 26% are male. 90% of Instagram users are below 35 years of age as indicated by statistics. After Instagram, Twitter is the next most popular networking site, whose active users are 317 million. The studies show that although having such huge number of users, 53% of total users never post or update in addition users only spend an average of 2.7 minutes on Twitter a day. Pinterest which has the same amount of users as Twitter is popular especially among female users. Pinterest has interesting and different consistent users' generations, according to which 50-64

age group people use it consistently, 30-49 years of age people are the second consistent user group and the 18-29 group of people are the third[1]. LinkedIn users are comparatively increasing these days which launched in late 2002 for professional and business purposes. LinkedIn is also known as professional and a B2B service which has 106 million users. LinkedIn doesn't have such difference regarding the male and female subscribers.

There are many more active social sites apart from the ones mentioned above like REDDIT, Google+, MySpace, Bebo, Snap chat, Yahoo Answers, Tumblr etc., whose user numbersare unstable. There are other developed SNS used in particular areas, however due to less user numbers, some SNS have over time such as Friendster 2002 (inactive), Orkut, 2008 (dissolved in 2014), Yahoo! Buzz, 2008 (dissolved in 2011) and many others.

1.1.2 Issues Regarding Social Isolation

As mentioned in the result of studies by biomedicine of prevention (2016) on 305 University students; 'The effect of SNS use on psychological well-being is controversial: on the one hand, frequent message exchanges between SNS friends may help people to form stronger relationships; conversely, others contend that these newly available SNS relationships are superficial or ephemeral and that they displace authentic face to face contact, which in turn leads to social isolation and dismantles social cohesion'. Under the initial feature of social networks, though establishing relationships is the main purpose, it has minimized face-to-face participation on social activities around our society. Especially encouraging physical social isolation of the younger generations are issues raised as studies conclude. Also, it has affected the creativeness of younger generations negatively and created an environment for youths to spend more time in the virtual world in a limited area.

Many relationships created in social networks are not permanent, inauthentic, made for only entertainment and difficult to measure relationship authenticity because of which there are possibilities that relationships are fake. The relationships made through social networking, creates many friends but the quality and integrity of these friendships are not always true. Along with it, the people in SNS are not always honest and the relationshipsis not reliable always (Ashraf Jalal Yousef Zaidieh, 2012). Due to a high percentage of daily SNS use, physical participation in social activities have minimized and issues such as cyber bullying, a decrease in productivity, the destruction of individual privacy including cyber crimes have increased. Therefore, SNS has many positive aspects along with some negative aspects.

[1]Data statistic has been taken from Social Media Today 'Top Social Network Demographic 2017'; it has been explained here according to the published data on March 21, 2017.

1.1.3 Social Networking Service (SNS) Use in Education

Different types of social networking services with its various features have become an essential tool for multiple purposes in the web 2.0 of the digital era. Because SNS is a multi-featured tool, people from different fields are using it for individual objectives, group work, company promotion, educational activities, journalism, business advertisements and other various purposes. SNS is a public platform, so the people are using it in various multi-sectors instead of just one single sector. According to the articles of many other studies, SNS has been used as a tool for the study in many colleges and universities in developed countries. A lot research has been conducted regarding SNS as a learning tool regarding different groups of students, and positive results have found that SNS can become an important tool in education. However, few colleges and universities have implemented such SNS as a regular and direct study tool in the classroom.

The research of Nicole A. Buzzetto-More in 2012 based on social networking in undergraduate students about the popular SNS among the new generation, the use of SNS is expanding instead of conventional teaching and learning method. SNS has provided new opportunities for creative, authentic and flexible non-linear learning experiences of the study environment. In that research, SNS has supported learning theories like the social learning theory, constructivism, learning available on demand, authentic learning, student-centered learning, student involvement, digital literacy, media richness and sensory complexity[2]. Another research of Nicole A. Buzzetto-More's in 2014, the study was conducted by six hypothetical presumptions (H1-H6), based on undergraduate students perception and prediction on 'The use of YouTube in teaching and learning processes.

H1: Use of YouTube enhances instruction
H2: Students are most likely to visit YouTube on mobile device
H3: Frequent uses of social networking services like Facebook, YouTube are more likely to accept the use of YouTube in the teaching-learning process.
H4: Length has an impact on the decision to view a video.
H5: Course delivery formal impacts length preference
H6: Course delivery format impacts audio preference[3]

[2] Nicole A. Buzzetto-More, 2012 'Social Networking in Undergraduate Education' *P-68*, cited references of learning theory; 1. 'Social learning theory ': Greenhow & Robelia (2009), Smith (2009), Brown (2008), Ellison, Steinfield & Lampe (2007), Buzzetto-More (2012). 2. 'Constructivism': Cheal (2012), 3. 'Learning available on demand': Fogg et al. (2011), United States Department of Education (2010), 4. 'Authentic Learning': Yang Su, 5. 'Student-Centered Learning': Greenhow as reported in Yang Su, (2011), 6. 'Student Engagement': Shih (2011), Webb (2009), 7. 'Digital Literacy': Coiro et al. (2008), 8. 'Media Richness and Sensory Complexity': Cheal (2012), Jone & Shiao (2011).
[3] Hypothesis has mentioned according to Nicole A. Buzzetto-More, 2014, 'An Examination of Undergraduate Student's Perceptions and Predilections of the Use of YouTube in the Teaching and Learning Process', *from p-22-29.*

In the conclusion of that research, the researcher defined ‘incorporation of YouTube enhances instruction and increases student interest; moreover online students especially indicated a greater preference for the adoption of YouTube than their hybrid and in-person counterparts.’ Therefore during the use of SNS in teaching and learning processes, there could positive aspects like flexiblity, repeatable convenience and accessibility. By its usage, the learning environment was made more interesting as well as the pedagogical process including motivating study adaption and advanced technological methods which enhanced the educational environment of the students.

1.2 Research Context and Framework

‘Learners as digital natives are permanently tied-up to ubiquitous, exceedingly accessible, ever advance technologies that transform users from passive consumers to creators of user-generated content exchanged through a host of networked communities (Nicole A. Buzzetto, 2012)’.

These days, SNS is an integral part of e-learning. SNS provides the appropriate spaces for social collaboration for learners. In the area of e-learning, the social networking services help to handle the difficulties raised by educators recently (Ashraf Jalal Yousef Zaideh, 2012). Many SNSs can provides users with information sharing opportunities via chats, messages, video, blogging, file sharing including photo sharing and most of all are provided free of charge (Mural Kayri, Ozlem Cakir, 2010). In an overview of the prevalence of social networking services in our current society; SNS has been dominating communities of developing countries along with developed countries. SNSs’ is becoming increasingly popular not only in industrialised nations (Danah M.Boyd, Nicole B. Ellison, 2007). Similarly, because of the generalization of internet access and awareness among people, most of the communities have also been affected by SNS.

Although there are educational benefits of SNS as a learning tool, SNS has not been used directly incolleges and universities in many developing countries due to various reasons. Some of these most common reasons are becoming a barrier to the use of SNS as a learning tool for example; the lack of physical infrastructure such as electricity, computers, internet facilities, knowledge of ICT awareness, lack of capable manpower to use computers and the internet and the lack of approriate knowledge regarding the beneficial features of social networking services.

In this research, the statement have been explored and acknowledged that by the use of SNS, youths can obtain the educational benefits in formal education, however SNS has not been used in direct way in their classrooms but the behaviour ofthe usage as independent spaces (out of classroom/online to offline); it enlarges the area of social communication and social collaboration which has enhanced the learning environment. From the learning perspective, SNS has expanded group discussions, information sharing and provided the opportunities of educational interaction among learners.

Therefore by the hypothetical presumption of SNS usage for educational benefits in the direct or indirect way of learning; the important variable of SNS has been examined. This research is focused on the quality of education as the fundamental goal of the study, and Nepalese youths are taken into consideration to evaluate their quality of education. In this internet era, the use of social networking services has become an essential activity in our daily lives, especially among the younger generation where its affects can be found in nearly every aspect of their lives. The use of SNS is dramatically increasing among youths. This research has analyzed the effectiveness of SNS on youth education as an important tool to adopt educational resources.

As a research framework; this research has analyzed the behavior of youths by using different social networking services and has examined its impact on their education as an effective tool for study. The negative aspects of SNS cannot be neglected, but this research focused more on the positive effects of SNS on their daily lives and on the education of youths.

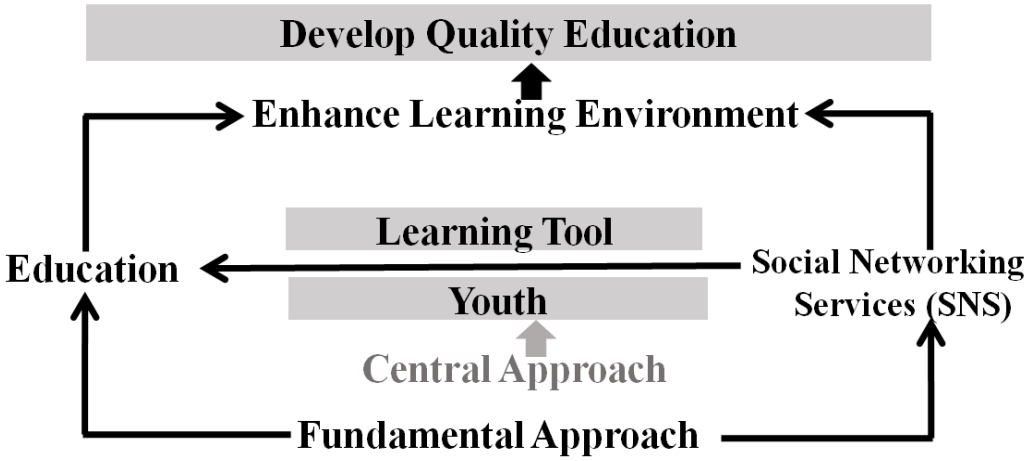


Figure 1 General Framework ofResearch

According to the Figure 1, educational and social networking service (SNS) is studied as the fundamental approach in this research. Because education and social networking services are integrated with youths, the youths are become the central approach for this study. There seems to be various definitions about youth's age groups, this research has taken the age groups in accordance to the definition of youth by the United Nations (UN), therefore the youths of the age 15 to 24 are included as respondents in the study. The United Nation's youth definition "Youth is often referred to a person between the ages of leaving compulsory education, and the first job." "Youth to the year of 2000 and beyond, it reiterates that the UN defined youth as the age cohort of 15-24."[4]

This research focuses on those youths who are using SNS, along with those youths that are still in the formal education system. The respondents were taken from academic

[4]United Nation, 'Definition of Youth'. According to the mentioned, UN secretariat/ UNESCO/ ILO/ UN Habitant/ UNICEF/ WHO/ UNFPA defined the age between 15 to 24 are youth.

institutions (Higher Secondary schools, Colleges and Universities) between the ages of 15 to 24, however the data has been collected from some mature students (up to 30 years old). In this research, without limiting students of certain classes or certain institutions, it has tried to include the youths using SNS for different purposes who represent different communities and areas. Hypothetically, due to the reason of using SNS by youths, it can be utilized directly or indirectly in their education and SNS can be developed as a learning tool.

1.2.1 Purpose of the Research

In recent years, social networking services have not affected in one particular aspect, but different aspects of our lives directly or indirectly. Among them, educational activities of youths are one of the important aspects, which has been effected allegedly by using social networking services. In the present situation of education in Nepal, there is a satisfaction growth in the quantitative results (increasing the number of educational institutions and student numbers) of youth education; however there is a lack of expected achievement regarding quality and sustainable education. It might cause serious consequences throughout the nation. On the other hand, it should not be ignored that the increasing ratio of youths as users of SNS can get the essential advantages of SNS such as the improvement of their education. Therefore to consider the two different situations of youths 1) quality of education and 2) increasing ratio of SNS users, this study tries to explore that SNS can be supportive to enhance the quality of education as an effective learning tool.

Louis Lam's (2012) research of Facebook on the hypothetical benefit of it. Social networking service can support social learning theories by Nicole A. Buzzetto-More (2014), and other examined researches related to SNS for education, have been studied to construct the model of this research. In Louis Lam's research the benefits of Facebook has explained; many researchers have identified important variables dealing with Facebook. Louis Lam's research examined four benefits of Facebook that are interaction, communication, social relationship and participation. Additionally, explained that 'time and space bounded traditional classroom interaction, but the online social networking services are not bounded by the time and space constraints'. However, these online networking services do not provide traditional face-to-face communication. At the same time, the research acknowledged and explained that online services could facilitate the communication and interaction between teachers and learners, learner to learner, and it allows learners to download educational materials and also can be submitted assignments through Facebook (Louis Lam, 2012), which has become motivation in learning.

To centralize the aspects of youths using social networking services, this research analyzed youths' behaviour toward social networking services; which is divided into three significant variables they are: (1) Communication (independent), (2) Sharing (independent), (3) Finding and Learning (dependent). Concerning the above three

variables, this research aims to examine the impact of SNS on the learning environment of youths.

The hypothesis of youths behaviour on the use of SNS and its beneficial impacts on education:

Hypothesis 1 (H1), Communication: SNS can build educational communication networks between youth learners which can help to enhance the educational environment among youths.

Hypothesis 2 (H2), Sharing: SNS can create educational information sharing environments among youth learners which can enhance the educational environment among youths.

Hypothesis 3 (H3), Finding & Learning: SNS can help to obtain educational information and learning materials which can create e-learning environment among youths.

The proposed model of youth behavior toward SNS is to enhance learning environments which motivates to include e-learning and reduce digital divide. The model is developed and presented in figure 2.

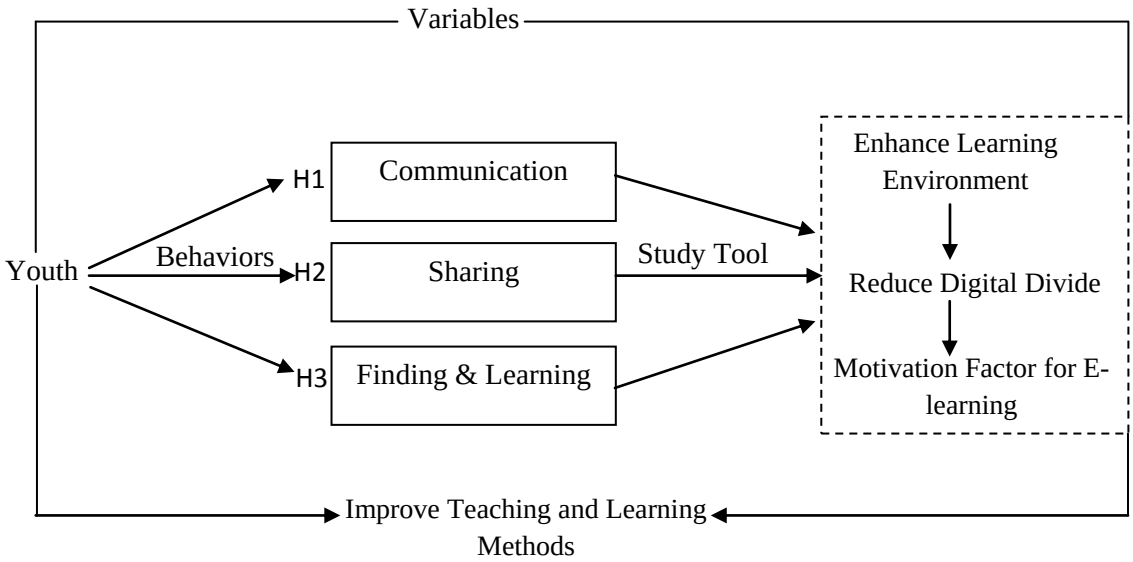


Figure 2 Youth Behaviour to use SNS help to Improve Quality of Education.

Hypothetically, the effectiveness of behavior in youth education while using SNS has been analyzed in this research. The research of Louis Lam and Nicole A. Buzzetto-More's methods was based on SNS as an educational tool in limited classroom. Whereas this research not only limiting study only in any determined group or particular classroom, this research expanded by studying and examining individually in an independent space.

Above three hypothesis variable was analyzed and evaluated in according to the model of research. There were three variables namely 1) Communication (H1), 2) Sharing (H2), Finding & Learning (H3) are used as the elements to enhance learning environment.

1.3 Goal and Objectives

The main goal of this research is to improve the quality of youth education. To meet the goal of this research the initial objectives are to identify the main problems in youth education in Nepal. According to the fundamental approach, it is also very important to study about the features of SNS and youth behavior towards using SNS. Related to the behavior of youths using SNS, SNS should be evaluated regarding its efficacy on their education. To complete this research in an easy and understandable way, some general questions were prepared and based on these questions, the general and specific objectives had been formulated.

To find out the impact of SNS on the learning environment of youths, it is important to analyze how youths are using SNS and for what purpose they use it for. Can SNS be an effective learning tool to enhance the quality of education in terms of ICT? This research has set its objectives and goal, based on the above general questions. Under these objectives, the first purpose of this research is to recognize the reasons for using SNS, and explore the effects of SNS in the daily activities of youths and on their education. The objective of this research is specified in following points:

- To identify the impact of social networking services (SNS) on youth's daily activities and on their education.
- To analyze youths perception toward SNS between the understanding and its actual use.
- To evaluate social networking services as an effective tool to enhance educational environment.
- To promote SNS's advantages toward education to develop quality education of youths.

The general objective of this research is to find out the role of SNS in aiding the educational environment of youths by using different popular SNS, and diffuse information to take advantages from SNS as a study tools among those youths who are using SNS for different purposes.

1.4 Methodology

Although the qualitative method has been given more emphasis than the quantitative method in this research, for qualitative analysis, numbers of data are equally important to obtain qualitative results. Therefore both quantitative and qualitative methods have been the priority usage in this research.

Research surveys had been conducted in three phases: under the first phase, the survey is divided into three areas which are i. Living abroad (to include those youths who are living in another country for study purposes), ii. Urban area (to include those youths who are living in cities of Nepal), iii. Rural area (to include those youths who are living in rural areas of Nepal)[5]. The survey questionnaire had been formatted as the main measurement scale to analyze data and all data was collected on the basis of these questionnaires. Multiple choice questions, contingency questions, open questions, Likert scale questions were prepared as survey components of this phase. Likewise, the survey included pilot area observations, infrastructure observations, informal interviews with the related pilot area's teachers/lecturers and principal of a Higher Secondary School and a science lab assistant. For data analysis excel pivot table, IBM SPSS statistics 2.0 were used.

The survey questionnaire is considered as the main scale to analyze and data collection. The survey questionnaire consistedof 2 sections; the first section consists of three parts regarding the respondent's (1) general description, (2) educational description and (3) descriptions related to the use of SNS, ICT knowledge and device ownership. The second section consists of two parts for the analysis of 'SNS behavior' and its 'impact on education' this second section's questions are prepared based on Likert measurement scale (John H. Wilson, 2010).

Second section; First part, without component;

1=Strongly Disagree 2=Disagree 3=Neutral/Undecided 4=Agree 5=Strongly Agree

1 2 3 4 5

Second section; second part, with component;

1=Strongly 2=Somewhat 3=Neutral/Undecided 4=Somewhat 5=Strongly

Effective 1 2 3 4 5 *Ineffective*

Regarding the open question interviews, three questions were prepared and each of the 3 questions was related to the context of SNS and education. There were 50 subjects out of 426 who were interviewed. The open question interviews had been carrying the key message about how to identify the positive aspects of SNS and how youths can gain advantages from it for study purposes. There was an intention to conduct these open question interviews; to promote the use of SNS as a learning tool and to explore youth's perceptions toward SNS between their actual thoughts and their actual usage of SNS.

To operate the second phase survey, 19 Guttman scaled multiple choice questions were conducted and from a total of 426 respondents, 33 respondents were chosen as case studies for the survey. The main goal of the case study was to identify youths social interaction and communication activities with their classmate and teachers, and explored the communication validity in youth education. Facebook was used as an analysis component. The third phase survey was conducted i) to examine the factors

[5] Survey area selection and its reason have been explained in CHAPTER IV.

differences between the variables of the research in the context of the three different survey areas. As it follows rural area's respondents had been observed and an information workshop was applied as the examined group of the survey, ii) to analyze youths behavior through their activities with observation of their behavior on SNS and evaluate the effectiveness of SNS on their education.

1.5 Literature Reviews

Interpersonal relationships build learning communities and engage students; Nicole A. Buzzetto's research explored the efficacy of social networking systems as an instructional tool by examining the use of Facebook in courses at US Mid-Atlantic minority-serving University by examining student perception as well as by analysing content (Nicole A. Buzzetto-More, 2012).

Researchers had found that students perceive to use Facebook positively as a tool to enhance communications, community building and engagement. However, educators do not want to see social networking services replace course management systems like blackboards. In, their findings it should encourage college faculties to adopt the use of social networking services as part of the teaching and learning process with a specific focus on building learning communities and increasing student engagement. At the same time, the research finding encourages faculty should continue their use of traditional learning management systems using SNS simply as means of augmenting instruction. In Buzzetto's findings, the traditional teaching method (blackboard), and social network services as a tool for education were compared. From the comparison of the two different methods, it has been found that both learning methods are equally important in education.

Another research of Nicole A. Buzzetto-More on YouTube in the teaching and learning process, the study was conducted with the hypothetical objectives that most of the students are using individual mobile devices, therefore, they can frequently use SNS. Through mobile devices students are more likely to use YouTube, so the researcher presumed that YouTube can enhance education among undergraduate students. In the conclusion of the research, Nicole A. Buzzetto-More analysed that YouTube is a valuable and useful pedagogical tool to enhance instruction and increase student interests. The result of the study found that YouTube has tremendous potential to augment a wide range of aspects of instructions for theteaching-learning process (Nicole A. Buzzetto-More, 2014)

Online learning platforms provide comprehensive functions in teaching and learning process. Internet facilitates the development of different social or community services which are widely accepted by students. Students are willing to spend hours on social networking services rather than the other online learning platforms (Louis Lam, 2012). The researcher gave an example on Facebook which has been utilised as research component to find out the benefits of Facebook for learning motivation. In Louis Lam

research, it has been tried to analyse the benefits of Facebook on the learning process, based on the four hypothetical benefits; interaction benefits, communication benefits, social network benefits and participation benefits to student motivation in learning. In the conclusion of Louis Lam, the three factors, teacher-student interaction, the convenience of technology and student attitude toward Facebook, had significant positive influences on student motivation in learning (Louis Lam, 2012).

SNS was analysed as mentioned above in previous research, students of a particular class of in an academic institution were taken as survey samples where computer/internet services was practically used. Whereas in this research, without limiting students of a determined group or a certain class, this research has tried to include the youths using SNS for different purposes who represent different communities and areas.

This research selects SNS users from city areas, rural areas and students studying in foreign countries independently without limiting in certain academic institution or classes. In other definition, this research takes a respondent selection from random sampling method and tries to cover especially those youths who didn't received adequate knowledge regarding ICT, but they have been using SNS due to the generalization of SNS by themselves. This study analyses the benefits of SNS used in such informal way. This research is not neglecting the negative aspects of SNS, but giving more important to the positive aspects of SNS among youths.

1.6 Significance of the Study

Fundamentally, this research has been concerned the quality improvement in youth education, youths can use SNS as distance learning and e-learning perspective and if the SNS has been used in appropriate way then there could be an essential improvement in youth education. Though youth's accepted the essential benefits of SNS, due to various reasons such as inappropriate infrastructure in academy, lack of ICT awareness among teachers and learners, lack of the knowledge of e-learning, lack of interaction between teacher and learner via online and the lack of motivational factor to use SNS in appropriate way, most the youths use SNS as means of social communication and entertainment purpose.

On the basis of above statement, the research disseminate the advantages of SNS to the youths living in different areas of Nepal. At the same time, through this research it is presumed that the youths could identify the positive aspects of SNS and has develop the trend to share educational sources and materials among friends via SNS profiles. It is expected of quality improvement in youths education in the perspective of e-learning method inclusion in Nepalese youths education.

1.7 Scopes and Limitations

This research made an effort to include youths from all the geographical areas of Nepal by dividing them into three groups who use SNS independently; youths from urban areas, rural areas and those living in foreign countries. According to numbers of educational institutions, physical infrastructures, and educational performances, education is divided into rural area education and urban area education. In order to obtain quality education, the density of students is increasing rapidly for the admission in urban areas. However, mostof the Nepalese people living in rural environment as majority regions of Nepal are rural areas, so large number of youths studies in rural area. On the other hand, the number of youths going abroad for foreign employment and to seek the higher education opportunities is also increasing these days. Concerning these three situations of youths in Nepal, youths are taken as the main subjects from these three areas. However, yet this research has some limitations regarding youths inclusion.

- This research is related to educational activities therefore regarding all three survey areas, youths who are not affiliated in any educational institutions as a student, dropped out and also those already completed their academic courses are not included.
- With regards of the SNS users' demography of Nepal, below 15 years of age are comparatively lower than other age, therefore the youths studying below Higher Secondary School level and below 15 years of age are not included.
- Although social networking services is studied as e-learning platforms; due to lack of computer and internet in colleges and universities, lack of adequate participation of teachers in SNS profiles and also because independent space of SNS users are studied according to the format of the research, SNS has been analyzed as indirect/informal learning tool instead of direct/formal learning tool.

In this research, by including youths studying in different formal education institution along with the use of SNS are taken as the representative of all Nepalese youths.

1.8 Layout of Thesis

This research includes seven chapters, references, and appendices. The subjects of the chapters are presented in figure below.

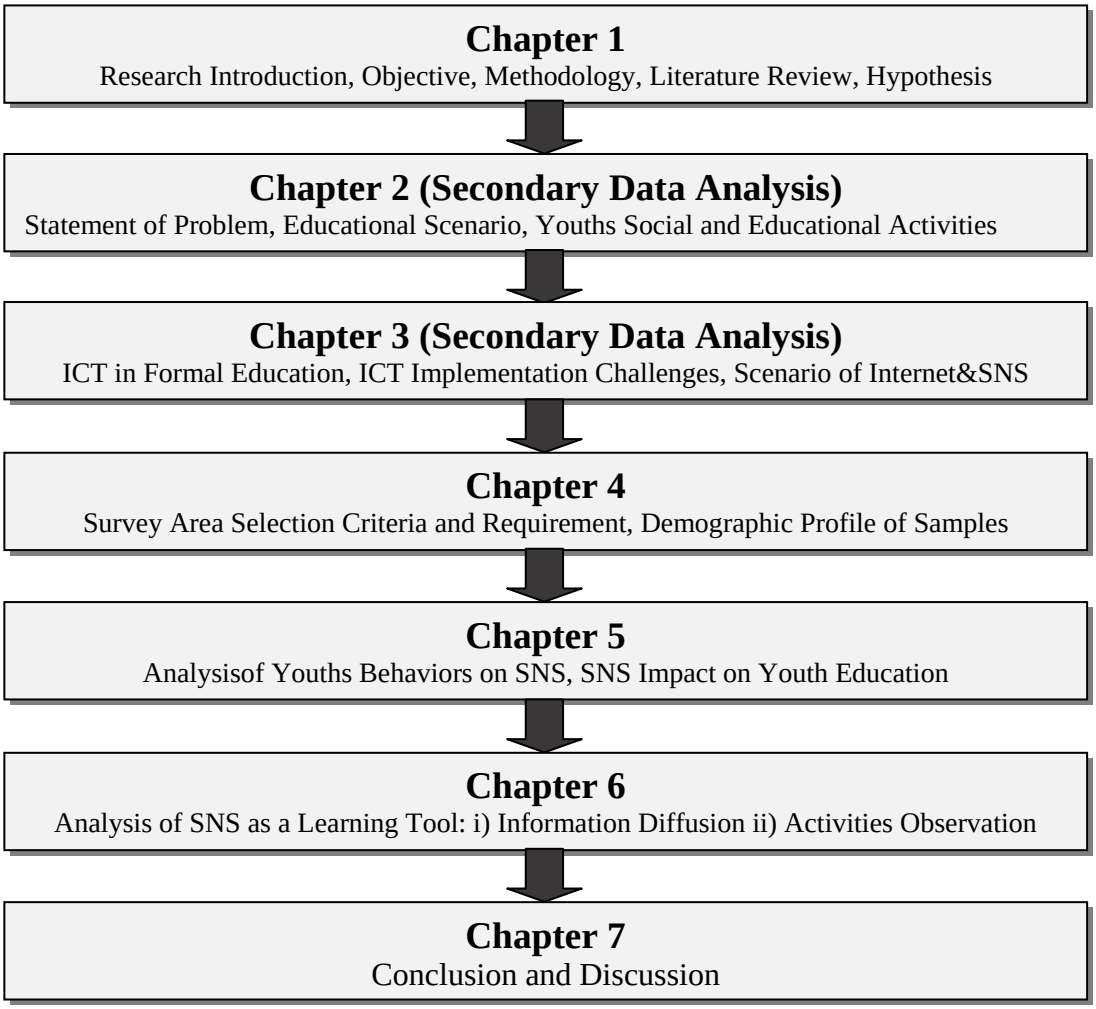


Figure 3 Structure of the Thesis

While research background, context and framework, objectives, proposed model, literature reviews, and used methodology are described in Chapter 1. Chapter 2 studied about the social activities of youths, their educational scenario and this chapter also presented the statement of problems. Chapter 3 has described the ICT inclusion in formal education, its requirements and the major challenges for implementation in the context of Nepalese education, in this chapter the widespread of SNS among youths has been analyzed by the secondary data of the research. Chapter 4 is regarding survey area selection, selection criteria, samples and its requirements according to the survey area selection pattern factor variable regarding 3 survey areas has been described in this chapter. Chapter 5 analyzed the behaviors of youths to use SNS and its impact on youths daily lives and on their education. Chapter 6 has evaluated the impact of SNS on youths education as a learning tool. Chapter 7 syntheses of research, overall conclusion and discussion are presented.

CHAPTER 2

2. Secondary Data Analysis-1 (Quality of Education)

2.1 Statement of Problems

In figure 3 outlines some issues in the Nepalese youth education since a long time ago, including the factors as to why these issues are obstacles to quality education. Similarly, due to these issues in education, it has being caused many social issues which are also presented below. Through selecting a particular area to survey and study, this research tries to analyze nationwide youths educational problems. Therefore in the statement of the problem, overall nationwide youth educational problems and its consequences are shown in the figure below.

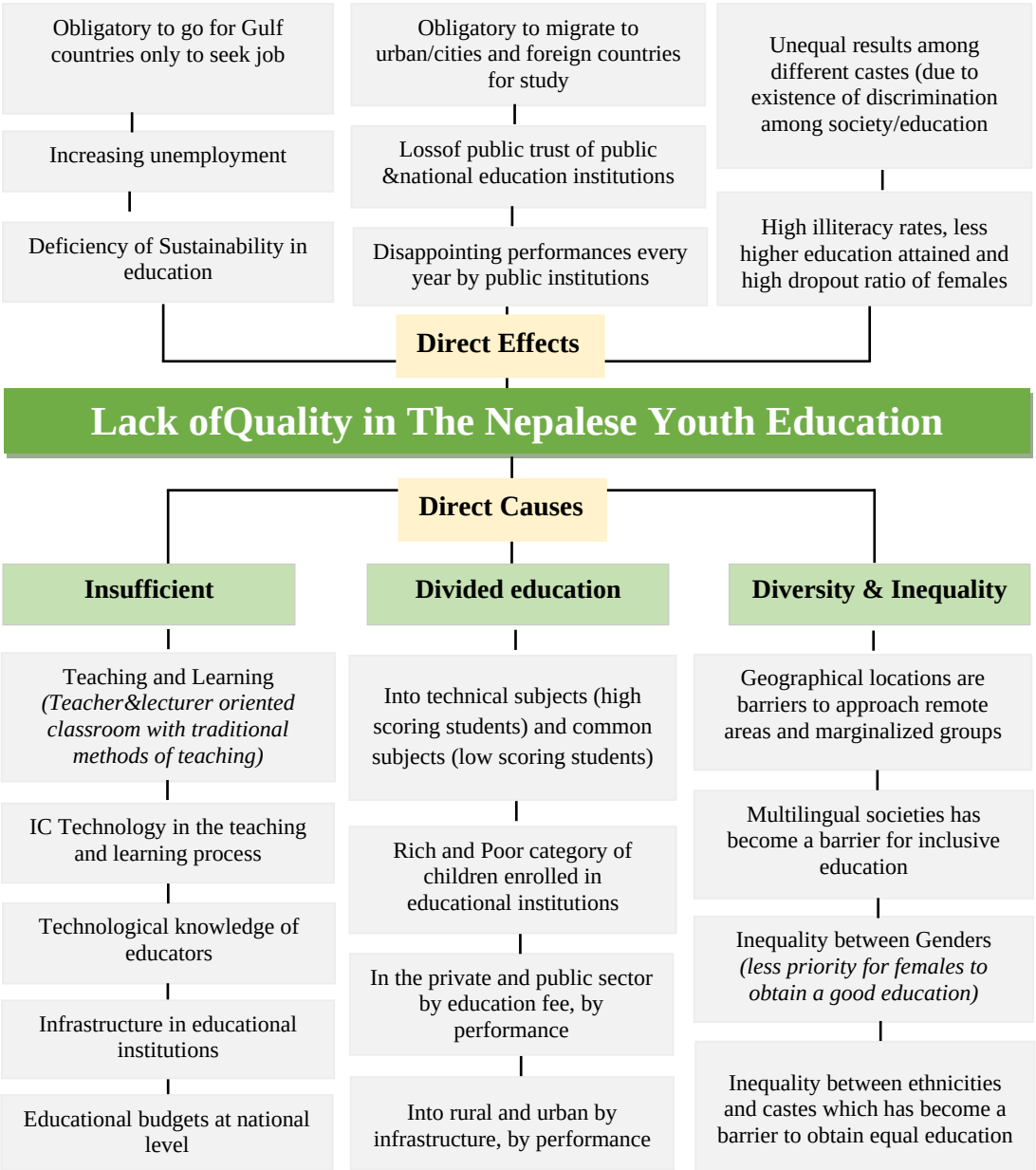


Figure 4 Problem Analysis of Research Regarding to Youths Education

Nepal is facing the problem of a lack of quality education, and there are different factors regarding these problems in youth's education. Among them some issues that are presented as follows:

1) Insufficiency: Insufficiency regarding the allocated national education budget every fiscal year. Lack of educational infrastructure including basic management and modern technology compared to the number of students. There is a lack of appropriate educators to manage institutions properly and the ability to apply modern teaching methods and learning processes. All these issues above caused the lack of quality education. As a result, education in Nepal lacks sustainability and youth education is unable to become sustainable education. Therefore are unable to compete in the employment market after obtaining related qualifications.

2) Divided education: Although the population of rural areas is high, very few educational institutions exist and poor results are seen at each level of academic performance every year. On the other hand, the increasing number of private institutions and their academic performance shows that the private sector is being established as a rebel competitor to the public institutions. This shows a clear division in public and private education. Though education levels of private institutions are commendable compared to the public sector, due to general people being unable to bear the substantial expenses of education charges, the private sector is becoming a place for high-class family's children. Whereas because public sectors are either free or charge much less, children from middle class or low economic circumstances study in the public sector and these institutions are focused on the low income to middle-class families. Likewise, major subject selections are also divided due to student's capabilities, the high scorer student in the exams are able to choose science, medicine, engineering, technical fields and other broad scopes for employment and conditions of such trends are developing. Therefore students with lower scores are not even allowed to take entrance exams for the technical subject they can only take common subjects.

3) Diversity and Inequality: Regarding the geographical perspective of Nepal, most parts are hilly and mountainous regions, which may cause difficulty in accessing fundamental necessities; such as transportation, pure drinking water supply, electricity, health security, education, and due to these reasons it has also affected youths education. As mentioned in the population and housing census of 2011, there are 125 ethnic groups and 123 spoken languages (mother tongue and first language). Though the Nepali language is an official language, only 44.6% of the total population speaks Nepalese but due to most of the education institutions operating in Nepalese or English, many linguistic difficult issues have been arising. Because of these linguistic difficulties, there are problems in the teaching and the learning process as well as curriculum and text book distribution. As Nepal is a multi-ethnic country, in ancient times Nepal was divided into a multi-caste system.The practice of high caste people, middle caste people and low caste people still exists to this day, mainly in villages

which extremely effects education negatively. Similarly, the past years programs operated with a slogan of gender equality in education which have brought about fractional changes in education. However, due to many aspects, women are less educated in numbers compared to the men from secondary level to higher education. The dropout ratio in higher education level for females is higher than males.

2.2 Youths Activities and Educational Structure

According to the population and housing census 2011, the total number of Nepalese household is 5,427,302. The poll of 1952/53 shows a population of 8 million whereas the census of 2001 shows a population of 23 million which was an increment of 15 million people over 50 years. In the duration of 10 years from 2001 to 2010/11, the population increased by 3.5 million. From these statistics, we can see that the population of Nepal is rapidly growing. According to the non-official figures of 2017, the Nepalese population has reached 29 million (Worldometers 2017). However, the census of 2011 is the official census of Nepal under took by the Government and it will be used as official data until the next population census. Therefore the population of Nepal is 26.5 million in the census of 2011 of which 51.5% are female, and 48% are male. The population of youths (all the Nepalese citizen age from 16 to 40 shall be treated as youths, 'National Youth Policy') is 10,689,842 (40% of the total population). However, along with the official census of 2011 and other youth survey data, youths are divided into two age groups 16 to 25 and 26 to 40. Youth data set presents the distribution of the youth population by age group 16-25, 26-40 and it also depicts the literacy status of youths regarding educational status, employment, and also access to modern technology.

Nepal experienced internal conflict for ten years (1996-2006), and mostly the youths suffered physically, mentally and this seriously affected their education during the civil conflict. After the establishment of the federal democracy in 2006, the Ministry of Youth and Sport launched various programs and plans dividing youths into different groups to re-establish the war victims for youth development. Youth have been categorized into different groups, that is 'Priority Groups', 'Special Priority Groups', Youth victims of conflict', 'Vulnerable Youths', 'Youths with disability' and 'Youths of marginalised minority groups'.[6] According to age determined by the WHO, 1997, during the survey of 'adolescents and youths Nepal', youths are divided into three groups, i) adolescents, ii) youths and iii) young people. Adolescents include of ages 10-19 years; youths include 15-24 yearsof age and 10-24 years of age group are defined as young people. The survey shows the number of adolescents (10-19) are 5,370,934, youth (15-24) are 4,405,770 and young people (10-24) are 7,387,702 respectively.

[6]Shree Skrishna Shrestha, 2009 'Youth Empowerment Youth Entrepreneurship in Nepal', pp3.

Youths are described as the age group of 15-24 years in this research. The data from youths of 15-24 or 15-25 or 16-25 years are presented as the source data. From the statistics of 2011, youth (15-24) are 20.6% of the total population.

In the context of the education system in Nepal, primary age includes children below four years of age. Children above five years of age fall under primary education attainment age, which means it is compulsory to admit these children above five years of age into schools as mentioned in the education system (Education for All-National Review Report, 2001-2005).The structure of educational provisions in Nepal are as follows; 1-year pre-primary level (4 years of age), Primary level: Grade 1- 5 (preferable age; 5 to 10 years old), Lower Secondary level: Grade 6-8 (preferable age; 11 to 13 years old). According to the new education system provision, grade 1 to grade 8 levels of educationis mentionedas the basic education level. Nepalese completing such education levels are counted as literate people in the census. However, for illiterate people those who unable to receive any school education but later received limited duration courses from non-formal education programs operated by the Government of Nepal and different NGO/INGO, are also included and counted as literate people in the census.

Grade 9 and 10 are Secondary level (preferable age; 14 to 15 years old). Likewise, grade 11 and 12 are classified as Higher Secondary level. But the new educational system on Secondary Education level has included grade 9 to 12.

Table 1 Old and New School Structure of Nepal

<table>
<tr><th rowspan="2">Age</th><th rowspan="2">Grade</th><th colspan="2">Old and New School Structure According to Education System Provision (MoE)[7]</th></tr>
<tr><th>Old System</th><th>New System</th></tr>
<tr><td>16</td><td>12</td><td rowspan="2">Higher Secondary Education (Grades 11-12)</td><td rowspan="4">Secondary Education (Grades 9-12)</td></tr>
<tr><td>15</td><td>11</td></tr>
<tr><td>14</td><td>10</td><td rowspan="2">Secondary Education (Grades 9-10)</td></tr>
<tr><td>13</td><td>9</td></tr>
<tr><td>12</td><td>8</td><td rowspan="3">Lower Secondary Education (Grades 6-8)</td><td rowspan="9">Basic Education (Grades 1-8)</td></tr>
<tr><td>11</td><td>7</td></tr>
<tr><td>10</td><td>6</td></tr>
<tr><td>9</td><td>5</td><td rowspan="5">Primary Education (Grades 1-5)</td></tr>
<tr><td>8</td><td>4</td></tr>
<tr><td>7</td><td>3</td></tr>
<tr><td>6</td><td>2</td></tr>
<tr><td>5</td><td>1</td></tr>
<tr><td>4</td><td colspan="3">Pre-Primary Education/Early Childhood Development</td></tr>
</table>

Source: Nick Clark, 2013 WEMR School Education System Provision, Education in Nepal.

[7]Ministry of Nepal, School Education System Provision/By Nick Clark, March 2013, WEMR (World Education News +Reviews), Education in Nepal.

Bachelor degree or undergraduate level is an education level which is after completion of the Higher Secondary level. In general a bachelor degree is for 3 to 4 years, while the professional and technical courses are for 4 to 5 years long. Likewise, a master's degree requires two years of completion, and a doctoral degree usually is a minimum of three years, including coursework on research methodologies and some specific subjects.

As mentioned above, when we observe the general structure of education, the preferable age for the educational duration from grade 1 to a master degree is from 5 to 24 years of age which is designated as the educational attainment age. By observing the usual activities of Nepalese youths (16-25), male youths 50.3% and female youths 37.5%are involved in study activities out of total youths population. Apart from this, 20.7% of male youths are working for a daily wage/salary earning activities, and 15.5% male youths are engaged in agricultural activities. Likewise, 27.4% of females work in doing household chores and 21.3% participate in family agricultural activities wherein agriculture categories on cattle farming, paddy/crops farming, forestry and fishery (MoE, Youth in Figures, 2014). In Table 2, activities of youths of age 16 to 40 are presented, according to the statistics of Youths in Figures 2014.

Table 2 Youth (16 to 40) Usual Activities by Percentage

Youths Activities	Family agriculture	Wage/ salary earning	Non-family agriculture	Extended economic	Seeking job	Household Chores	Study	Unknown
Female	21.3	6.5	2.7	1.7	0.6	27.4	38	1.9
Male	15.5	20.7	5.2	1.2	2.4	2.0	50.3	2.6

Source: Youth in Figures, Government of Nepal, MoE, 2014[8].

2.2.1 Youths Labor Migration

The history of labor migrationis recorded since the early 18th century (1815), and then migrants from Nepal sought foreign employment. The Nepalese government officially opened doors for such engagement beyond British India to other colonial territories. After that, new policies emerged with the intensification of globalizing dynamics and the booming oil industry that started in the Middle East in the 1970s so many Nepalese moved to the Middle East to seek employment. A Historical turn in the migratory pattern came about with the restoration of democracy in Nepal in 1990. After the establishment of democracy, rapidly increasing labor demands for Nepalese in the Middle-East countries continued and also the number of migrants beyond India increased as well. The earliest record of labor permits issued by the government shows 3605 Nepalese youths left for foreign employment in 1993/94, primarily to Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates (UAE). According to the survey in 2011, 7.3% (1,921,494) of the total population is the number of labor

[8]In the official data statistics of 'Nepali Youth in Figure', 2014 have mentioned youth activities by age of 16-25 and 26 – 40 ages of youth.

migration. According to the statistics of ILO (International Labour[9] Organization) 2014, more than 520,000 labor permits were issued in which most of Nepalese were migrants to Malaysia in addition, people also migrated gradually to Qatar, Saudi Arabia, Kuwait and other countries. After the devastating earthquake of 7.8 magnitudes in 2015, the economy of Nepal was seriously affected which caused more unemployment in the country, and this directly affected the poor and the middle-class community's daily lives. As a result, the Nepalese youths were forced to seek labor migration in order to search for employment in foreign countries to obtain an income. Therefore in the recent two years, there has been unexpected rise in labor migration.

Youth are the most energetic group in our society, and they are the change agents of society who have the capacity to change the society (DFID/Magaire 2007) and the youths are the next leaders of the nation, they are called the backbone of the development. However in many developing countries the youths are facing unemployment problems. Nepal is one of the developing countries where most of the youths are fighting with unemployment issues in order to gain financial stability. Observing overall youths employment ratio 2016 is 5.14%, (Economic Research, FRED, 2017). The average annual income (per capita income in a year) for Nepalese was only US$732, higher than only Afghanistan among south Asian countries (International Labor Organization ILO, 2017).

According to the Ministry of Education's data, youths employment is divided into different categories. Youths employment activities from age 16 to 40 are as follows:

Table 3 Categories of Youths Occupation in Numbers

Categories	Activities Percentage
Agriculture, forestry & fishery workers	50.5
Craft and related trades workers	10.0
Plant & machine operators & assemblers	2.9
Elementaryoccupations	12.0
Not stated	3.3
Armed forces	0.3
Managers	1.6
Professionals	5.6
Technicians and associate professional	2.4
Office assistance	1.5
Service & sales workers	9.9

Source: Youth in Figures, MoE, 2014, NPHC, 2011

As seen in the categories statistics above, most youths are in the agriculture, forestry and fishery (50.5%).In the agriculture category, it is further divided into family and

[9] British English spell, has used in Nepal.

non-family agriculture. Nepal is an agricultural country where approximately 70% of Nepalese households are dependent on agriculture. However, people still practice traditional farming, so it is tough to cover their household expenses just by depending on such farming practices. Therefore, most of the youths especially from the rural areas go to the Gulf countries in order to seeking temporary employment or side-work.

Since Nepal is an underdeveloped country, employment expectation is very high. Although having such high employment expectations due to various reasons like social insecurity, a low income, increasing market prices, political instability, politicization in employee recruitment, lack of work dignity, corruption, etc., Nepalese youths are attracted more to the foreign employment market. Today, obtaining an overseas job or employment is seen as a significant achievement. As a result, youths in Nepal are decreasing which leads to a shortage of the Nepalese labor force in Nepal.

2.2.2 Youth's Participation in Social Activities

The major problems faced by most youths in Nepal come under these categories:

- Unemployment issues
- Poor quality education, incompletion of formal education, imbalance education and training, and lack of appropriate knowledge about modern technology
- Lack of sports facilities and lack of IT knowledge in sports/games
- Anti-social issues, drug and alcohol abuse, and unawareness in health care
- Unawareness of their rights, lack of responsibility toward family/society and lack of participation in public decision-making

The table 4 shows that fewer youths know about their rights determined by the Government of Nepal for youths.

Table 4 Rights and Awareness Scale of Youths

Youth Rights (Youth and Public policy)	Awareness	
	Scale[10]	Rank
Civil Rights	1.91	2
Political Rights	2.48	5
Reproductive and Health Rights	1.93	3
Economic Right	2.26	4
Education Right	1.55	1

Source: Ministry of Youth and Sport, 2010, Status of Youth in Nepal/Shree Krishna Shrestha, 2009

As shown in table 4, less than half of youths know their basic rights, like youth civil rights, youth political rights, youth reproductive and health rights, youth economic rights, youth education rights, all of which are created for youth's development by the

[10]Scale measured by 1 to 4, 2.5 is average

Nepalese Government. Different reasons for youths not knowing their fundamental rights are financial barriers, lack of information, political barriers, socio-cultural barriers, language barriers, lack of training, lack of time, geographical barriers etc. Due to these reasons, youths living in rural areaslack basic social awareness which in turn makes youths less interested to participant in social activities.

Table 5 Reasons of Non-involvement in Social Activities

Reason of non-involvement in social activities	Non-involvement	
	Scale[11]	Rank
Lack of opportunities	1.93	1
Economic barrier	2.60	2
Lack of Information	2.84	3
Political Barrier	3.06	4
Socio-cultural barriers	3.14	5
No training	3.15	6
Lack of time	3.19	7
Geographical barriers	3.28	8
Not interest	3.36	9
No contact with social organization	3.69	10

Source: Ministry of Youth and Sport, 2010, Status of Youth in Nepal/Shree Krishna Shrestha, 2009

Since acknowledging the less social activity participation behaviors and its obstacles, in youths, the Ministry of Youth and Sports have regulated six programs by establishing a Youth Information Center. They are as follows; i) Youth capacity development, ii) Agriculture, iii) Entrepreneurship and employment, iv) Environment protection and disaster mitigation, v) Traditional arts and culture technologies protection and development, and vi) Orientation and awareness campaigns against drug addiction.

Similarly, the programs have been mobilizing youths by implementing youth partnership programs in various areas of the activities under the collaboration and cost sharing mechanism with different non-government organizations. The implementing activities are;

- Peace establishment
- Agriculture
- Health
- Entrepreneurship and employment
- Tourism Promotion
- Environment Conservation
- Capacity development
- Science and Information Technology

[11]Scale measured by 1 to 4, 2.5 is average

- Indigenous technology conversion and development
- Arts, culture conservation and development
- Skill development training
- Disaster mitigation and management training etc.

In the above mentioned different programs, different skill training, like skill oriented training, micro-entrepreneur trainings are operated for youths nationwide.

2.3 Youths Education Scenarios

Nepal is a small landlocked country which is located in between two huge and populated countries India and China. Geographically Nepal has been divided into three larger distinct ecological regions 1) The Mountain region called the Himalayas; a high mountain range with snow covered peaks, 2) The Hilly region; the hilly areas with lush high green hills and valleys, and 3) The Terai region; strip and fertile plain land. These three geographic belts of Nepal are applied from the east to the west part of Nepal. Geographically, the population is divided into the convenient settlements to difficult to access settlements. 50.3% of the total population resides in the Terai areas, 43% in the Hilly areas and only 6.7% of the population lives in the Mountainous areas. When we look into the history of Nepal, it was never colonized by other countries. However, the Rana regime ruled the nation for 104 years (1846-1951). The Rana Regime is also known as the dark and absolute ruler in Nepalese history.

During the Rana oligarchy, only 9000 people achieved primary education level, only 1700 received secondary education and only 100 people studied in two undergraduate colleges which are mentioned in the historical educational background. In that time, there were very few schools, colleges and educational institutions was available for only high-ranked government officers and family members of the Rana regime and general people could not be educated. There were no records of any university being established during the regime. In 1951, after the Rana rule ended, democracy was introduced and Nepalese politics transformed into a new political form. After the 1951 political revolution, small and big development plans and policies began to operate in which educational plans was a major national plan.

From that moment, after opening education for general people with the slogan "Education for All", formal national education plans were established and operated. After democracy, which was the beginning stage of development in education in Nepal, the modern education system is known as "the youngest education system in the world". The numbers of schools and students enrollment increased dramatically in a few decades after the establishment of the education system.

Table 6 Number of Schools and Students

Schools/Students	1951	1971	1981	2010
Number of schools	311	7246	19842	33160
Number of students	10,000	550,000	3,700,000	7,800,000

Source: MOE (2010), DOE (2010) and Poudel (2011)

After the situation where 10,800 people only achieved school education before 1951, educational awareness flourished among the general people soon after the establishment of educational plans and programs. As a result, there was a tremendous increment in literacy numbers. Though Nepal's literacy rate was comparatively less than other countries, the quantitative achievement is rapid in education in Nepal's education history.

Table 7 Youth Literacy Rates from 1995 to 2010

Category	NLSS-I, 1995/96			NLSS-II, 2003/04			NLSS-III, 2010/11		
	15-19 years	20-24 years	15-24 years	15-19 years	20-24 years	15-24 years	15-19 years	20-24 years	15-24 years
Male	74.5	72.2	73.4	82.5	78.2	80.6	94.8	89.8	93.0
Female	48.8	32.4	40.6	66.2	53.4	60.2	84.1	73.1	79.4
Total	61.3	49.7	44.5	74.3	65	70.0	88.9	79.5	84.7

Source: Nepal Living Standard Survey (I, II, III, 1995/96, 2003/04 and 2010/11) &Education for all National Review Report 2001-2015.

As shown in table 7, the highest literate numbers are youths of age 15-24 years which is 85.7% in 2010/11. Though the literacy campaign has been operating from the eastern to western regions of Nepal, the adults'literacy rate is still low with 60% of total population. After democracy in 1951, the higher education level also was emphasized then higher level of public academic institutions and community colleges were established. From 1951 to 1965, 5000 students enrolled in 5 public colleges, 10,000 students enrolled in 51 community colleges and in total, 15000 students enrolled in 56 colleges. To operate the increased number of private and public colleges under a single umbrella structure, the Tribhuvan University (TU) was established in 1958 as the first university of Nepal. Along with the establishment of TU both private and public colleges were nationalized by affiliating and operating under the TU.

TU was established for the purpose to provide continuing education after school levels, to provide equal education facilities for all groups and access to all areas throughout the country. The primary purposes of TU are to:

1. Produce skilled human resources essential for the overall development of the nation.
2. Preserve and develop historical and cultural heritage of the nation.
3. Accumulate advance and disseminate knowledge and to encourage and promote research in arts, science and technology as well as in the vocational fields.

For these purposes, TU operates education courses and programs. These courses and programs are time-relative, so these courses changed and modified along with the development of education in the modern era. The different program operated under course and institute faculties of TU are as below.

Table 8 TU Courses and Programs

Institute/Faculty	Intermediate	Bachelor	Master	M.Phil	PhD
Institute of Engineering	Available	Available	Available	X	Available
Institute of Agriculture and Animal Science	X[12]	Available	Available	X	Available
Institute of Medicine	Available	Available	Available	X	X
Institute of Forestry	Available	Available	Available	X	Available
Institute of Science and Technology	Available	Available	Available	X	Available
Faculty of Law	X	Available	Available	X	Available
Faculty of Management	Available	Available	Available	Available	Available
Faculty of Education	Available	Available	Available	Available	Available
Faculty of Humanities and Social Science	Available	Available	Available	Available	Available

Source: Ministry of Education: A Glimpse 2010

After the establishment and the courses operation of TU, the purpose of promoting the Sanskrit [13] language the Nepal Sanskrit University (formal Mahendra Sanskrit University) was founded and operated as the second university of Nepal. Likewise, for the first time, non-for-profit, the non-government public institution was founded, known as Kathmandu University in 1991 for quality for leadership. Purbanchal University was established in 1993, based on the statement that youths from different areas should easily obtain higher education in the manner of decentralization, improvement and modification of Nepal's education system. Purbanchal University was founded to include all the youths of the Eastern Development Region.

After the expansion of education in the Eastern Development Region, under the multi-university system of the Government of Nepal's policy, Pokhara University was established in 1996 as the 5th university to include all the youths of the Western Development Region. Although Pokhara University falls under the policy of the Government of Nepal, it has been operating based on the purposes of quality improvement in education and private participation which is mentioned in some points below.

- Increase private participation in higher education
- Improve the quality education
- Expand the opportunity of higher education in the country
- Supply skilled human resources necessary for national development
- Enhance academic freedom in the university.

[12]X indicated=not available

[13]Sanskrit language is the liturgical language of Hinduism, Buddhism and Jainism; it is also one of the 22 official languages of India. The meaning of Sanskrit is *refined, consecrated and sanctified,* it is always been regarded as the high language used mainly for religious and scientific discourse.

The Lumbini Bauddha University was established after the first world Buddha summit held in Lumbini in 2004 with the purpose to provide education and training regarding Buddhism, Buddhist philosophy culture and archaeology and also to promote Buddha teaching. However the university act was promulgated on 2006.

Except above mentioned these six leading universities, Mid-western University (2009) and Far-western University (2010) were established under the Tribhuvan University. Rampur campus, Institute of agriculture and animal science (IAAS) and Forestry campus and institute of forestry in Hetauda were merged into Agriculture and Forestry University, which was established as a proposed university. Despite there has nine universities, courses and programs are only operational in six universities. Due to various reasons other three universities are not completely functional. All the operational private and public colleges, campus are affiliated and conducted by these five universities: Tribhuvan University, Nepal Sanskrit University, Kathmandu University, Purbanchal University and Pokhara University.

Table 9 Colleges, Student Enrollment and Teacher Numbers of 5 Universities

University	College			Student Enrolment				Teacher			
	2007	2008	2009	2007	2008	2009	GR	2007	2008	2009	GR
Tribhuvan University	476	621	676	163956	176200	314952	38.6	5970	7950	13356	49.6
Nepal Sanskrit University	29	31	27	2164	3339	3348	24.4	507	560	560	5.1
Kathmandu University	19	18	21	6392	7596	7110	5.5	242	166	341	18.7
Purbanchal University	71	85	84	8884	15185	14629	28.3	43	54	251	141.6
Pokhara University	26	26	26	5056	5360	7538	22.1	46	50	50	4.3
Total	621	834	834	186452	207680	347577	36.5	6808	8780	14558	46.2

Note: In 2064, TU Covers its Constituent College Data Only.
Source: Ministry of Education: A Glimpse 2010

The colleges affiliated in different universities they are divided into different categories, of which A level has four colleges where,'science and management' has 23 colleges and campuses, dental has one college, medical science have 12 colleges and engineering has 9 colleges which are in operational. Although universities operated and established with various objectives, primarily provided higher education to all the Nepalese youths living in different areas, these universities are often criticized on their access, equity, quality, relevance, financing including governance. The issues are described as follows:

Access: Accessibility is limited with the gross enrolment ratio of about 6%
Equity: The bottom two quintiles share in higher education is less than 2%. Currently higher education enrolment is expanding primarily in the private sector.
Quality: Except a few private and public institutions, the quality of education is poor. The quality assurance and accreditation system is not is place except for a rudimentary system in place in professional education like engineering and medicine.

Relevance: Collaboration between employers and academic institutions is weak. As result, except few premiere institutions the relevance of higher education to the job market needs is poor.

Financing: Except a few public institutions are not sustainable financially. Government spending in higher education is low-about 7% of public expenditures in education.

Governance: Although Nepal has initiated the process of decentralization as a means of improving governance overall the governance of public higher education is still weak.[14]

2.3.1 Non-formal Education for Literacy Expedition

Nepal is known for multi-caste, multi-lingual and multi-cultural country. According to population and housing census of 2011, 4,377,733 people which is approximately 80%, household live in rural areas whereas 1,045,575 (20%) household live in urban areas. From statistics of 1960, 96.52% population lived in rural areas however, due to increased trend of natural rural-urban migration recently, 81.39% of the population live in rural areas (Index Mundi, Nepal Rural Population)[15]. Though huge population are lives in rural areas, due to geographical location, classification of castes, multi-language, gender discrimination, high rate of child labor force and many other reasons, some of adults and youths from rural areas are unable to receive the formal education. Therefore, despite increment in schools and higher education institutes, about 40% Nepalese are still illiterate.

There are marginalized groups who are unable to receive school education due to different reasons. To centralize these groups different non-formal education centers are managed under the Ministry of Education and non-formal education programs had been operatedfor people of age 16-45. Under National System Plan in 1971, the policy of adult education was operated in two forms a) literacy extension program and b) functional adult education program. Today, governmental departments under MoE, NGO and INGOs are actively operating literacy campaign for people of 16-45 years. As a result, according to past statistics of adult literacy is increasing along with youth literacy. Literacy campaign under non-formal education was operated for the purpose to develop rural areas, this campaign has disseminated educational awareness which is being affective to the marginalized group and has helped to increase more literacy in rural areas.

2.4 Academy Performances

Nepal has considerable changes in education after the political revolution. Although education development is "young education" compared to other countries, in past 66 years, Nepal has taken a huge step in education development. However, issues such as lack of quality and sustainability has rise often in the education. High dropout ratio in schools and higher education levels, high fail percentage of students, increased youths

[14]Described from Nepal country summary of Higher Education.

[15] Rural population: index mundi

unemployment rate and increased numbers in international migration for study opportunities are some of the reasons which show lack of quality in academic education. Other various aspects, such as conventional teaching and learning method, lack of qualified educators, lack of infrastructure improvement and failure to manage technology in education that created dissatisfied situation toward Nepalese educational environment in some extent. On the contrary youths are attracted to study abroad which is being more popular these days.

Therefore, for quality and sustainability increment and to make education technical and skillful, the Government of Nepal, MoE has operated primary educational training, lower secondary and secondary educational training along with long-term and short-term training to make educators more skilful and capable since 1994. Syllabus and textbooks also have various changes and modifications timely. Despite frequent monitoring and observation by related authority on school administration and educational activities, the expected improvement in education has not achieved. As a result, lack of adequate ability in technical subjects, weak skills and less confident in completed courses, are the problems seen in the students those who obtained certain education level. That could be defined there haslacks of quality and sustainability in Nepalese education.

Quality does matter the student performance in the exam, also it is important that the ability they gain should be sustainable for make better life. Instead of skill and ability development, many educational institutes' teaching and learning method are more focused on obtaining good score in exams. Although being score based teaching and learning, expected results in exams are not achieved, the secondary school level board exams result is shown in table 10. Likewise, educational method is based on teacher and lecture-oriented rather than student-oriented or practical based, therefore learning by doing and practical ability is lacking in many extent.

Table 10 School Leaving Certificate (SLC) Results

Year	Category	Examinee/ Appeared	Passed number	Pass %
2006	Regular	225032	104654	46.5
	Exempted (re-exam of back paper)	69184	8366	12.1
2007	Regular	274210	160802	58.6
	Exempted	72975	23009	31.5
2008	Regular	307078	195689	63.7
	Exempted	59963	19335	32.2
2009	Regular	342632	234602	68.5
	Exempted	45890	21887	47.7
2010	Regular	385146	247689	64.3
	Exempted	41905	12227	29.2

Source: Ministry of Education: A Glimpse 2010

Result of school leaving certificate (SLC) from 2006 to 2010 is presented where pass percentage can be observed. On average, 56% of students passed from regular and exempted basis exam. Since decades, school education was unable to obtained expected results in secondary board examination; the grading system had been changed to simplify the exam in accordance to global grade system by the new education ACT, 2016. SLC of grade 10 as the national level examination was modified into secondary education examination (S.E.E). Under the educational Act 2015/16, grading system also was changed into grade point average (GPA) scale system and through this scale system provision of grading has been applied from 2015/16.

Table 11 HSEResults (Grade 11 and Grade 12)

Year	Grade	Appeared	Passed number	Pass %	Grade	Appeared	Passed number	Pass %
2008	XI	1,48,806	61,394	41.26	XII	1,00,065	56,015	55.98
2009	XI	2,05,141	83,619	40.80	XII	1,33,846	65,660	49.06
2010	XI	2,50,481	1,03,045	41.14	XII	1,87,585	88,002	46.91
2011	XI	2,98,063	1,17,273	39.35	XII	2,27,047	1,00,927	44.45
2012	XI	3,04,030	1,15,968	38.14	XII	2,62,526	1,25,525	47.81
2013	XI	2,85,468	1,14,019	39.94	XII	2,61,754	1,10,966	42.39

Source: Everest List

According to secondary board exam pass percentage, although 56% students are passed in average. Due to the various reasons, approximately 50% students only reach to higher secondary level (which is recognized by +2 levels in the context of Nepal), wherein pass percentage of that levels of those enrolled students is also disappointed which can be seen in table 11. Average students pass percentage in grade XI is 39.9% from the year 2008 to 2013 and average pass percentage in grade XII is only 46.6%.

Table 12 Higher Education Level Results (All Faculties)

University	Student Pass % by all faculties and courses					
	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
Purbanchal University	N/A	N/A	N/A	71.8	85.8	86.5
Kathmandu University	93.3	96.7	93.3	93.3	90.0	93.3
Nepal Sanskrit University	56.2	50.8	58.8	75.0	54.5	52.9
Pokhara University	89.3	88.3	90.7	89.0	90.0	90.0
Tribhuvan University	52.4	55.0	48.7	54.2	57.6	58.4
Total	**60.4**	**61.3**	**57.8**	**64.3**	**66.4**	**67.1**

Source: Ministry of Education: A Glimpse 2010

The annual pass rate is below 50% in the result of higher secondary education level (grade 11 and 12). Due to many reasons minimum students enroll in undergraduate level among the students who passed from higher education level. The numbers of those students who enrolled in undergraduate level, the dropout ratio is high before complete the course because lack of financial support, marriage, job hunting, study abroad, lack of accessibility, lack of motivation and encouragement to continue the

course. The higher education level exams percentage is shown in table 12 which is from 2000 to 2006, where the average pass result of entire faculties is only 62.8%. The reason for disappointing and fluctuated result in most of the education levels, faculties and courses are probably due to lack of quality in educational programs, courses, infrastructures and teaching and learning methods.

2.4.1 Private and Public Education

According to as mentioned statistics above, secondary level, higher secondary level, undergraduate and graduate levels are unable to achieve expected results in exams. The high numbers of failed students had seen in most of the public and national institutions compared to the private institutions. The academic institutions are divided into private and public according to their performance in exams. To compare the exam results between these two divisions, credibility for pass percentage goes to mostly for private academic institutions whereas failure production credibility mostly goes to public academic institutions by observing board examination's result every year. From this difference, we can observe that education in public school lacks improvement. On the other hand, improvement of education in private schools and colleges are growing in both quantitative as well as in qualitative aspects. However, private institutions are facing many criticisms as well such as cost expensive, primarily focused on good marks in exam, targeting only in urban areas and rich people, making a division between the people into rich and poor category etc. Although private institutions are facing such criticisms, they are successful in strengthening their position in the educational market and gradually becoming the centre of attraction in education.

An average pass result of the private school on 2004 secondary board exam had 85%, in comparison figure for public schools was only 38%. As well as, while an overwhelming majority of private schools showed pass ratios in the 80-100% range, less than 7% of public schools could boast such high pass rates (Kedar Bhakta Mathema, 2010). By the observation of informal division of education in detail, as the academic institutes is divided into private and public, children schooling is also divided into two divisions that are rich and poor categories. People from the poor category by economy only can afford to go for public institutions, whereas due to the high charge of private institutions, most of the children of a middle-class and rich class can afford to go for private institutions.

Table 13 University, Public and Private Campuses Results

Type of Campus	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
University Own Campus	74.1	72.2	73.5	75.7	77.0	77.9
Public Campus	41.1	42.8	40.5	41.8	48.6	50.0
Private Campus	81.6	79.7	65.4	81.6	77.1	82.0
Total	**60.4**	**61.3**	**57.8**	**64.3**	**66.4**	**67.1**

Source: Ministry of Education: A Glimpse 2010

The level differences between private and public education that were seen in school education also has its effects on the higher level of education. Despite every public and private institution similarly affiliated and operated within universities, differences in results are observed between them. Though the overall performance of public institutions is poor, there are also some public schools and colleges with 100% pass results and they have potential to compete with private institutions despite having limited sources. Comparing between university's public campuses performances, there are negligible differences. In terms of the infrastructure, the number of educators and technology usage between the private institution and public institution, the private institution has enough sources than the public institution. In spite of few resources, some of the public institutions have given examples of good performances. However, in comparison of overall performance with private institutions than public institutions needs extreme improvements.

2.4.2 Study Abroad

As labor migration to foreign countries is growing in Nepal, the trend of study abroad is also increasing. By the student mobility of 2015 statistics, 29,380 students issued no objection certificate (NOC) which is 4.5% high than 2014 issued NOC number. These figures were not the actual statistics, as mentioned in the news printed in a national daily news magazine, The Kathmandu Post on 2017. According to the report, NOCs is only required and issued for the countries that need a visa, so students not issued NOC were not included in the total study abroad mobility number. The post also mentioned that approximately 15000 Nepalese students admit to the academic institutions in India every year, among which 80% do not apply for NOCs. Therefore, though these students are not included in NOCs record, the first choice of abroad study destination is India for Nepalese students.[16]

Table 14 Destination Countries for Study (n=number)

Year	Total (n)	USA (n)	Australia (n)	Japan (n)	U.K/Cyprus (n)
2008	17,689	8,946	3,314	1,311	646 (U.K.)
2009	22,291	11,391	3,900	1,457	829 (Cyprus)
2010	24,238	11,134	4,986	1,641	1,121(U.K.)
2015	29,380	3,642	8,692	9,363	350 (U.K)

Source: WINR, World Education News& Reviews[17], and the Pie News, Beckle Smith, 2015

From data shown above, we can see study abroad mobility gradually increasing and this order is estimated to grow every year. According to Nick Clark on world education news & reviews, reasons behind for a huge international mobility are lack of quality education in domestic institutions and lack of trustworthy institutions. It also added facts such as political instability, political effects and pressure in every aspect of universities and colleges, lack of merit-based job opportunities for university graduates,

[16] News Magazine The Kathmandu Post, 2017-02-17.
[17] Original source from UIS:Global Education Digest (2010-2012)

low salary and lack of job opportunities. Therefore, Nepalese students are attracted towards abroad study for post-graduation employment opportunities. Lately, growing number of students drew to Japan for abroad studies although, having language difficulties the international mobility to Japan is increasing among Nepalese youths.

2.5 Summary of Findings

Considering the quality of youths education, this research focused to analyze the factors behind lacking quality in Nepalese youths education. The secondary data and sources are used to analyze the statement of problem. In this research, two statement of problem was analyzed and described that are 1) lack of quality in youths education and 2) lack of adequate knowledge and guideline to use SNS. In this chapter, regarding the first statement of problem 'lack of quality in youths education'; factors behind reasons and consequences have been described in detail with secondary data and information. This research was studied about the Nepalese youths as survey sample accordingly, the data and sources were used related to the Nepalese education. At first, the conclusion glimpse of the problem regarding youths education in Nepal is presented with its general figure and significant factors. As above described, three significant factors seen behind the lack of quality education they are i) Insufficiency: teaching and learning method, ICT, technological knowledge of educators, infrastructure and budget, ii) Divided education: education has seen divided into subject priorities (high scoring and low scoring students), rich and poor categories, private and public sector and, rural and urban education, iii) Diversity and Inequality: geographical diversity, language diversity, gender inequality, and inequality between caste (ethnicity). Mainly, these factors are the obstruction to improve quality in Nepalese youths education which caused rural-urban migration, migration to other countries for seeking job and study opportunities. Thus unemployment is increasing at high ratiodue to the deficiency of sustainability in education.

According to the population census 2011, youths are declared with 40% of a demographic figure in Nepal and this figure consists of youths from age 16 to 40. Due to the high number of youths, it is utmost important to know about the youths activities such as their current situations, professions, education and their social movement which are described in detail in the second section. Out of total youths population, 50.5% youths depended on the agricultural activities as their daily profession. The Labour Migration ILO 2014 has indicated that 520,000 labor permits were issued for labor migration and these statistics shows the most youths are unemployed inside the country. In addition, the finding also shows that youths have less participation on social activities due to the lack of opportunities, training, time and information, economic barrier, political, socio-cultural and geographical barriers and also due to less interest and lack of contact information of social organization.

In terms of youths education situation, school level to graduate level has been described. From the statistics of youth literacy (2011), 84.7% youths are literate in which male youths literacy rate is higher than the female literacy rate. The literacy of youths is increased by 14% in a decade along with the increased number of the educational institutions (schools and colleges) and the enrollment of students. Many colleges and universities were established after the democracy revolution in Nepal and various faculties and major subjects were also expanded corresponding to the time. The quantitative results were seen in the Nepalese youths education, however many results and consequences have proved the lack of quality and sustainability in youths education. The pass percentage of school leaving certificate in 2010 had 64.3%, where higher secondary School in 2010 had 46.9% pass students, and undergraduate level to graduate level in 2006 (data only available from 2000 to 2006) had 67.1% pass students. These statistics shows the educational institutions in Nepal were producing many failure students every year that caused terrible consequences regarding the livelihood of youths. Above factors are the main reasons that Nepalese youths are attracted towards temporary and permanent foreign migration in order to seek jobs and also for the purposes of studying abroad in order to secure their future (in approximately 29,380 students was migrated in 2015 for study purpose).

After analyzed the secondary data and sources regarding youths education in Nepal, quality in education is essential in order to eradicate the problems in youths education. The national policy implementation process should have a proper balance between the quantity and quality in education which could improve the sustainability of Nepalese education. As this research finding, the educational institutions should take serious actions to improve the lacking components. Notably, the teaching and learning method should be improved in accordance to the modern method in education. Secondly, the institution infrastructure such as classroom, lab, computer and Internet should be improved in corresponding to the time. The digital divide should be eradicated by the inclusion of e-learning methods and by providing web-based learning sources in the study process. Additionally, the manpower (teacher, instructor, and lecturer) should be skillful by the modern technology to include e-learning in education and in order to provide proper guideline and motivation to use modern technology in education.

CHAPTER 3

3. Secondary Data Analysis-2 (ICT in Education)

3.1 ICT in Formal Education and Its Challenges

ICT refers any device or system which allows the storage, manipulation, transmission and receipt of digital information and these activities also consist collaboration and communication. Many countries are using the basic skills of ICT as a part of education for reading, writing, interacting, communicating and for numeracy. Within a very short period of time ICT have become one of the essential building block elements for education and for society (Megha Gokhe, Information and Communication Technology). To social communication, learning and receive information the ICTs has become essential in recent society. ICTs can contribute to the global access to education, delivery of equity and quality teaching and learning, it can improve professional development for teachers and also for educational management and governance (UNESCO; ICT in education).

After the invention of the internet and launching of the World Wide Web (www: 1990, Tim Barners-Lee), many educators, researchers and thinkers began to include ICT in education and ICT was a successful experiment in education. Entry of ICT in education in the late 1980s is also known as a new concept for educational practice. The use of information communication technology (ICT) in education is relatively new phenomenon (Gerald K. White, 2008). The entrance of ICT in education has defined teaching, learning method and concept from a new perspective. ICT has changed the conventional way of teaching and learning by establishing modern methodology in education. Considering the advanced technology of today, the inclusion of ICT is compulsory in education starting from the primary level to acknowledge appropriate information, knowledge and skills adaptation regarding ICT's theory and practical knowledge and in relative with development of modern technology, education without ICT has become an old-fashioned education.

ICT as modern technology has its deep effects on entire society, and almost in every social aspect without ICT is impossible to imagine. When modern society be observed, then we find that our daily lives are surrounded by information technologies, and we spend most of our time using these technologies. Especially younger generation have sensitive attachment with computer and internet, as a result using computer and surfing internet most of the time for them has become an important activities of a day. Mark Prensky says *'computer games, email, the internet, cell phones and instant messaging are integral parts of students lives, our students today are all "native speakers" of the digital language of computer video games and the internet'*[18](Mark Prensky, 2001).

[18]Marc Prensky, 2001 by Digital native, Digital Immigrants *pp-1*.

After the development and introduction of digital learning, it has become digital natives in the education methods in most of the higher educational systems in developed countries. And that has expanded the open learning and the distance learning process instead of limiting education inside the classrooms. ICT education is growing rapidly in developing nations after its penetration in many developed countries. For the healthy competition and globalization of education, acknowledging the importance of ICT in education, the developing countries are trying to include ICT in education comprehensively. However, many nations are facing problems such as extreme poverty, lack of technical infrastructure, lack of proper budget for education, lack of computer lab, lack of Internet in financially poor areas and lack of skilled human resources etc. and because of these problems, ICT has not been successfully operated in these countries.

After democracy in 1951 AD in Nepal, for healthy competition with global education and to provide qualitative education for students, new educational projects were established and implemented in education which included educational plans, projects, schemes and master plans regarding 10 to 15 years as long-terms and 3 to 5 years as short terms. For example, projects such as National Plan of Action-NPA (2001-2015), Three-year plan (2011-2013), Formative Research Project-FRP (under Education for ALL) (2004-2009) and School Sector Reform Plan-SSRP (2009-2015) were established and operated emphasizing modern education. The education system of Nepal is also changing and modified along with worldwide educational development. Recognizing the innovative and efficient means of teaching and learning of ICT in the education system, Ministry of Education established SSRP project for the expansion and operation of ICT in every school in Nepal. To provide appropriate knowledge, skills and attitude for working actively in the developing process of the country and also integrate into the global community through ensuring equitable access and quality of education for all people in the country, is the long-term goal of Education in Nepal (MoE, ICT in Education, Master Plan 2013-2017).

In Nepal, most people live in rural areas. However, in most of the rural infrastructures are very far away from the modern society, so the accessibility of ICT is easy to approach in urban areas but very difficult to access in rural areas. Therefore for the purpose of expanding education, usage and accessibility of ICT in those areas, provisions to operate ICT as an essential subject and as an instruction tool in school were established under the SSRP plan of Ministry of Education through National Curriculum Framework (NCF).

Emphasizing growing equity and quality in education through ICT, SSRP master plan was established in order to operate ICT from school level including 4 main components: (i) ICT infrastructure including internet connectivity, (ii) human resources, (iii) content development and (iv) system enhancement (SSRP Master Plan 2009-2015). These four components were purposed to address the essential aspects such as infrastructure, connectivity, teaching-learning materials and human resources of Nepal

education. Likewise, SSRP master plan is also targeted towards other sub-sector along with school level which consists all education system structure: school education, higher education, teacher training education, continuing education and life-long learning. Similarly, format of implementation arrangement, monitoring, evaluation structures, process and activities were formulated for operating and sustaining the SSRP master plan.

This master project was established to operate computer education courses in two phases: i) general courses and ii) technical education. National Center for Educational Development (NCED) has been conducting teacher training by broadcasting lessons in computer science, by including computer science as an optional subject in Grade 9 and 10. Similarly, plan was operated at universities and colleges by including subjects like computer engineering, computer science on undergraduate level and master's level, universities, training institutes and vocational training colleges. Therefore, the Master Plan was established with these following objectives:

Main Goal of ICT in Master Plan 2009-2015 (MoE)

- To expand equitable access to education: Nepal is a diverse country with multi-ethnicity, multi-language, multi-cultural society and by geographical.
- To enhance the quality of education: For decades, Nepal has been facing the problems of quality and sustainability in education.
- To reduce the digital divide: the urban areas of Nepal have easy access to fundamental needs and modern technologies such as computer devices, internet etc. but rural areas have difficulties in receiving even basic necessities.
- To improve the service delivery system in education: In most of academic institutions of Nepal, there are divisions between urban-rural and public-private, also the learning process is teacher oriented.

In order to manage the rapidly growing ICT in schools of Nepal, MoE has operated additional ICT related programs such as One Laptop Per Child (OLPC) program, pilot project in 26 selected schools of 6 districts where Lab models were built that was planned for computer sharing mechanism. Internet connection facilities were provided and mandatory policy was formed to establish official website for all five Regional Education Directorates (REDs), and all 75 District Education Offices (DEO) of Nepal.

Through another short-term plan ‘matching grant schemes’ (2007-2010), Department of Education (DOE) with the collaboration of some NGOs have provided two computers and one printer for 3038 schools across the country (DOE, 2010). Furthermore, internet connection was established in 85 secondary schools to conduct distance learning program (DOE, 2012). MoE facilitated with one computer and one printer for each of 62 schools by random selection with additional accessories and basic computer skill training for teachers through the Formative Research Project. During the educational year 2010/011 (fiscal year), the Government supported 785 randomly selected schools throughout the country in order to build ICT related infrastructures, and to provide

internet facility. With provided equipments, the report mentioned that computers, printers and internet facilities were mostly used for administrative purposes only due to lack of appropriate curriculum, ICT contents and lack of skillful manpower to teach ICT.

Except above mentioned plans and programs in the education sector, Ministry of Education (MoE) are making additional effective plans and programs and MoE are near implementing by appropriate arrangement and cost management preparation to enhance ICT in Nepalese education. Such plan and programs are described in four different components: **Component 1: Development of ICT infrastructure** with ICT Equipment, connectivity, data center and educational resource sharing platform. **Component 2**: **Development of human resources** with ICT teachers, ICT trainers in teacher training centre and resource centre, Human resource for digital content development and human resource for ICT in education program management at central level. **Component 3: Development of digital learning materials** with curricula; curricula for students, curricula for teachers and contents. **Component 4: Enhancement of education system**.

For the implementation structure and mechanism, MoE has been co-operating with public-private partnership (PPP), industry-academic collaboration, strengthening community roles, parents, community centers, local government units, other institutions like community organizations, NGOs and higher education institutions those who can work at the local level, and the private sectors.

3.1.1 Challenges of ICT Implementation

Under the Ministry of Education, large and small projects to deliver essential knowledge and skills of modern technology, for equitable, qualitative, digital native and service deliverer, ICT in education began to develop and grow. However, compared to developed countries, the application of ICT is in its early phase in Nepalese Education. ICT hasn't been entirely operated as mentioned in the report of Master Plan 2013-2017. According to the report, though short-term, long-term plans, schemes and program related to ICT are formatted but due to different reasons such projects are not in the satisfactory level. According to statistics 2010, the total number of schools in Nepal was 33,160 (MoE, 2010, DOE, Poudel, 2010), and the total number of colleges/universities was 834 (MoE, 2010), and this number is rapidly increasing but the plans of ICT are partially operated only in 3996 schools, colleges and universities throughout the country which is only 11.7% of total institution. Average number students in a public or private school are above 500. However, according to ICT's plan, while observing the quantity of distribution and teacher training program of the computer, only one or two computers, printer and limited teacher training distribution were facilitated in a school. Similarly, it is mentioned that distributed equipment is used mostly for the administrative purposes only.

Therefore, we can easily speculate lack of proper development of ICT in the Nepalese formal education whereas the basic knowledge of ICT has been included as an important content in textbooks starting from the lower secondary level in public and government schools. Since ICT is based on technology, physical device and using skills and knowledge as its major elements, therefore ICT education emphasizes both theoretical and practical methods of learning.

For the development of ICT in the education, though an essential component along with effective plan was established by the Department of Education, these plans are partially implemented. Since ICT is related completely to equipment, the educational budget is relatively costly. According to fiscal year 2004/2005 to 2011/2012 budget allocation of education of Nepal, the average allocated budget is only 16.5%, and most of them were expended in salary distribution. As it mentioned, only 4% to 5% of National Budget is distributed in education.

Table 15 Allocated National Education Budget

Category	Allocated Education Budget by Percentage[19]							
	2004-2005	2005-2006	2006-2007	2007-2008	2008 2009	2009 2010	2010 2011	2011 2012
Share of Education Total Budget	16.17	16.75	15.99	16.80	16.56	16.36	17.11	16.61

Source:UNESCO and KEDI July 2011.

In the fiscal year, 2017/2018 educational budgets of Rs 26.25 billion is allocated which is 11.6% (including salary) of the total national budget (The Himalayan Times, 2017-NCE-Nepal slams budget for education). Among the total allocated educational budget, 80% of the total education budget is spent on salary distribution, so net distributed budget for education is left with 20% only. Therefore, in spite of effective educational plan, implementation area is disappointing and unsuccessful. So, the development of ICT and quality in education is still in primary stage.

3.1.2 Private Sector Activation for ICT Education Enhancement

The history of computer education in Nepal was started in the early 1930s, along with the establishment of technical training institute. In 1972, after the reformation of technical training institute, institute of engineering (IoE) included computer education under the affiliation of Tribhuvan University's. In 1998, IoE started bachelor degree in computer engineering faculty. Similarly, TU, Pokhara University and Purbanchal University also included science and technology faculty and offered various degrees of computer education. Kathmandu University initially started computer science and engineering program in 1994.

[19]Regional Policy Seminar of Financing Education in Federal Republic of Nepal-Priority, Trend and Transformation, Toward Quality Learning for All in Asia and the Pacific Region, Organized by UNESCO and KEDI July 2011.

Undergraduate level of private institutions affiliated with different universities are operating ICT education such as computer engineering, computer application, information technology, computer information system, science in information technology, engineering in information technology, information management, business information system for computer science[20] for higher education. Business proposal training institution from private sectors are operating skill-based training programs such as 3-6 months for basic computer application, one-year software training program, one-year hardware training program and special application program in urban areas. Private sectors are also active in the places where the efforts of Government Department for development of ICT are in effective.

3.2 Telephone Penetration and Internet Users

According to Nepal's perspective, for the reason internet and social media are accessed more from mobile phone, this report mentions the brief history of telephone communication penetration. Nepal's Tele-communication history was established under the name *Mohan Akashbani* for the first time in 1948. Similarly, the name was amended and reformed to the name "Telecommunication Department" after Democracy in 1959, "Telecommunication Development Board" in 1969 and enhanced to "Nepal Telecommunication Corporation" in 1975 respectively. Since 1975 Nepal Telecommunication ruled alone in communication area until United Telecommunication Corporation dismissed the monopoly of Nepal Telecommunication Corporation in 2003. Later in 2004 Nepal Telecommunication Corporation transformed to public limited company which is still giving services to customers in wide range.

According to recent statistics of Nepal Tele-Communication (NTC) 2014, 86.8% people are using telephone, and among them 76.8% are using mobile phones. Except public limited, there are private service providers among which Spice Nepal Pvt. Ltd for the first time launched *Mero Mobile* as their first operation and later amended to name NCELL. Today NTC and other private corporations are providing telephone with Internet services. Although NTC is the oldest corporation, NCELL has the higher market share percentage. Table 16 is related to data mobile phone and internet service market whereas, in figure 5, mobile service market is presented through a visual graph.

[20]Srijan Shah, October 2012. Publish on web page of IT Training Nepal Private Limited, Computer Education in Nepal.

Table 16 Providers of Mobile Phone and Internet Data Service

Service Provider	Market share %
NCELL (Mobile Network Operation)	50
Nepal Tele-Communication (NTC)	48
United Telecom Limited (UTL)	3
Smart Tel. (*mobile market only*)	4
Others (NSTPL, STPL)	1

Source: Nepal Tele-communication Authority 2014

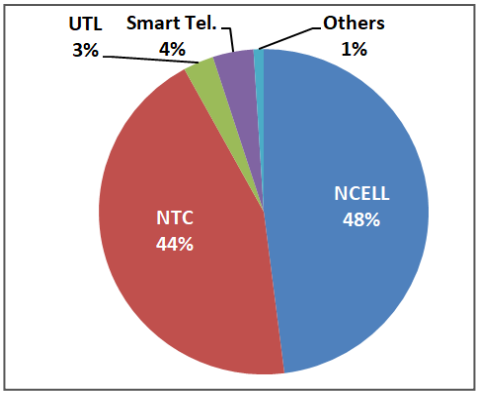


Figure 5 Mobile Penetration Market Share

NCELL service provider has distributed 2G, 3G and 4G up to 21 Mbps network coverage (NCELL-coverage, 2017) in 54 major cities in Nepal. NTC being the oldest Tele-communication and the public limited company has distributed 3G network coverage with service facilities nationwide and are preparing for 4G network coverage distribution.[21] Beside of NCELL, NTC and UTL mobile service providers, World Link Communication Pvt. Ltd., Subisu CableNet Pvt. Ltd., Infocom Pvt. Ltd., Vianet Communication, Broad link Networks and Communication Pvt. Ltd., Himalayan Online Service Pvt. Ltd., Web surfer Nepal Pvt. Ltd., Classic Tech Pvt. Ltd., East Link Technology Pvt. Ltd., Otel, Techminds Network Pvt. Ltd., Everest Link (P) Ltd. are 43 registered (Copyright© 2017 ISPAN)[22] internet service providers (ISP) distributing internet services in all 75 districts. According to the survey by Telecom Authority in 2014, internet user's penetration is 30.7%. Mobile phone and smart phone users are increasing every day whereas the number of fixed telephone line user is not growing as expected which is probably due to the lengthy process and time for getting a new fixed telephone line.

Although mobile phone users in Nepal are increasing, mobile phone users are not brought into the proper systemic process. As a result, mobile phone users seem to be more than people those who actually carry phones, misusing of SIM and crimes are also increasing. Increased ratio of Mobile phone users, fixed telephone users and internet penetration data from 2013 to 2014 are presented in the graph of Figure 6.

[21]NepalTelecom, 2017.
[22]Internet Service Provider's Association of Nepal (ISPAN)

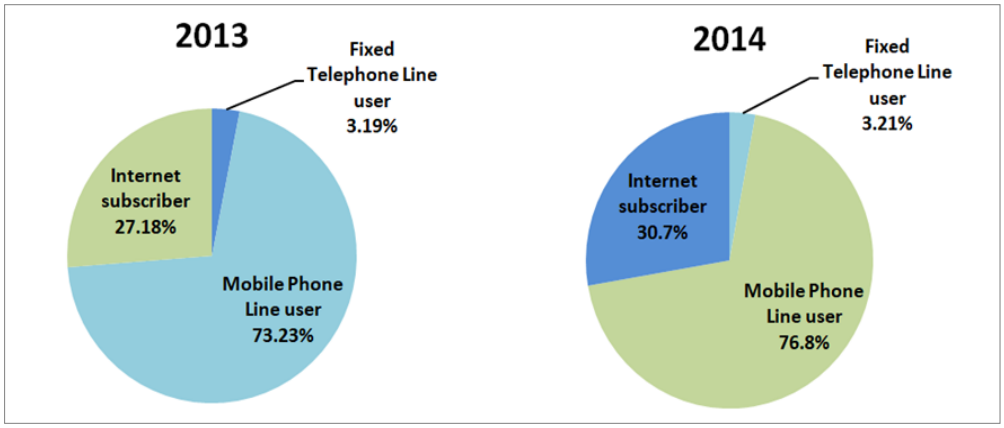


Figure 6 Increased Telephone Penetration Rate
Source: Nepal Telecom Authority 2017

In the data of 2014, internet subscribers were 30.7% whereas according to survey of social and SlideShare[23], of Hootesuite. Digital in 2017: Southern Asia, a study of internet, social media and mobile use through the region, total internet users are 14.12 million (49% of total population), and its annual growth is 2 million (21%). In this report related to internet web, traffic by device via laptop and desktop is 35% (annual growth ratio, -27%), via mobile phone is 62% (annual growth ratio, +26%), Tablet devices is 2% (annual growth ratio, +22%), other devices is 0% (annual growth ratio, 0%).

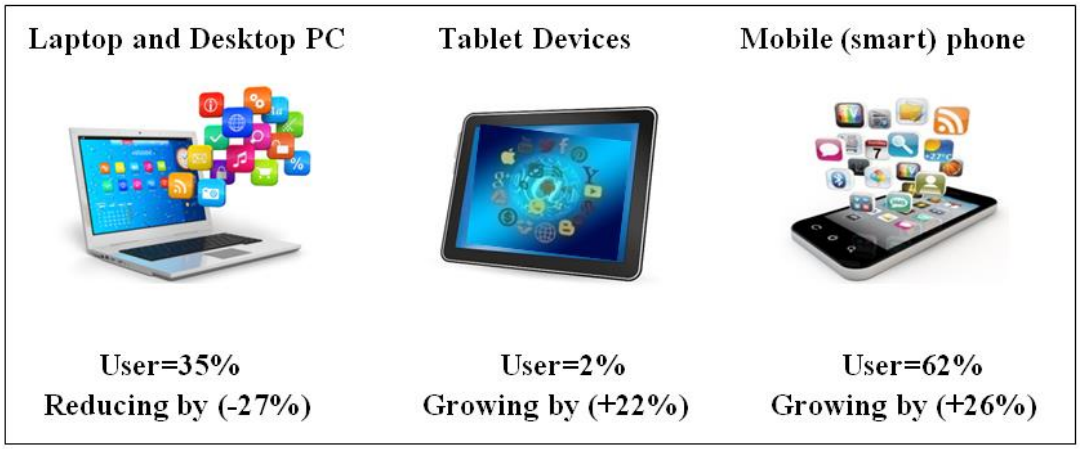


Figure 7 Internet Surfing Devices and Web Traffic

Source: Hootsuite, Digital in 2017: Southern Asia, A study of Internet, Social media and mobile use through the region 2017

As data shown in figure 7, the usage of the internet surfing via laptop and desktop computer is decreasing with annual reduce ratio of -27%. On the other hand, mobile devices are the most used devices for internet surfing which is increasing annually by 26%. From this report, smart phone users are growing rapidly. Similarly, despite having minimum tablet users, the ratio of tablet users is growing as shown in figure 7.

[23]Hootsuite SlideShare report of Digital in 2017: Southern Asia, A study of Internet, Social media, and Mobile use throughout the region.

3.3 Widespread of Social Networking Service

After internet service was available in big cities, small cities, headquarters, downtown via mobile devices in rural and remote areas, the number of social networking service users are increasing remarkably. Within a decade in Nepal, the medium of information that was *conventional media*; one way conversation has changed into *social media*; multi-directional communication. Although expected achievements in infrastructure and economic situation of Nepal were not obtained as planned, the technology market is rapidly increasing in short period of time and youths have become maximum area of its impact that are also becoming significant social media market today.

Digital in 2017: according to Southern Asia's statistics, today 7.10 million (24% of total population) are active social networking service (SNS) users, and according to 2016 statistics, annual growth rate of active users is 1 million (+22%). As the usage ratio of internet users via PC is decreasing; similarly internet surfing by mobile devices is increasing. Likewise, the number of active mobile social users is increased by 2 billion which is 32% more than that was in statistics of 2016, so the total increased SNS users in 2017 is 92.9% (6.60 million) who subscribed SNS through mobile devices. From this statistics, the number of smart phone users is increasing. Social networking services that are most popular in Nepal with its user ratio are shown in table 17.

Table 17 Profile Holder in Most Popular SNS

S.N	Social Sites[24]	User ratio %
1	Facebook	91.84
2	YouTube	3.17
3	Twitter	1.63
4	Pinterest	1.44
5	Instagram	0.55
6	LinkedIn	0.44

As presented in table 17, except internationally popular social sites, Nepalese social sites, social blogs, local or national SNS and numerous more are being created. These are some popular networking services which are active among youth in Nepal.

1. Sangaloo.com
2. Thulo.com
3. Hamrobook.com
4. NepalNepal.com
5. Sathisangi.com
6. NTC Chautari.com
7. Meropost.com
8. LiveNepal.com
9. TheNepaliClub.com
10. StudentsNepal.com

[24]Social Media Stats Nepal, 2017.

Except above mentioned SNS, there are many other Nepalese social sites. Above described SNS were launched and developed after 2010 and minimum subscribers are from 3000 to maximum 15769 of these SNS today. Despite national and local networking sites active in Nepal, the users of global social sites are more, for example user numbers shown in table 17. Generally, by SNS, most users think of Facebook as 7.10 million SNS users use Facebook in Nepal which is 91.84% of total users. These users use Facebook or have at least a Facebook profile. Among total percentage of Facebook users, user percentage accessing via mobile is 93%. The percentage of Facebook users using each day is 45% which is shown by Facebook usage analysis in Nepal 2017. User numbers of other networking services after Facebook is extremely low which is shown in statistics of table 17.

As Facebook has become a global phenomenon after its launch, it is also the most popular SNS among Nepalese youth. After Facebook, YouTube user number is also rapidly increasing. According to statistics from social media stats 2017, total Nepalese YouTube users are 3.17%. However, this percentage indicates to users who have YouTube login account and those who upload video, comment, like and regularly follow, so the total number of general viewer who share and view are not included. If video viewers and Nepalese users those who share are included then, possibilities of more YouTube users are estimated to be more than shown in the statistics.

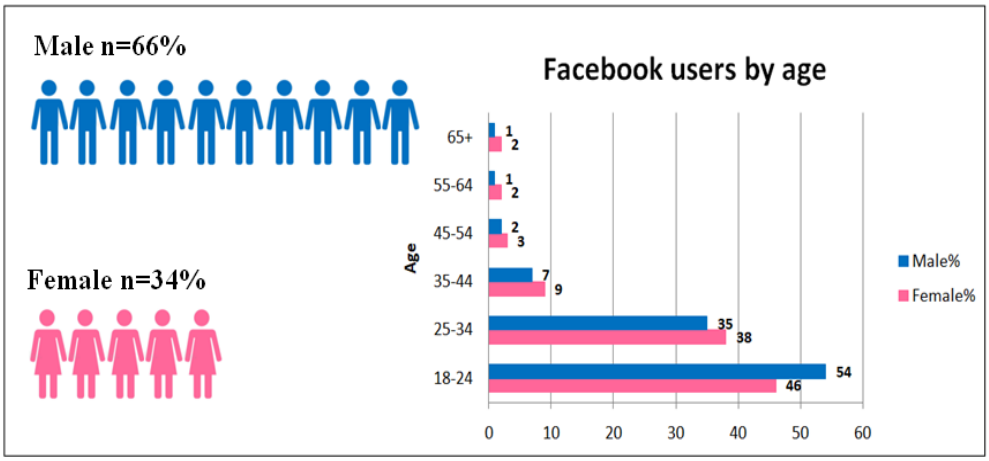


Figure 8 Monthly active Facebook Users by Gender & Age

Source: Facebook users in Nepal 2016, Infographic, Gurkhatech

The male users are 32% more than female users as the gender-wise Facebook user. Similarly, users from age 18-24 are maximum, average 36% of 25-34 age people are users as shown in statistics. People from 18-34 use Facebook more than other age people whereas it's observed that very few people above 35 years of age use Facebook. By observing Facebook on education level, college student user is 77%, high School student user is 16%, and school level user is 8%. User by relationship status the single user is 56%, the married user is 34%, in a relationship user is 8%, and the engaged user is 1%. From this statistics, maximum Facebook users are from 18-24 years age group studying in college in Nepal.

Today, SNS user penetration is not only limited to the cities but also in most of the rural areas where internet are accessible through mobile devices (mobile or Smartphone). So many youths from the rural areas also know about SNS. Though SNS users from the rural area do not have adequate knowledge of SNS, they are familiar using Facebook and YouTube. For example, after the devastating earthquake of 2015, telephone communication was severely damaged and useless in most places, the Facebook played vital role regarding to communication in cities as well as in the villages through Facebook safety check. Facebook was the first medium to share the information and news about the devastating earthquake to all the Nepalese around the world.

Although, youths from rural and urban areas have been using SNS, according to the perspective of development, urban and rural differ extensively. Literacy percentage in the cities of Nepal is 90%, internet and computer are accessible or available almost in all houses. Internet is more used in the institution of cities compared to the institution of rural area. Therefore youths are using SNS in urban areas more since they have appropriate knowledge of SNS and it is estimated that urban youths are using SNS in the educational field in some cases.

SNS is a public and semi-public platform. SNS is an advance and innovative invention of information technology which has a potential of generalization and can be easily accessed where internet is available in every communities and area. SNS has played most important bridge for building social network connection. Although SNS is established as a social communication tool, recently SNS is proved to be a very useful platform to present communication and interaction to a different form. Therefore, SNS has changed the definition of general communication.

Having various features like information sharing, social interaction, group discussion, chat, video chat, live stream, photo video sharing, movies, song, status, news upload etc. for virtual social communication and generally being free of charge, SNS is used not just for a particular task but in various purposes such as personal, professional, social, business, financial, glamour, political, religious, educational, health, governmental, journalism etc. Due to SNS's applicability in broad area, essential benefits can be achieved by using SNS in proper way.

However, since SNS is not designated with firm criteria to create profile or for its application, some youths are also using SNS for wrong intentions which have also increased in social and cyber crime. But in terms ofgeneral user penetration of SNS, SNS is mostly used for professional and entertainment field, so most youths understand SNS as an entertainment tool and use according to such understandings.

3.4 Scope of E-learning through SNS

The effort of delivering ICT education toward people is increasing rapidly via private and public sector in Nepal and due to the accessibility of internet, the SNS's information among the youths are becoming more general or familiar. As a result, SNS is attracting youths. Users of SNS are mostly from 18 to 24 years of college students as shown by age-wise Facebook user data. In total, Nepalese youth accepted SNS as a multi-purpose tool also shown by Facebook using activities observation. Usual activities in SNS like: relationship updates, sharing individual activities, religious belief, movie and glamour attraction, political agenda support and criticism, social work activities (help line or information sharing), latest news sharing etc. are the most daily activities as shown by Facebook data analysis. On the other hand, students studying in colleges, universities of the urban area are using SNS as an educational information tool and digital learning tool benefiting the advantage of SNS. Organizational profiles of Nepalese students can be taken as an example i.e. Nepal Japan Students Society-NJSS, Nepalese Student Association-UNT, Nepalese Student Society-Denmark, Australian Nepalese Student Society, are active among Nepalese students.

By establishing individual SNS based on student and under educational activities of StudentNepal.com such as sharing study-related information, educational material/source and study group discussions can be taken as examples. These kinds of activities by creating an organizational and educational profile of SNS are popular among the students studying in an urban area or foreign countries. On the other hand, educational activities through SNS among students from villages are comparatively low. Due to different problems like limited access to internet, lack of appropriate knowledge about SNS, limited source regarding ICT in school and colleges, teachers being update with internet program, lack of technology among college environment etc. youths of rural area use SNS rarely as learning activities. These youths use it often as a platform to share relationship update, occasional activities photo, video, social information, incident etc.

Recently, development and expansion of e-learning in Nepal's education are increasing every day and internet accessibility is also expanding. Similarly, the number of different social networking service users is also growing. Though SNS is not used as formal learning tool, informal activities like information sharing, educational material sharing, study content and document sharing are also increasing. SNS can be used for formal and informal learning tool in education which can create an educational environment among youths and can make qualitative enhancement after its inclusion in education.

3.5 Summary of Findings

To improve the quality in youths education, this research is focused on the inclusion of e-learning methods in Nepalese youths education. In the second statement of the problem 'lack of adequate knowledge and guideline to use SNS', problems mentioned in the statement were analyzed and described in this chapter. Here, the secondary data and sources are used to analyze in order to get the conclusion of the statement.

The social networking service (SNS) is taken as a significant component for e-learning, therefore involvement of the Nepalese youths in various SNS were identified. E-learning is a process of web-based learning which is directly relevant with the ICT (Information Communication Technology) knowledge and equipments. It was utmost important to overview the concept of ICT in formal education and analyze the challenges of ICT in Nepalese youth education. Accordingly, the national plan and program regarding ICT inclusion in Nepalese formal education has been described in detail with its authentic data and sources. The national master plan of ICT, its significant goal, and the obstruction for ICT implementation in youths education was observed and are presented. Thus the private sectors movement to improve and expand ICT education through non-formal education were also observed and described. This research shows that throughout the country's educational institutions' master plan (providing computer and other technology equipment) of ICT are partially operated in 3996 schools, colleges and universities which are only 11.7% of total educational institutions. Therefore, the national plans, programs and budgets allocated are insufficient in order to include ICT and modern technologies in youths education.

Social networking service is one of the modern forms of communication, which is apparently connected with device and internet. Therefore, the communication penetration among youths, internet access, the widespread of various SNS, SNS usage and its significance, and the role of SNS to enhance e-learning inyouth education should be identified. Respectively, above points were analyzed with its data and sources and thus described in detail. The telephone user percentage in Nepal (2014) was 86.8%, in which 76.8% were using mobile phones and users of such devices are increasing rapidly. In context of the internet accessibility, internet is accessed throughout the country. However, main cities and populated areas are more affected by the use of internet compared to the rural and remote areas. 49% of total population have direct access to the internet and most of the internet users are youths. Along with the internet access, the youth are influenced by the various social networking services. Recently, 7.10 million (24% out of total population) Nepalese are active using different SNS for various purposes in which most of the users are youths. Although, most users use global SNS, domestic SNS are also increasing and attracting Nepalese youths.

SNS has several influential features, which have attracted people especially youths in order to use it for different purposes. SNS has unique capability to deliver information and news instantly among its users and notably this unique feature of SNS is the

attractive element that could motivate the users to use it for various sectors. Nepalese youths who are SNS users are integrated via various social networking services throughout the world in significant number. Youths, those are living in foreign countries and in the cities of Nepal are actively participating in different social activities, political interaction, business promotion and educational discussions via social networking services. Youths in rural areas are also affected and inspired by the popularity of SNS. However SNS are often taken as the component of communication and SNS are also used as the form of entertainment.

CHAPTER 4

4. Research Area and Demographic Profiles

4.1 Introduction

The survey being concerned primarily about number of youths living in different areas of Nepal, therefore survey were conducted in three different areas to covers the youths from rural, urban and living abroad area. The selected three survey areas and their places are as following:

a) First survey area-**Living Abroad** (LA), (Japan: *Tokyo, Saitama, Chiba, Nagoya/Gifu*)
b) Second survey area-**Urban** (Nepal: *Kathmandu, Lalitpur, Rupandehi*)
c) Third survey area-**Rural** (Nepal:*Palpa*)

As this research discovered and mentioned large numbers of youths are settled in urban, rural and other countries, youths of these three areas have different living standards, especially regarding educational environment, information communication technologies (ICT) equipment availability and the usage of social networking services in accordance to the research framework. On the basis of different living standards regarding educational environment, ICT and SNS usage, the research had set the specific objectives for the survey area selection. The objectives of survey area selection are presented below.

1. To explore the educational environments differences according to the living standards of youths.
2. To find out the variance of ICT knowledge and ICT device availability among different areas youths based on their living standard.
3. To identify the influences frequency of SNS in terms of the youths participation on social networking services.

The survey was conducted in different schedules with the different number of respondents. However similar survey component (questionnaires) and methods were used to collect the data and analysis. Therefore the three surveys demographic profiles and general descriptive statistics of respondents is described here in this chapter.

4.1.1 First Survey Area and Data Collection: Living Abroad

4.1.1.1 Motivational Factors for Area Selection

In Japan Student Service Organization (JASSO)'s international student in Japan data, data from 1983 to 2016 is presented. In the data of 1983, 863 students were sponsored by the foreign government, 2082 students were given scholarships by the government of Japan and 7,483 students privately financed, in total 10,428 students studied in Japan.

By educational institution, the numbers of international students were 830 students in specialized training school, 3905 in graduate school and 5693 students in university; undergraduate, junior college, college of technology. The total number of international students of 10,428 in 1983 has remarkably increased to 2016. According to data of foreign student in Japan of 2016, 239,287 international students are studying in Japan and while classifying the data, 171,122 students are studying in higher education institution and 68,165 studying in Japanese language institution. By observing data of international student in Japan from 1983 to 2016, more students are attracted to study in Japan.

From the report, JASSO, 2012, 'Result of annual survey of international students in Japan, most of the students are from Asian countries. According to the report, 61.7% are Asian student, 20.1% are European, 13.9% are North American, 0.4% from Middle East% from Africa, 0.9% from Latin America and 2.4% from Oceania studying in Japan. As mentioned in data, most of the students come from Asian countries to study in Japan.

Table 18 International Student in Japan

Country	**Number of student**		**Increased % from 2015**	**Institution**	
				Higher Education	**Japanese Language**
	2015	**2016**		**2016**	**2016**
China	94,111	98,483	4.6	75,262	23,221
Vietnam	38,882	53,807	38.4	28,579	25,228
Nepal	**16,250**	**19,471**	**19.8**	**13,456**	**6,015**
Republic of Korea	15,279	15,457	1.2	13,571	1,886
Taiwan	7,314	8,330	13.9	6,401	1,929
Indonesia	3,600	4,630	28.6	3,670	960
Sri Lanka	2,312	3,976	72.0	N/A	2,071
Myanmar	2,755	3,851	39.8	2,079	1,772
Thailand	3,526	3,842	9.0	3,185	657
Malaysia	2,594	2,734	5.4	2,581	N/A
Others	21,756	24,706	13.6	2,428 (U.S.A)	689 (Mongolia)

Source: Japan Student Service Organization, March 1, 2017[25]

Nowadays, due to increasing number of Nepalese students increasing in Japan, it has become the most popular destination for Nepalese students among 45 different countries. Recent trend shows that more students are applying for higher study in Japan than Australia (Market SnapShot, 2013). The number of Nepalese students in Japan increased 5.9 times between 2003 to 2011 (Yuriko Sato, 2012). According to the statistics of Japanese Government Foreign Statistic 2015, recently 55,236 Nepalese are living in Japan for different purposes in which the number of students is 20,278 by

[25]International Student in Japan 2016.

2015; the number of Nepalese students coming to Japan has grown rapidly over the years. But according to the data of JASSO, 2016 shown in above, in 2015 the number of Nepalese students was 16,250 whereas in 2016 it increased by 19.8% resulting 19,471 and the figure is largest after China and Vietnam. Similarly, the number of Nepalese students studying in higher education; university, vocational school, research centre etc., are 13,456 whereas 6015 students are studying in Japanese Language Institution. Reasons for attraction to study in Japan by Nepalese youth, as primary reason; Japan is an Asian country favorable by the distance to Asian students, known as the most developed country in the world, convenient lifestyle compared to other Asian countries, has its unique history, unique culture, attractive hospitality, very hardworking attitude etc. are the reasons which is attracting Nepalese youth.

As a secondary reason, Japan have qualitative educational institutions and expansive opportunities in graduate level such as Master degree and PhD compared to Nepal. Likewise, Japan is also one of the most developed countries with high per capita income with high GDP than other Asian countries and employment opportunities. Recently targeting the international students, students' enrolling in Japanese Language Institution (Idei Yasuhiro, 2017) has increased extensively. And for a reason of advertising to attract students and to encourage to study in these language institutions especially in Asian countries, many Nepalese students are drawn towards Japan. Similarly, studying in Japan is made easy by increasing attractive opportunities like scholarship program in different universities, vocational college and other educational institutions. Despite lingual barriers and difficulties, Nepalese students coming to study in Japan are increasing extensively. By such situation, Japan was selected as first research survey area for data collection and field survey was operated from December 2015 to April 2016.

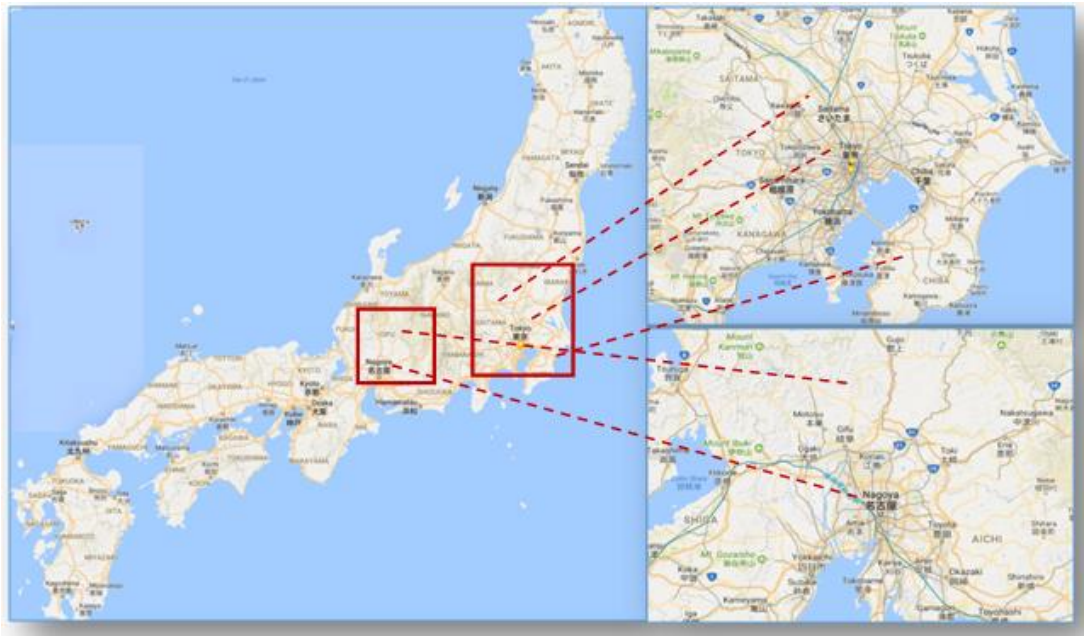


Figure 9 Survey Area in Japan (Source: By Google Map)

For field survey, this research has allocated Tokyo city, Saitama prefecture, Chiba prefecture, Nagoya city and Gifu prefecture as study areas because of large number of Nepalese students are living in these areas. For the research area, the purpose of selecting more than one Prefecture/Area is because the difficulties and impossibility of survey limiting in one college or educational institution for the number of Nepalese students in an educational institution is between 5-15 though large number of Nepalese students are studying in Japan.

For data collection, 28 multiple choice questions, 21 Likert scale questions (without component), 17 Likert scale questions (with component) and 3 open questions were prepared and through face-to-face method and web based through Google questionnaire format, questions were distributed through Facebook organizational profile of 'Nepal Japan Student Society (NJSS)' and data collection was completed.

In Japan (first survey area), the goal of data collection was targeted for 150 data and according to the target respondent, 152 data were collected. Data was collected n=88 (58%) from Tokyo, n=37 (24%) from Nagoya city and Gifu prefecture, from Saitama prefecture n=5 (3%) and n=3 (2%) from Chiba prefecture. Beside of the allocated areas, some other area's data were also included which are: n=11(7%) from Fukuoka prefecture, n=3(2%) from Kanagawa prefecture, n=1 (1%) from Okinawa prefecture, n=1(1%) from Shizuoka prefecture and n=3 (2%) doesn't mentioned the name of prefecture. Expected data couldn't be achieved in Saitama and Chiba prefecture due to lack in resources of the information of institutions where Nepalese students are studying. Saitama, Chiba and Tokyo are connected areas and although many of the Nepalese students are living in Saitama and Chiba, majority of them study in Tokyo. Therefore the percentage of respondent in Tokyo is highest whereas the percentage of respondent in Saitama and Chiba area's are lower than expected.

There were many Nepalese students studying Japanese language assigned for certain time in Japanese language colleges and later joining to the university or other vocational colleges. Different educational institutions of selected survey areas were divided into 3 different pilot areas; i) Japanese language Institution, ii) Vocational college, and iii) University. Data based on these 3 pilot areas where it were collected are; 47% from Japanese Language Institutions, 27% from Vocational Colleges and 26% are from Universities included undergraduate and graduate students. Due to course limitation to obtain language ability which are not enough credits for admission in universities in Japan, therefore the number of Nepalese students in university is less than in Japanese language institutions and vocational colleges as the data represents.

As shown in table 19 below, out of total respondent in first survey area, n=110 (72%) are male and n=42 (28%) are female. This research's purpose is neither to analyze male and female differently nor to focused on gender perspective. Although number of female in Nepal is higher than the male number (NPHC, 2011), the number of entering

female into education institutions or their literacy rate are lower in number than male's. So, this study has also tried fora comparative analysis between male and female.

As mentioned above, the 5 parts of data are divided into 2 sections, the first section consists 3 parts i) General Description: general personal description of respondents' ii) Educational description: the educational activities and the educational background of Nepalese students studying in Japan iii) SNS general description: for the information of SNS using as the important factor of this research. In the first section of Table 19, data of the second section of three descriptions presented are shown in the data analysis of all three survey areas living abroad, urban area and rural area in next chapter.

Table 19 Respondents Demographic Description of First Survey Area 'Living Abroad'

General Description of Respondents	
Category	**Description**
Gender	Male 72%(n=110), Female 28%(n=42) Total respondent =152
Age group	15-20=5% (Female=4, Male=4) person
	21-25=57% (Female=26, Male=61) person
	26-30=35% (Female=12, Male=41) person
	30over=3% (Male=4) person
Marital Status	Married (24%), Unmarried (74%)
Qualification	SLC (1%), High School (34%), Under Graduate (47%), Master Degree (17%), PhD (1%)
Living period of Japan	<6month (6%), <1year (22%), 1year (9%), >1year (64%)
Purpose of living in Japan	Study (92%), Job (7%), Other (1%)
Educational Description of Respondents	
Category	**Description**
Engaged Institution	Japanese language Institute (45%), Vocational Training School (28%), University (27%).
Major subject	Science (1%), IT (5%), Medical (3%), Sociology (9%), Business/Economy (55%), Engineering (6%), other (15%)
Spending hour for study	5-7hrs (75%), 8-10hrs (15%), 11-15hrs (2%), Other<> (7%)
Sufficiency of time for study	Sufficient (34%), Not sufficient (66%)
Satisfaction of study	Satisfy (37%), Neutral (32%), Dissatisfy (30%)
Classroom activities	Satisfy (47%), Neutral (35%), Dissatisfy (18%)
Environment of academy	Comfortable (58%), Neutral (20%), Uncomfortable (21%)

Subject satisfaction	Desirable (43%), Neutral (28%), Alternative (29%)
Infrastructure of academic institution	Adequate (56%), Neutral (20%), Inadequate (26%)
ICT and SNS's General Description of Respondents	
Category	**Description**
Technological equipment usage	PC (9%), Laptop (27%), Tablet (6%), IPad (8%), Smart Phone (50%), Other (3%)
Quantity of equipment	1-2(70%), 3-5(22%), 5-7(5%), >7(3%)
Computer course	No (13%), Basic (34%), 6mnth (32%), Special (20%), Other (1%)
Available computer course in college	No (45%), Yes (53%), Other (2%)
Internet availability (Academy)	No (36%), Yes (47%), Other (18%)
Internet availability (House)	No (17%), Available (83%)
Internet usage (1 day-24 hour)	<1hrs (13%), 1-3hrs (58%), 4-6hrs(22%), 7-10hrs (5%), >10hrs(3%)
SNS using equipment	PC (6%), Laptop (21%), Tablet (6%), IPad (6%), Smart phone (59%), Other (2%)
Have SNS Profile	No (4%), 1(51%), 2(21%), >2(24%)
Ratio of Profile change	Never (13%), Once in yrs (15%), Once in 6 month (23%), Once in month (42%), Once in week (3%), Daily (4%)
Involvement in friend's groups	1-5 (54%), 6-10 (18%), 11-20(6%), 21-30(9%), Others (13%)

According to the format of the questionnaire, in the above table 19, data descriptions are presented. Under general description, total collected data from the first survey, data by gender, data by age group, by qualification are shown. In research framework, youth of age between 15-24 are more focused, and except this, efforts to include students studying at higher education level was completed by making some flexibility regarding age boundaries. Due to Japanese provisions which is the compulsion of passing higher secondary level in order to study in Japan, the maximum number data collected of youth respondents have either completed higher secondary school level or have an incomplete undergraduate studies in Nepal and came to Japan. Most of the universities and vocational schools are based on Japanese language only, so only after completion of primarily language school studies, entry to universities and colleges are allowed. Students studying in these universities and colleges are above the age of the preferable age designated to general education level. That is why more than expected of the age 26-30 (35%) is observed and students above 30 (3%) are also included. In that description, purpose of studying and duration of living in Japan are also presented.

In the educational description of respondent's current educational institution, background, major subject, institution environment, infrastructure, classroom activities etc. are included. According to daily expenses in Japan regarding living in big cities, house rent, transportation charge, taxes, food, and beverage are expensive. In order to cover these expenses, a majority of Nepalese students work excessive part-time job. Due to such excessive work time which has direct adverse effect on college attendance, was found during pilot area observation and has been included in addition to spent study time are also presented. Under SNS description: ICT knowledge, SNS using ratio, SNS using devices, internet usage, internet availability, SNS group discussion etc. are included in this description and presented.

4.1.2 Second Survey Area and Data Collection: Urban

4.1.2.1 Area Selection Requirements and Reasons

After the survey of Nepalese youth living in foreign countries, as representatives of Nepalese youths living in urban areas of who are studying in 3 big cities: Kathmandu, Lalitpur and Rupandehi as shown in Figure 2, survey was conducted from October 2016 to January 2017.

Kathmandu

The capital city of Nepal and eldest Metropolitan city, centralized administration system, headquarter of the Central Development Region (Madhyamanchal) and city with the only international airport makes Kathmandu the most developed and most crowded city of Nepal. It is also known as the gateway to tourism and the nerve centre of the country's economy. Kathmandu is bowl-shaped valley situated at the altitude of 1350m (4600ft) above sea level with area 395 square kilo meters and surrounded by big mountains like Shivapuri, Phulchoki, Nagarjun and Chandragiri. As Kathmandu is the most populated city in Nepal, it is also the district with highest population density with 4416 person per square km. Similarly, Kathmandu with the fastest decadal population growth rate, as the population census from 2001 to 2011 shows increment with 61.23% (NPHC, National report 2011). According to population census, the population of Kathmandu is 1,744,240 which are 6.28% of total population of Nepal. NPHC 2011 mentions, the literacy rate of Kathmandu is 86.25% in which male literacy is 92.18% whereas female literacy rate is 79.7%. According to the literacy percentage, Kathmandu is the district and the urban area with highest literacy rate in Nepal.

Lalitpur

Among 14 administrative zones of Nepal, Bagmati zone consists three districts Kathmandu, Lalitpur and Bhaktapur that are connected districts in one valley. Lalitpur and Bhaktapur are also known as sister cities of Kathmandu. These three districts are small in area and connected to each other, so often these three cities are addressed as capital city Kathmandu. Lalitpur city was a sub-metropolitan city until March 2017

when the report of local level of restructuring commission transformed the city to metropolitan city on the basis of population density, minimal annual income and adequate higher education and at least one university. The total area of Lalitpur is 385 square kilometers and the population density is 1364 per person square km and according to population census 2011, Lalitpur has a population of 468,132 (50.9% male, 49.1% female, NPHC 2011). Similarly, in 2016, Lalitpur seems to have a population of 525211[26]. According to literacy percentage 2011, Lalitpur has 82.53% total literacy percentage of which 90.11% are male literates, and 74.72% are female literates.

As mentioned above, Kathmandu and Lalitpur are cities or districts with highest literacy rate and most populated compared to other urban areas of Nepal and these cities are also taken as cities with developed infrastructure according to development views. Similarly, due to many higher education institutions and opportunities, the population of youth migrating temporary and permanent is also comparatively higher than the other cities. Except for these factors, due to high population of youths using multimedia and social website in these two cities, these cities were taken as urban survey area.

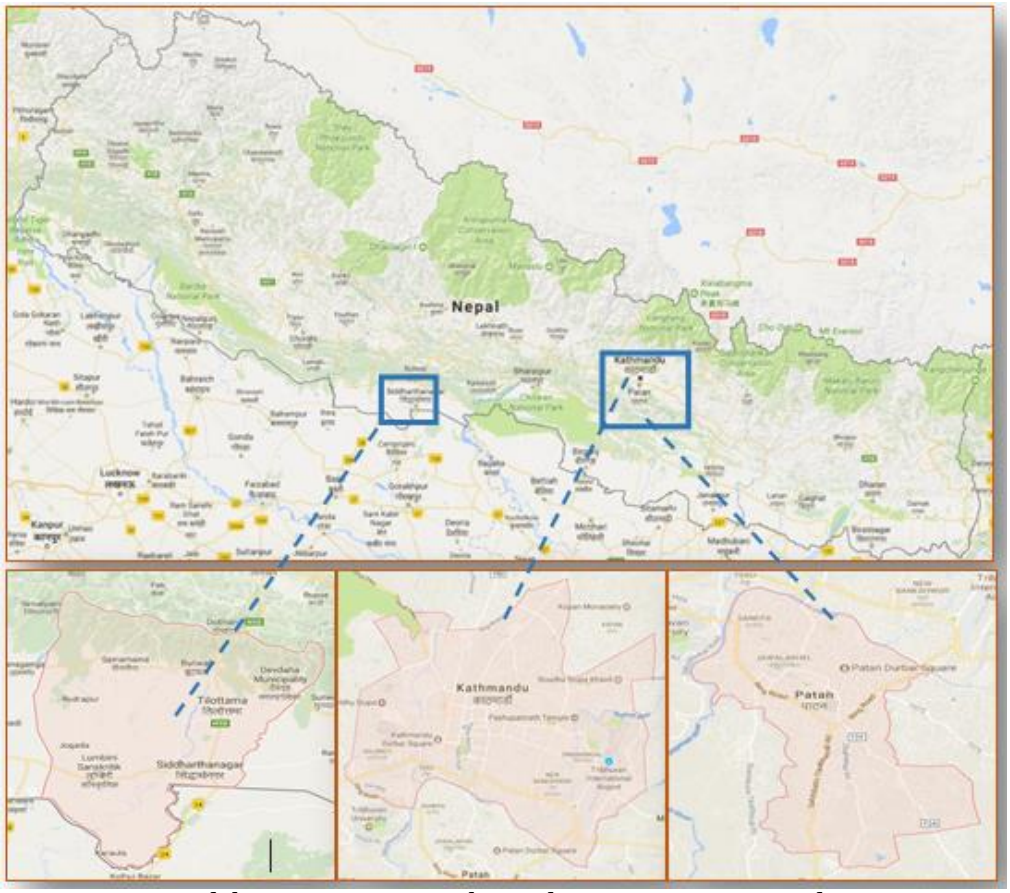
Rupandehi

Rupandehi is an industrial district in Terai area (lowland) which is in the Lumbini Zone, Western Development Region of Nepal. Although Rupandehi is an industrial area, 70% of total area is cultivation area, and a large volume of crops/paddy farming is cultivated in this area. Since crops produced in Terai area (lowland) are transported to different major cities and hilly regions, Terai is also known as the bread basket of Nepal, Rupandehi is also one of the bread production districts of Nepal. The total area of Rupandehi is 1360 square km, and population density is 722.7/km2.

According to census 2011, total population of Rupandehi was 880,196 whereas the data of 2016 shows the total population of 982,851, among which 49.1% are male, and 50.9% are female. Due to migration from the hilly and mountainous region, the population of Rupandehi is proliferating. Before local level restructures of Rupandehi, there were 69 Village Development Committee (VDC) and two municipalities whereas, after 2017's restructuring, it was reformed into one sub-metropolitan city, five municipalities and 51 VDCs. The total literacy percentage is 69.78% of which 79.22% are male, and 60.79% are female (NPHC, 2011).

Due to many higher educations institution opportunities and high job opportunities especially in sub-metropolitan and municipalities, youth from a rural area and hilly region come to Rupandehi for job hunting and educational opportunities. So the Rupandehi area migration is increasing every day. Despite being backwards in development compared to the eastern and mid-eastern region, the development in Rupandehi is rapidly growing, so this area is selected for the urban survey area.

[26] City population, Lalitpur District in Nepal.



Rupandehi Kathmandu Lalitpur

Figure 10 Second Survey Area (Urban): Rupandehi, Kathmandu and Lalitpur
Source: Google Map

The survey was started targeting the number of 152 data that was collected in the first survey area. In that survey, 155 data were collected, but due to incomplete questionnaire, four data were cancelled, and after cancellation, the total number of data was 151. Among collected 151 data, 61 data through Google questionnaire (from October 2016 to November 2016) were distributed whereas 94 data were collected from face-to-face distribution (from December 2016 to January 2017). Questionnaires were used as data collection component in the first survey, but by the general description of the first survey, some questions were related to people living in abroad that were not applicable to people living in Nepal, so those questions were removed, and other questions favorable to people living in Nepal were included. According to data collected in these areas, data related to the general description, educational description and SNS are presented in table 20 below respectively.

Table 20 Respondents Demographic Description of Second Survey Area ‘Urban’

General Description of Respondents	
Category	**Description**
Gender	Male 42% (n=63), Female 58%(n=88) Total respondent =151
Age group	15-20=64% (Female =57, Male=40) person
	21-25=31% (Female=28,Male=18) person
	26-30=5% (Female =3, Male= 5) person
Marital status	Married (7%), Unmarried (93%)
Qualification	SLC (5%), High school (65%), Under Graduate (22%), Master Degree (8%), PhD (1%)
Educational Description of Respondents	
Category	**Description**
Major subject	Science (5%), IT (2%), Medical (2%), Sociology (6%), Business/Economy (68%), Law (3%) Engineering (14%)
Spending hour for study	5-7hrs (59%), 8-10hrs (21%), 11-15hrs (1%), Other<> (19%)
Spending time for study	Sufficient (65%), Not-sufficient (40%) **Reason of insufficiency**: Job-13%, Engage with friends-11%, Using SNS-10%, Tour-1%, Other-5%
Teaching/learning method in class	Satisfy (57%), Neutral (20%), Dissatisfy (23%)
Environment of academic institution	Comfortable (60%), Neutral (11%), Uncomfortable (29%)
Major subject selection	Desirable (62%), Neutral (13%), Alternative (25%)
Academy’s infrastructure	Adequate (45%), Neutral (15%), Inadequate (40%)
ICT and SNS's General Description of Respondents	
Category	**Description**
Technology equipment usage	N/A (3%), PC (7%), Laptop (29%), Tablet (5%), Ipad (2%), Smart Phone (66%)
Quantity of technological device	N/A (3%), 1-2 (85%), 3-5 (9%), 5-7 (1%), Other (3%)
Computer course	No (43%), Basic (43%), 6month (5%), Hardware (2%) Special (4%), Other (5%)
Computer course ininstitution	N/A (48%), Theory only (30%), Theory& practical (14%), Other (8%)
Computer& Internet Lab (Academy)	N/A (24%), with Internet (34%), Computer only (34%), Other (8%)
Internet available(House)	N/A (6%), Available (94%)

Internet usage	Not using (5%), <1 (32%), 1-3 (46%), 4-6 (15%), 7-10 (2%), >10 (0.7%)
SNS usage device	PC (5%), Laptop (18%), Tablet (5%), Ipad (1%), Smart phone (72%), Other (3%)
SNS Profile	N/A (13%), 1 (48%), 2 (17%), >2(20%), Other (2%)
Friend ratio on SNS profile	N/A (6%), <50(7%), 51-100(13%), <200(13%), 201-300(11%), >300(49.7%)
Ratio of SNS Profile change/update/edit	Never (12%), 1inyrs (13%), 1in6months (13%), 1inmonth (40%), 1inweek (15%), Daily (7%)
Ratio of SNS profile check	No (20%), In leisure time(56%), <5times in a day (12%), <10times in a day(7%), <15times in a day (3%), Other (5%)
SNS's groups involvement	1-5(59%), 6-10(17%), 11-20(6%), 21-30(1%), Other (18.7%)

In table 20, the second survey area (urban) is presented according to its data description format, the survey data of 26-30 age is only 5%. The number of students above 30 years age studying in Nepal is extremely low, so these students are not included in this survey, and since these respondents are studying in Nepal, some questions in the first survey are removed. Other educational descriptions and description related to SNS are presented as in the first survey data format.

4.1.3 Third Survey Area and Data Collection: Rural

4.1.3.1. Survey Area Selection Requirement and Reasons

After urban area's data collection for rural area survey, Palpa district was already selected as survey area, pilot survey venue and schedule also was prepared. On that basis, face-to-face questionnaire distribution, pilot place observation, short and long interviews and SNS information dissertation was operated from 2016 December to January 2017.

Rural Survey Area Palpa

Palpa district is a hilly area of western development region with total area 1373km^2 located at 2000m above sea level. According to population census 2011, the total population of Palpa district is 261,180, and from the data of the same year 2011, Palpa consists of one municipality-Tansen municipality; headquarter and capital of the district whereas it has 68 Village Development Committee (VDC). According to the area statistics, 90% of Palpa district is the rural areas, and the majority of the population are also living in rural areas.

From a development perspective, although villages near headquarter/municipality have minimum development infrastructure such as transportation, electricity, primary school, health post, drinking water etc. but lack of adequate condition. For example; vehicles

for transportation are operational, but the roads are not properly constructed, and these vehicles operate on rural unpaved roads which are unusable during the rainy season. Similarly, projects of water supply are established and operated but lack the proper management of pure drinking water. Although there is at least one primary school set in each village, due to lack of adequate school management, poor school infrastructure, lack of adequate human resource, students come to schools of the municipality. Due to lack of proper management of roads of villages which are far from the municipality, means of transportation are unable to reach in these villages. There are very few primary schools in these areas which are causing urban migration every day.

The educational condition of Palpa from primary level to postgraduate and non-formal education operated for adult learning is shown in figure below, some private and public institutions of headquarters are somehow satisfactory, but the educational condition of overall area is dissatisfactory which can be observed. In Primary level 41.2% have passed and the ratio was gradually decreased by each level.

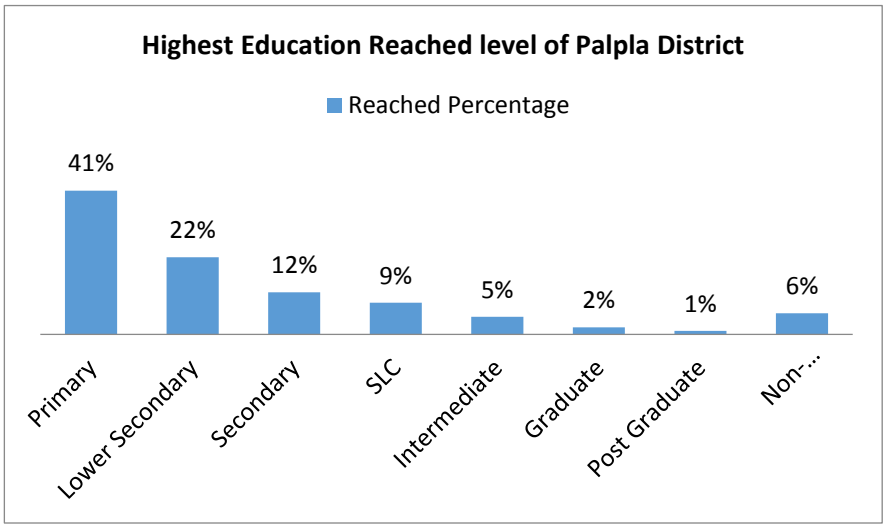


Figure 11 Education Level and Status (Source NPHC 2011)

By observing the education situation of Palpa district, only public and private institution of headquarter Tansen, have some good performance and these institutions seem to include the students from areas near headquarter and rural area, but majority rural area students are facing difficulties to achieve minimum educational qualifications. As a result, drop out ratio from rural areas are very high. By studying the development situation, infrastructure, rural condition, population, migration ratio, educational condition etc., initially, Palpa district is selected as rural survey area, and field study was operated.

Figure 12 Map of Palpa Distict

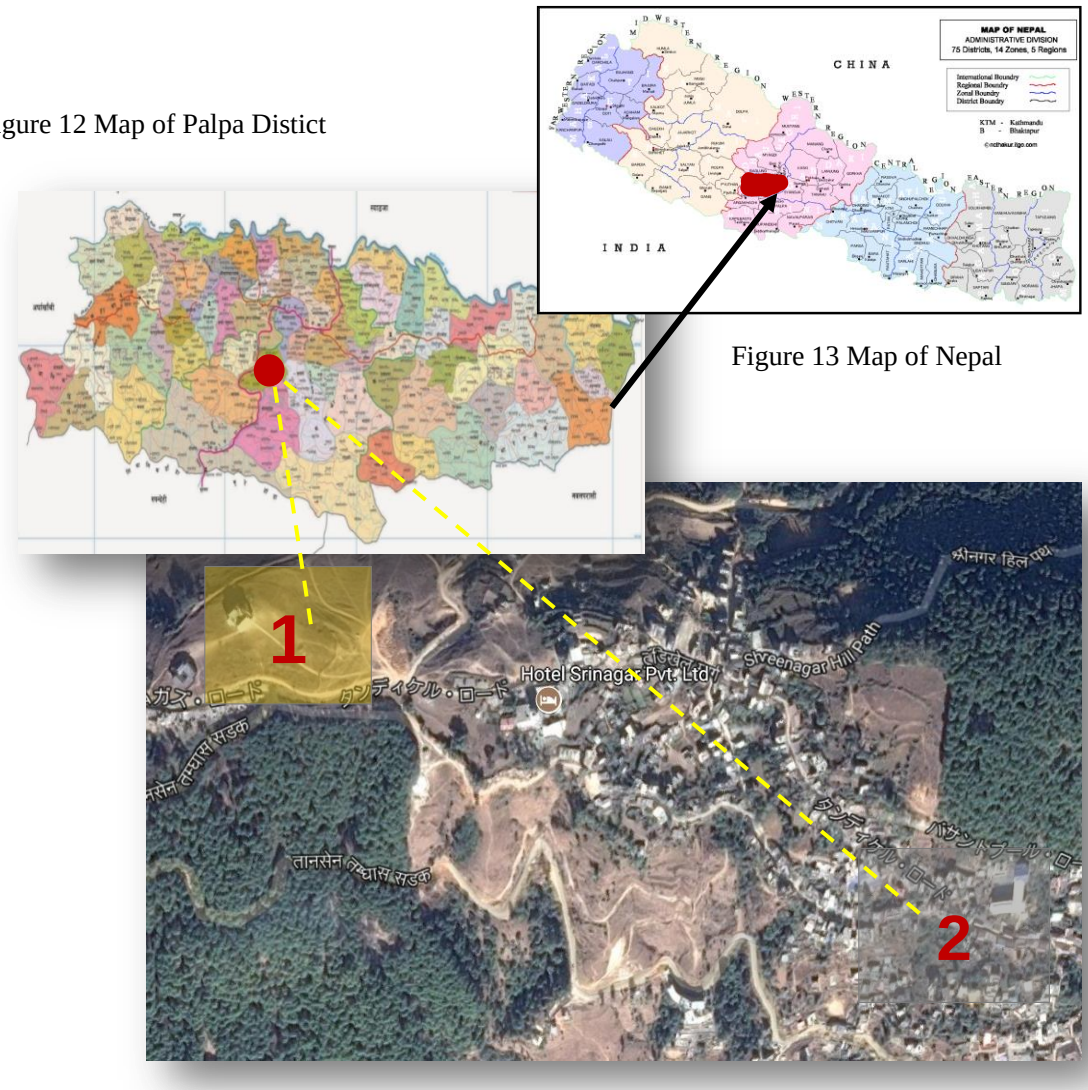


Figure 13 Map of Nepal

Figure 14 Map of Pilot Area; (1) TMC Science, (2) Palpa Awashiya HSS

All study in Palpa was based on face-to-face contact. For survey, first-year student, second-year student, third-year student and fourth-year student at the undergraduate level of Tribhuvan Multiple Campus (Public Institution-science faculty), were taken as respondents for research. Similarly, first year and second-year student of Palpa Awashiya Higher Secondary School (Private Institution-Science and Business/Economy faculty) were presented as respondent. Although both public and private institutions are situated in Tansen municipality, 77% of students are from rural areas, and 22.7% are from the municipality. However partial students from these institutions are permanent settlements of Tansen municipality whereas most of the students are temporary settlements living in the rented houses for study purpose as shown by data. These areas are surveyed as rural area, so the interviews and information related advantages usage for education, motivation to use of SNS for education is dissertated.

Table 21 Respondents Demographic Description of Third Survey Area 'Rural'

General Description of Respondents	
Category	**Description**
Gender	Male 52%(n=64) Female 48% (n=59) Total respondent =123
Age group	15-20 =73% (Female =47, Male =43) person
	21-25 = 33% (Female=12, Male =21) person
	26-30 = 0
Marital status	Married (0.8%), Unmarried (99.2%)
Qualification	SLC (4%), High School (35%), Undergraduate (61%)
Educational Description of Respondents	
Category	**Description**
Major subject	Science (99.2%), Business/Economy (0.8%)
Spending hour for study	5-7hrs (58.5%), 8-10hrs (32.5%), 11-15hrs (2.4%), Other<> (6.5%)
Spending time for study	Sufficient (54.5%), Not sufficient (40.6%) (**Reason of insufficiency)**: Job-9.8%, Engage with friends-13.8%, Using SNS-15.4%, Tour-1.6%, Other-4.9%
Teaching and learning method of classroom	Satisfy (65.9%), Neutral (14.6%), Dissatisfy (19.5%)
Environment of academic institution	Comfortable (65.9%), Neutral (22.8%), Uncomfortable (11.4%)
Major subject selection	Desirable (73%), Neutral (4.9%), Alternative (22.0%)
Academy infrastructure	Adequate (30.1%), Neutral (22%), Inadequate (48.0%)
ICT and SNS's General Description of Respondents	
Category	**Description**
Technology equipment usage	N/A (0.8%), PC (9.8%), Laptop (30.1%), Tablet (0.8%), Ipad (1.6%), Smartphone (78%), Other (2.4%)
Quantity of technology device	N/A (2.4%), 1-2(74.8%), 3-5(18.7%), 5-7(4.1%)
Computer course	No attending (34%), Basic (46.3%), 6mnth (6.5%), Hardware (2.4%) Special (4.9%), Other (5.7%)
Available computer course in recent institution	N/A(68.3%), Theory only(11.4%), Theory& practical(16.3%), Other(4.1%)

Computer & Internet Lab (Academy)	N/A (55.3%), computer with Internet (22%), Computer only (21.1%), Other (1.6%)
Internet available (House/Smart Phone)	N/A (4.1%), Available (95.9%=82.1% available only in smart phones)
Internet usage	Not using (3.3%), <1(33.3%), 1-3(48.8%), 4-6(9.8%), 7-10(1.6%), >10(0.8%), Other (2.4%)
SNS and internet usage device	PC (1.6%), Laptop (13%), Tablet (0.8%), Smart phone (82.1%), Other (2.4%)
SNS Profile	N/A (8.9%), 1 (57.7%), 2 (17.1%), >2 (13.8%), Other (2.4%)
Friend ratio on SNS profile	N/A (8.1%), <50 (3.3%), 51-100 (5.7%), <200(8.9%), 201-300 (21.1%), >300(52.8%)
Ratio of SNS Profile change/update/edit	Never (8.1%), 1inyrs (14.6%), 1in 6 month (22.8%), 1inmonth (36.6%), 1in week (4.1%), Daily (13.8%)
Ratio of SNS profile check	No everyday (18.7%), In leisure time (52.8%), <5times in a day (17.9%), <10times in a day (0.8%), <15times in a day (1.6%), Other (8.1%)
SNS friend's groups involvement	1-5(62.6%), 6-10(9.8%), 11-20(9.8%), 21-30 (0.8%), 50> (2.4%) Other (14.6%)

In the survey, 123 total data (52% male and 48% female) was collected, and component used data collection of other survey area are also used in this survey, and general data description is presented according to other two formats. In this survey, respondents are from higher secondary level and undergraduate level, by observing age-wise data; there were no respondents of 26-30 age groups.

4.2 Variance between the Factor Variables

4.2.1 Variance of Educational Environments

Presented analysis components were prepared in Likert scale, which had measured the educational environments by course selection desire, teaching-learning satisfaction and academy infrastructure sufficiency. Studied course selection desire; factor 3 (rural) has more desirable course studying by the respondents compared to the factor 1 (living abroad) and factor 2 (urban). Conversely, respondents from living abroad are studying less desirable courses compared to the two areas (urban and rural) respondents. Currently (during the survey) studied major subject by the respondents of living abroad are science=1%, IT=5%, Medical=3%, Sociology=9%, Business/Economy=55%, Engineering=6% and other=15%. Regarding the respondents of urban area are science=5%, IT=2%, Medical=2%, Sociology=6%, Business/Economy=68%, Engineering=14% and Law=3%. However, the major subject studied by the respondents of rural area are Science=99.2%, Business/Economy=0.8%. These could

be reasons that the result was found in different variance between the factors. In terms of teaching-learning activities satisfaction in the classroom; the component of more strongly satisfied was observed in the result of urban area, where the level of strongly dissatisfaction was found only by 2.0. Whereas, the ratio level of dissatisfaction by living abroad was comparatively high by 7.9 than the ratio of rural and urban areas respondents. This result was probably affected by the major subject selection, level of qualification and the different category of institutions.

The physical infrastructure was described on current studied (during survey) educational institution of the respondents. Physical infrastructure was measured based onthe institutions' building, classrooms, furniture, labs, computers and internet. The adequacy of infrastructures was highly identified in the result of living abroad by 25.0, where urban result was 11.9 and rural result was 6.5 percent.

Table 22 Variance between Three Factors of Learning Environments

Factors 1				**Living Abroad**			
Variables		Strongly	Somewhat	Neutral	Somewhat	Strongly	
Course selection	Desirable	28.3	15.1	27.6	15.8	13.2	Non-desirable
Teaching & Learning method	Satisfy	21.1	26.3	34.9	9.9	7.9	Dissatisfy
Physical Infrastructure	Adequate	25	30.9	19.7	13.8	10.5	Inadequate
Factors 2				**Urban**			
Variables		Strongly	Somewhat	Neutral	Somewhat	Strongly	
Course selection	Desirable	47	15.2	12.6	15.2	9.9	Non-desirable
Teaching & Learning method	Satisfy	27.8	29.8	19.9	20.5	2	Dissatisfy
Physical Infrastructure	Adequate	11.9	33.1	14.6	21.9	18.5	Inadequate
Factors 3				**Rural**			
Variables		Strongly	Somewhat	Neutral	Somewhat	Strongly	
Course selection	Desirable	56.9	16.3	4.9	9.8	12.2	Non-desirable
Teaching & Learning method	Satisfy	20.3	45.5	14.5	14.6	6	Dissatisfy
Physical Infrastructure	Adequate	6.5	23.6	22	39	8.9	Inadequate

The variables of factors regarding educational environment had explored variances between the youths studying in other countries, cities and villages. The hypothesis; 'could have differences according to the living standards of youths' had identified in certain components. However, this result was mostly affected by the major subject selection by youths, their level of qualification, and the types of institution where they studied and the situation of their lifestyle. The ratio of relevance component in the 'sufficiency of time for study' by living abroad; sufficient=34% and not sufficient=66%, where urban; sufficient=65% and not sufficient=40%, where rural; sufficient=54.5% and not sufficient=40.6%. Here, the situation of daily lifestyle have affected to the result, due to the youths living in different countries engaging mostly in part-time work.

The reasons of time are not sufficient for study, 'engaged in a part-time job' by living abroad has 57%, urban has 13% and rural has 9.8%. Presumably youths are facing more challenges to live in foreign countries in terms of finance or those youths living in foreign countries have more job opportunities compared to those living in urban and rural in their own country.

4.2.2 Variances of ICT Knowledge and Device Ownership

The ICT knowledge=obtained computer basic courses in software/hardware programs and the awareness of internet and ICT equipment usage=using technology devices, which was measured by the multiple option questions components. ICT devices availability and device usage variables don't have significant variances between the factors. However, F1 has identified by using devices and its availability with high ratio in comparison to the F2 and F3. F2 (urban) device availability and device usage has 97%, where F3 (rural) has 97.6 and 99.2 respectively. Thus regarding the computer courses obtained, F1 has a higher frequency percentage by 87.0, where F2 has 57.0 and rural has 66.0.

Table 23 Variances between Three Factors of ICT

Factors	Device Available		Device Usage		Computer courses	
	Available	N/A	Yes	No	Yes	No
Living Abroad (F1)	100.0	0.0	100.0	0.0	87.0	13.0
Urban (F2)	97.0	3.0	97.0	3.0	57.0	43.0
Rural (F3)	97.6	2.4	99.2	0.8	66.0	34.0

Here, ICT availability among youths and ICT usage is analyzed andat the same time the variances between the 3 factors were explored. The factors variable could have differences in terms of the living standard of youths which was predicted. Among the three dependent variables, computer courses have a significant variance which implies that the living standard of youth has affected to receive ICT knowledge. Regarding the device availability and usage has an inferior difference between the three factors, the Smartphone is most popular than other devices with high usage ratio (Smartphone usage frequency percentage; living abroad = 50%, urban = 66% and rural = 78%). Then laptop stands on second as device used by youths (laptop usage frequency percentage; living abroad=27%, urban=29% and rural=30.1%), in the same manner, other devices like desktop computer, Tablet and iPad have less usage frequency.

4.2.3 Variance of SNS Influence

The measured variables of SNS usage by youths had described significantly. It was important to analyze the frequency of SNS usage to identify the significant value of SNS among youths. Therefore, to identify the frequency of SNS usage, the multiple option questions were used. At the same time, in accordance to the objectives of different survey area selection, a factor differences was explored among three factors

(living abroad, urban and rural) by the use of similar question components. The three variables 'SNS profile participation', 'SNS profile update frequencies' and the participation in groups via SNS' had analyzed and described here. In terms of SNS profile participation, the F1 (living abroad) has a high frequency (96%) than F2 (87%) and F3 (91.1%) variable. However, the SNS profile updates frequencies have fewer differences between the three factors (F1=87%, F2=88%, F3=86.2%) where youths are equally active to updates SNS profile to some extent. The finding of 'participation in SNS friend's groups', the three factors have also similar frequencies, where they are frequently participating in the groups via SNS.

Table 24 Factor Differences between Dependant Variables

Factors	SNS profile		SNS profile change/updates		Participation in SNS friend's groups	
	Yes	No	Yes	No	Yes	No
Living Abroad (F1)	96.0	4.0	87.0	13.0	87.0	13.0
Urban (F2)	87.0	13.0	88.0	12.0	82.0	18.0
Rural (F3)	91.1	8.9	86.2	13.8	85.4	14.6

The finding has described the influential capability of SNS where the three different factors of youths have likely similar participation on SNS. Youths are extremely influenced by SNS from a decade and some particular SNS are become extremely influential for youths which are very popular these days. Due to the extreme popularity of SNS along with its unique features, SNS are reaching out in many areas where the internet has accessed. Though the purpose to use of SNS could have different, huge number of youths has a participation in SNS activities. The frequencies of dependent variables are similar in some extent and the variables between three factors also have inferior differences.

4.3 Summary of Findings

Those youths who use SNS with currently obtaining (during research) any formal education had been researched to analyze the impact of SNS on youths education. However, with the concern of rapidly increased SNS users in Nepal, this research had selected the research area among Nepalese youths. Nepal is tackling with the issues of quality education since long decades. Quantitatively, the level of education in Nepal has competed with other countries, more than that competing itself inside the country with different areas and challenges. So far Nepalese education has succeeded to achieve quantity improvement, although there are numerous reasons as an obstacle to achieving quality development in Nepalese education. To acknowledge these two subjects matter, this research includes the factors regarding the fundamental approach (SNS and education). As explained above, the huge numbers of Nepalese youth are living in three different regions; they are cities, villages and foreign countries especially for study purpose. Hypothetically this research predicts that the living standard of youths in

different regions has affected their education and the usage of social networking services in terms of the technology convenience.

In this chapter, the factors behind the survey sample selection, pilot area selection motivation and criteria, objectives of survey selection in three areas and three areas survey data description are described. Furthermore, the three factors (living abroad, urban and rural) variance between dependent and independent variables have been analyzed in according to the hypothesis;(1) the frequencies could have differences in conformity with the living standard of youths, (2) Youths in different areas are influenced by SNS, due to the popularity and unique features of SNS.

The frequency of the three factors variables has differences in many extents in terms of the living standard of youths. The differences also have seen based on the living lifestyle of youths. For example, the youths living in the foreign country has spending fewer hours for study than the youths living in urban and rural areas. The main factors behind the reason, those youths living in the foreign country are highly engaged in part-time job. Thus, the variances between ICT knowledge and ICT device availability in terms of technology convenience also has find, however the ratio has inferior. Additionally, according to the hypothetical presumption, all three areas youths are affected by SNS. Most of them are equally participated to use of particular SNS, though the purposes are different to use it for.

Youths of age 15 to 30 are more influenced by the use of SNS compared to the other generations. Many areas youths are equally influenced by the popular social networking services where SNS has accessed. However, the purposes to use are different which is affected by the surrounding circle and societies. In many remote and rural areas even in cities has generation gap in terms of technology usage. Therefore many youths are using SNS by its generalization and popularity with often without proper guideline and adequate knowledge, which might cause negative consequences. Although SNS has extreme influential capability to reach out among every area’s people, and these days SNS has become one of the daily activities. SNS has effected in many aspects of our life, however it should have adequate knowledge and proper guideline with certain criteria to take advantage from SNS for various aspects.

CHAPTER 5

5. Behavior of Youth toward SNS

5.1 Introduction

Youths are extremely affected by the internet these days, youths have been using internet for various purposes, and one of the important purposes has seen is to use social networking services. At first, the research aims to analyze the generalization of the internet in three selected survey areas, it had been identified the factors behind the use of internet and the significance of internet for youths. Secondly, it had been focused to explore the widespread of SNS among three survey areas, identified the purpose to use of SNS and analyzed the significance of SNS. The primary data had been used to analyze and the three survey data were merged to describe the findings, however, according to the requirements, data has been described separately in some findings.

Along with the first phase survey data, the second phase 'case studies' data also has described here according to the requirements. Case Studies were conducted as second phase survey in this research, however, 33 subjects (case studies data n=33) out of total survey sample from the first phase (n=426) were used. The survey was conducted through web-based informal interviews, 19 multiple choice questions were used as the component of the case studies. Facebook has been used as an example of SNS and was observed the Facebook profiles of survey subjects (respondents) during the observation survey. The case study aims to know youths activities on SNS, identify the social relationship of youths via SNS (Facebook), and analyze the significance of relationship. The specific objectives of case studies had formulated beforehand, the objectives are presented in following points:

1. To identify the social relationship of youths in SNS and analyze the significance of relationship on youths education.
2. To explore the collaboration and interaction between classmates and with teachers regarding education through SNS.
3. To analyze youths educational activities by observing their behavior through SNS.

The case studies had been conducted as second phase survey of the research with its particular objectives and methods, however, the survey subjects (sample) had taken from the first phase respondents in a random process. Due to the identical samples were surveyed, the demographic profile description of case studies had not been analyzed in detail and in a separate way. Also, the survey pilot area (place) was not determined in a particular manner according to the case studies format and objectives.

The findings factors of first phase survey are correlated with the data of case studies; therefore the findings of case studies have been described according to the requirements of the first phase findings results in this chapter.

5.2 Integrated Demographic Profile and Descriptive Statistics

The demographic profile of respondents is described in total data of three survey areas. Data was collected in first phase of research survey, which was conducted in three different survey areas in different time. The three survey areas data are; living abroad n=152, urban n=151 and rural n=123[27]. The respondents of survey are from three different environments, therefore the factors differences findings are described separately along with the total data.

Table 25 Total Respondent Description (Three Area's Merged Data)

Category	Description
Gender	Male 55.5%(n=237), Female 44.3%(n=189) **Total respondent =426**
Age group	**15-20=45.7%** (Female=108/25.3%, Male=87/20.4%)
	21-25=38.96% (Female=66/15.4%, Male=100/23.4%)
	26-30=14.3% (Female=15/3.5%, Male=46/10.7%)
	30+=0.9% (Female=0, Male=4/0.9%)
Marital Status	**Married =11.9%** (Male=27/6.3%, Female=24/5.6%), **Unmarried = 87.7%** (Male=209/49.0%, Female=165/38.7%
Qualification	SLC n=13 (3.0%), Higher SecondaryLevel (+2) n=192 (45.0%), Under Graduate n= 180(42.2%), Master Degree n=38 (8.9%), PhD n=3 (0.7%)

The general demographic profile and descriptive statistic of the research has presented in the table above. The number of total data of research is 426, of which 55.5% are male respondents, and 44.3% are female respondents. In terms the data by age, this research has been focused more on youths from 15 to 30 age, however above 30 aged students were included according to conditions of the survey area. From 15-20 age ratio is high than other age by 45.7%. After that, 21-25 age has 38.96%, 26-30 and 30+ aged students are gradually less than other. In this research, those youths that had been using SNS, along with studying at any educational level are included according to the research theme. Therefore, dropout students or youths those not participating in any educational level are not included.As mentioned in qualification category, most of the respondents are from Higher Secondary Level (+2) and then students from Undergraduate, Graduate, SLC and PhD gradually.

[27] The detail data description has available on Chapter 4, 'Research area selection and description of the data collection'

5.3 Internet Generalization and Its Factors

Specifically, a described analysis is focused on the internet and SNS variables, some specific questions regarding the variables were formulated to analyze the factors, the questions are; 'How do Nepalese youth use SNS? How much time do they usually spent on the internet every day? What kind of opinion do they have toward SNS? What effects has it caused in their daily lives? Do they use the SNS for educational activities? Here these various points regarding to the internet and SNS usage are described respectively.

Social networking is an internet-based program or an invention that depends only on the internet. Therefore in three survey areas, it was essential to identify either internet availabile in youths accommodation or in studied educational institutions. Similarly, it was equally important to know the types of device and ownership that they use for internet. Based on above these components, internet relevent data was analyzed which is explained in figures below.

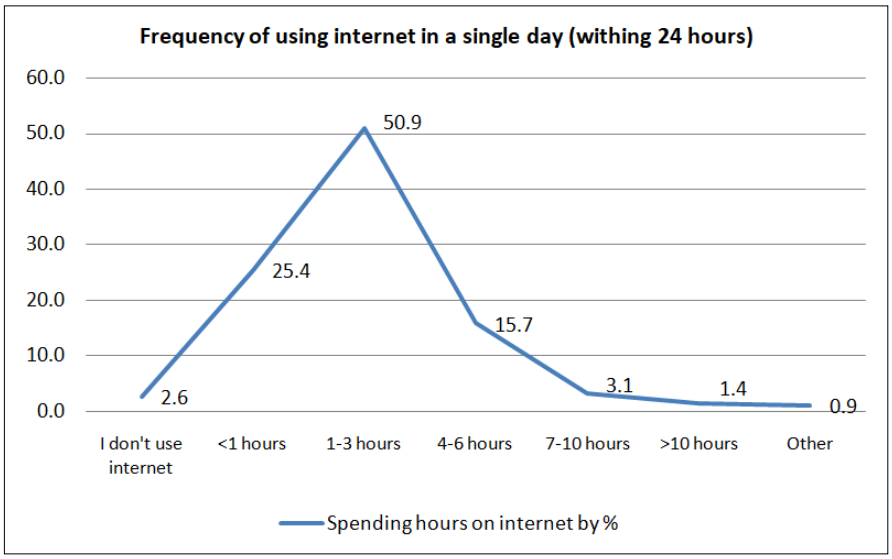


Figure 15 Frequency of Internet User in a Single Day

The frequency of youths spending time on the internet within 24 hours is shown in above figure. The data shows here, those youths are not using the internet is only 2.6% which means 97.4% youths are using the internet. According to frequency-hours of using the internet; 1-3 hours=50.9% which is the highest frequency to spend time on internet, respectively <1 hours=25.4%, 4-6 hours=15.7%, 7-8 hours 3.1% and >10hours=1.4% the frequency to spend time on internet had been seen.

The internet is device-based technology, the types of device has a significant role to use internet, therefore to acquire the information about the types of device data were analyzed and presented below. In the total data, most of the youths use internet via personal phone or Smartphone (internet usage percentage by Smartphone=69%), then gradually youths used laptop and desktop computer. Tablet, iPad and other unknown

devices also been used by youths, however the number of users are fewer compared to use of other devices.

Table 26 Frequencies of Internet Use by Devices

Internet Using Devices by Respondents					
PC (Desktop)	Laptop	Tablet	IPad	Smart Phone (mobile)	Other
n*=40 (9%)	n=134 (31.4%)	n=20(4.6%)	n=20(4.6%)	n=294(69.0%)	n=13(3.0 %)

n* stands for respondent number (person)

The findings of internet availabile in youth's accommodation and educational institutions, internet condition and the quantity of availability are presented separately as follows. The access and availability of internet are directly related to the area or city's convenience therefore the data of three different survey areas are analyzed individually that are described in the table below.

Table 27 Internet Ownership in Accommodation and in Studied Institutions

Internet condition	**First Survey Area (Living Abroad)**		**Second Survey Area (Urban)**		**Third Survey Area (Rural)**	
	Available%	N/A%	Available%	N/A%	Available%	N/A%
Internet Available in House/Apartment/Smart Phone (Normal/Wi-Fi)	83	17	94*	6	95.9*	4.1
Internet Available in Institution (Wi-Fi)	65	36	34	66	22	78

(*Urban*; 94* percent=47.7% available only in smart phone, 45.7% available in house)
(*Rural;* 95.9* percent=82.1%internet is only available intheir personal smart phone, than 17.9% does have internet in their accommodations)

In the findings of the living abroad area, while observing internet availability, 17% responded that internet is not available in their accomondation. The internet is accessed in most of the areas of Japan, and most of the people living in such areas have access to the internet. So when 17% responded that the internet is not available in their accommodation defines that living in Japan <6 months = 6% and <1 year=22%. Therefore since they entered into Japan recently, they might not have a connection with the internet yet in their accommodations. However, availability of the internet in the educational institutiions of living abroad compared to other areas (rural and urban), the available frequency is high. Similarly, in urban area, 94% responded that the internet is availabile in their accommodation among them, 45.7% responded of the internet available in their house, and 47.7% responded to the internet available on their personal mobile devices. However, the frequency of internet available in youths educational institutions in urban areas are few.

In terms of the internet availabile in the rural area survey, the majority (95.9%) responded that the internet is availabile, among which 82.1% responded using the internet from their mobile devices and rest are available in youths accomondation. Similarly, 78% respondents answered the internet are not available in their educational institution. Survey pilot area observation and informal interviews show that although internet was available in some institutions, it was only available at the administration office.

The internet was individually available on youths using devices such as mobile or Smartphones and majority has spent minimum 1-3 hours on the internet in a day. However, the adequate internet was not available at most of the educational institutions. Although it was available in some college and universities, it seems to be used for administration purposes. Especially in urban survey pilot venue in; Rammani Campus Rupandehi (Public institution), rural survey pilot venue; Tribhuwan Multiple Science Campus, Palpa (National Institution), and Palpa Awashiya Higher Secondary School (Private institution), the internet and computers wasn't used in the classrooms of any level.

5.3.1 Factor Behind to Spend a Time on Internet

Since the internet is a virtual technology, every work can be done virtually is possible through the internet and it has different features and advantages. Therefore new generation acknowledging these features through the internet they have been using it from personal to professional, individual to group, national to international, information to entertainment and communication to interaction in every field. Observing these conditions, to retrieve the information and the purpose of using internet by Nepalese youths especially studied in different college and universities, data was analyzed.

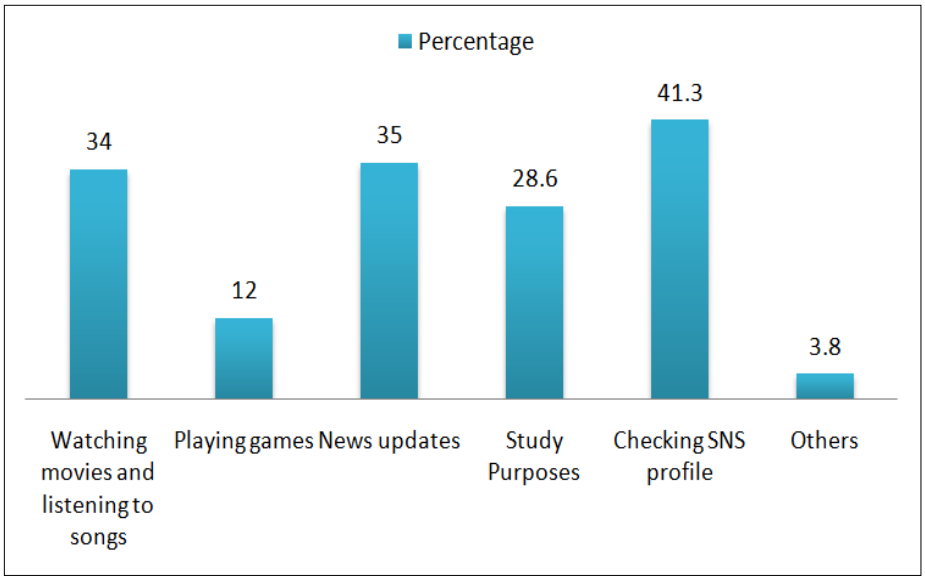


Figure 16 Frequencies of Reason behind toUse of Internet

While formatting reasons (Category) for using the internet, by studying maximum activities and subject materials on the internet in current time the category was prepared. Similarly, since SNS and educational activities were given in priority in this research, those options are also included. According to presented visual in figure below, among the reasons given by respondents, using internet for SNS profile check (41.3%) is the highest frequency of responses. After that, for watching movies and listening to songs (34%), receiving news (35%), educational activities (28.6%), playing games (12%) and for other purposes the internet have been used for those activities by youths.

Table 28 Frequency of Activities (Component) by Three Survey Area

Category	L.A.* (n)*	Urban (n)	Rural (n)	Total (n)	Total Using frequency%
Watching movies and listening to songs	68	42	35	145	34.0
Playing games	19	14	18	51	12.0
News updates	64	44	41	149	35.0
Study Purposes	48	29	45	122	28.6
Checking SNS profile	37	73	66	176	41.3
Others	8	2	6	16	3.8
Total Respondent number	**152**	**151**	**123**	**426**	**154.7**

L.A.* stands for Living Abroad, (n)*Stands for Number

Youths are active in SNS then other activities while using the internet in accordance to the results. Due to the number using internet for education being high, the internet has created an educational environment and developing trend among the youth of using internet for education. In the findings of three areas, there seems to be some differences in activities of using the internet e.g., in spending time to check SNS profile, urban=48.3%, rural=53.7% has been seen whereas living abroad=24.3% only use the internet for SNS profile check. However, in other activities such as 'watching movies and listening to songs' (44.7%), 'news update (42.1%)' and for 'study purpose (31.57%)' the respondents of living abroad were use the internet more than other activities.

According to the presented findings related to the internet above, the internet has direct effects on the majority of youths living in all areas. However, while studying the accessibility and using frequency of the internet, accommodation area and educational institutions have directly affected the internet using frequencies and in the internet using purposes.

5.4 Youth Involvement on Social Networking Services (SNS)

Today the effectiveness and extensiveness of SNS are rapidly growing in the world and mainly SNS has its most impact on youths. Different social networking services have similar fundamental features whereas secondary features and audience to some extent are different. SNS is successful to establish as a powerful tool of communication today.

SNS itself is a useful platform for various purposes however, due to the activities of using it by different intention the use of SNS is divided into advantages and disadvantages. SNS has its unique features and if these features are used as advantages then it can bring positive outcomes, with this assumption as one of the main objectives of this research was studied. Recent facts are tried to retrieve in this research such as to find out the effectiveness of SNS in daily activities of Nepalese youths, i.e. identify their involvements in SNS and using SNS for different activities. The findings are shown in the figures below.

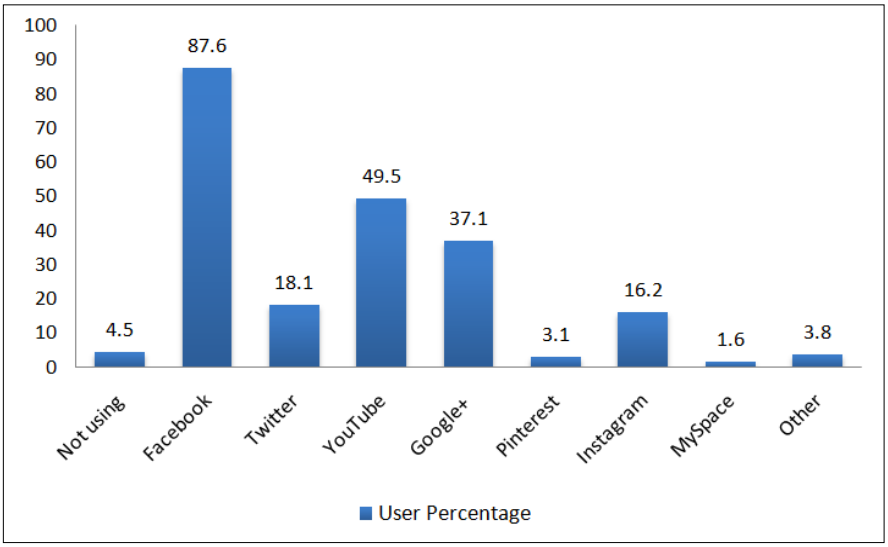


Figure 17 Various SNS Used Ratio by Youths

When observed the involvement of respondents on SNS, Facebook has highest using ratio whose user percentage is 87.6%. According to data, those respondents that are not using any of the SNS profiles is 4.5% which means 95.5% respondents are using any of the networking services. Likewise, most of the respondents are using more than one service which can be seen by the frequent number of user percentage. After Facebook, YouTube is the most popular SNS had seen among the respondents, where 49.5% responded using YouTube frequently. YouTube users are rapidly growing recently which is shown by the maximum participation of youths in Nepalese videos, documentaries and movies on YouTube lately. After that, although the use of YouTube, Twitter, Instagram, Pinterest, MySpace and other SNS are seen gradually, the user ratio of these SNS is comparatively fewer. From this analyzed data, only certain networking service which is popular in the world market have the impact on Nepalese youths whereas there are less influence of other networking services. Apart from that, the other SNS which is not presented here in this finding also have active participation by Nepalese youths that were observed during the study.

Table 29 Variance of SNS Users in 3 Survey Areas

Name of SNS	Users Number and Percentage of Respondent by Area					
	L.A.*(n)*	**%**	**Urban(n)**	**%**	**Rural(n)**	**%**
Not using	7	4.6	10	6.6	2	1.6
Facebook	130	85.5	132	87.4	111	90.2
Twitter	33	21.7	16	10.6	28	22.8
YouTube	72	47.4	55	36.4	84	68.3
Google+	57	37.5	35	23.2	66	53.7
Pinterest	6	3.9	2	1.3	5	4.1
Instagram	28	18.4	13	8.6	28	22.8
MySpace	3	2.0	3	2.0	1	0.8
Other	8	5.3	3	2.0	5	4.1
Total Involvement Number and percentage	**152**	**226.3**	**151**	**178.1**	**123**	**268.3**

L.A.* Stands for Living Abroad, (n)* Stands for Respondents Number

The data of in figure 17 has separately described in the three survey areas to identify the variances between the factor variables, which is presented in table 29. In the three areas, user frequency has seen in similar equation to some extent however, in the variable of most active user respondents of SNS, the respondents of *rural area* had been seen as the most active users (1.6) compared to the respondents from living abroad (4.6) and urban area (6.6).

Similarly, regarding the user frequency of three areas, Facebook user of rural area is 4% more on average than other two areas (living abroad and urban) respondents. Likewise, rural area youths user on YouTube has high frequency with 26.4% in average in comparision with living abroad and urban user frequencies. Thus youths SNS users from rural area are the most active users to use popular SNS. The outcome of some exception is seen in presented data above, the presumed reason of that content is stated below.

Presumption 1, misconception between Google search engine vs. Google+

According to the widespread of SNS among Nepalese youths, except for the most popular SNS such as Facebook, YouTube, Twitter, Instagram and Pinterest other SNS user numbers are few comparatively. Similarly during the study of SNS users, in a situation of not finding Nepalese Google+ users however, the respondents from all three areas stated of using Google+. Under which living abroad=37.5%, urban=23.2% and rural=53.7% responded Google+. When preparing questions related to SNS users, since none indication was given about the difference between the Google+ and Google search engine, the unexpected result is probably had came due to the misunderstanding between Google search engine and Google+. Therefore data of Google+ is not defined as valid data here.

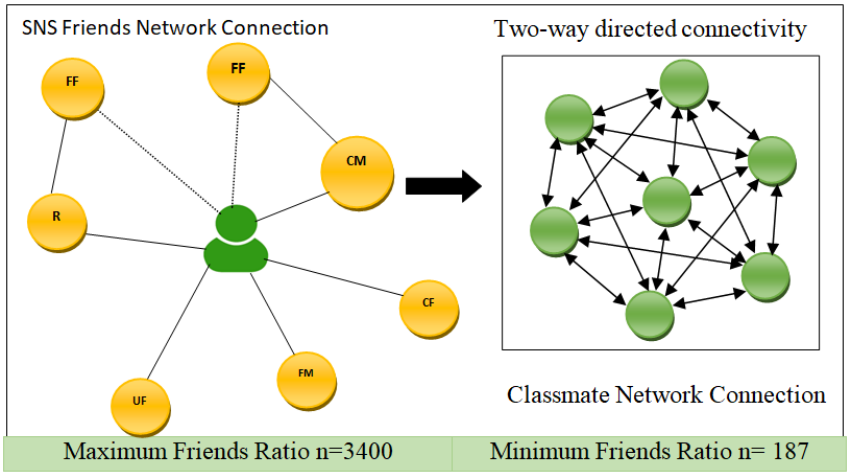
Presumption 2; SNS profile holder and frequent users

Different SNS users frequency has seen by 95.5%, respondents seem to use various SNS but the 'percentage of the reason behind the use of the internet by respondents' checking SNS profile as a significant factor, only 41.3% has been seen. That could have the contradiction of a) respondent might unable to understand clearly about multiple choice question related to 'checking SNS profile' option and probably selecting any one option, 2) although the number of SNS profile holding user being high or 3) respondent did not understood the definition of SNS profile clearly, due to none example of networking service were given in the 'checking SNS profile' option.

5.4.1 Friendship Network of Youth in SNS Profile

In general, human social network connection is more with the people living around their societies and their workplace, but they are rarely connected with people from the outside of their society. Social networks have created a broader medium to make friends that help easily to connect people within community or outside of their community or with other people around the world. The case studies identified that 'what kind of friends do Nepalese youths make more through SNS profile? with whom do they frequently interact?, what kind of activities they do during interaction with their friend? And do they interact with their teacher through SNS?' To retrieve information regarding above variables, and purpose of obtaining detail information related to SNS activities through the case studies the data were collected from 33 respondents of total data. The Facebook profile of respondents had been used to observe their friendship network in the case studies.

In SNS profiles of youths, classmates, college friends, community friends, family members, relatives, friend of friends and some acquaintances friends were mentioned. And most of their Facebook profile friends were observed from their classmates. According to the findings, the youths profile friendship network and their maximum frequency of communication within friends'network is shown in the figure. In the SNS's friendship network of youths, the one-to-one network connection of youths was not been analyzed. However the general classmate network of youths had analyzed according to the research requirements and that single network frame has been described in the figure below.



CM=Classmate, CF= Community's Friend,
FM=Family Member (family; friend in the Facebook profile),
UF=Unknown Friend (new friends or unknown person),
R=Relative (relative; friend in the Facebook profile),
FF=Friend's of Friend (become friends through other close friends)

According to the case studies findings, the youths have maximum friends number in their Facebook profiles is 3400 and minimum friends' number has 187. This implies that the youths have at least 187 friends in their Facebook profile. The frequency of friendship network has been shown and described here.

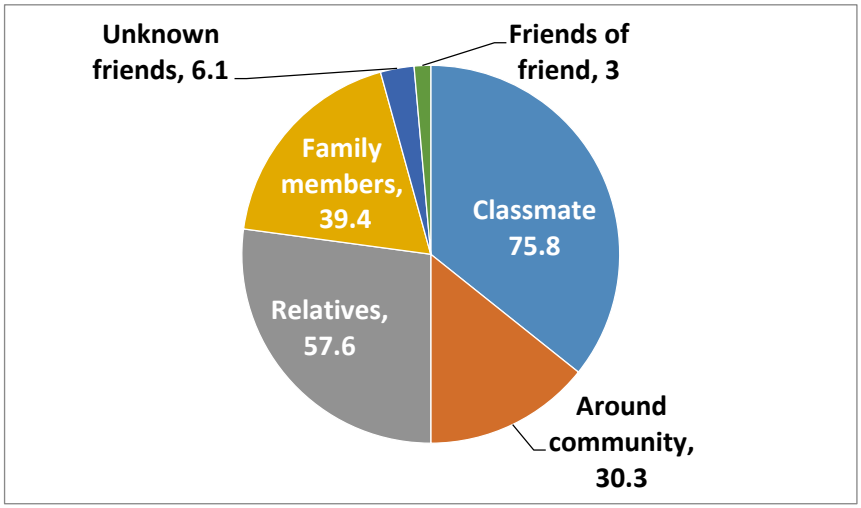


Figure 18 Ratio of Social Relationship in Facebook Profile

The youth's friendship network seems more with their classmate compare to the other friends. Youths are connected with their relatives and family members in Facebook profile with high frequencies after classmates where they are connected by 57.6 with relatives and by 39.4 with family members. Though the youths have more connection with their classmates, the network frequency of classmate shows most of the youths are connected with their close classmates instead of all the classmates. The frequencies of friendship ratio among classmates: **all classmate=30.3%** and **only close classmates=69.7%** has been oserved.

Likewise, youths are connected with people around their community where the frequency can be seen by 30.3%. Comparatively, few youths are connected with acquaintances or a new friend or unknown friends. Though youths can connect directly with different people they are connected most with the people around them. However due to the common features of SNS, though youths are directly not connected by their personal profile they are connected indirectly through information receiving.

In the youths network between classmate, the connection node has seen in two-way directed connectivity. Due to the youths have individual connection with their classmates in Facebook profile, the two-way connection had seen between their classmates.

As it mentioned above the frequency of network connection is highest with classmates, also the frequency of interaction between the friends in Facebook had seen most with the classmate. After classmate, youths had regular interaction with close friends, best friends, gradually relatives (relative: friends in the Facebook profile), family members, and with community friends been seen. Although interaction seems to be with new friends or other friends, there are no regular interactions between them. Frequency of interaction is shown in figure below.

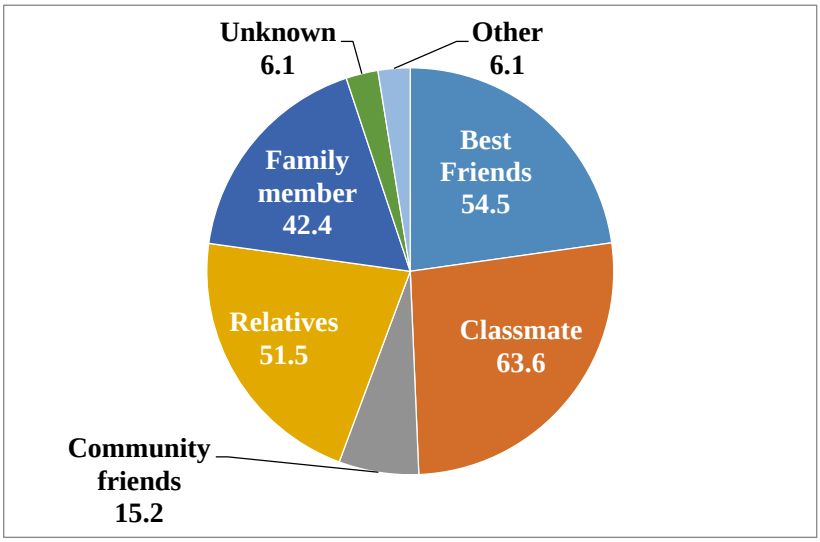


Figure 19 Frequency of Facebook Friendship Interaction

The frequency of interaction has shown above, through multiple choice components, respondents selected more than one options; therefore the frequency ratio has become higher than the total number of respondents. From this finding, it can be understand that youths have frequent interaction with their friends via Facebook profile. During the interaction, text chat, voice chat, live chat, group chats are measured but the wall post, share, like and comments attachment are not included here in the interaction. Similarly,

time duration or time limitation was not determined; therefore this data is only based on frequent general interaction of youths with their profile friends.

5.4.2 Significant Factors to Use of Various Social Networking Services

Social networks were created for the purpose to connect with the people of same or different communities virtually, and social networking services are helping to make human social network broader. During the development and expansion of social networking services, different unique features are added and modified which have made communication more advanced and convenient. Today, people from different communities and various generations are using SNS for various purposes. Similarly, in the situation where SNS are becoming popular among Nepalese youths, this study tries to identify the significant factors of influenced to use SNS by youths.

The component categories (activities) to analyze the data are prepared based on common and initial features of SNS and the general activities of common SNS users were also included. Concerning the objectives of this research, those objectives were also included in the component category.

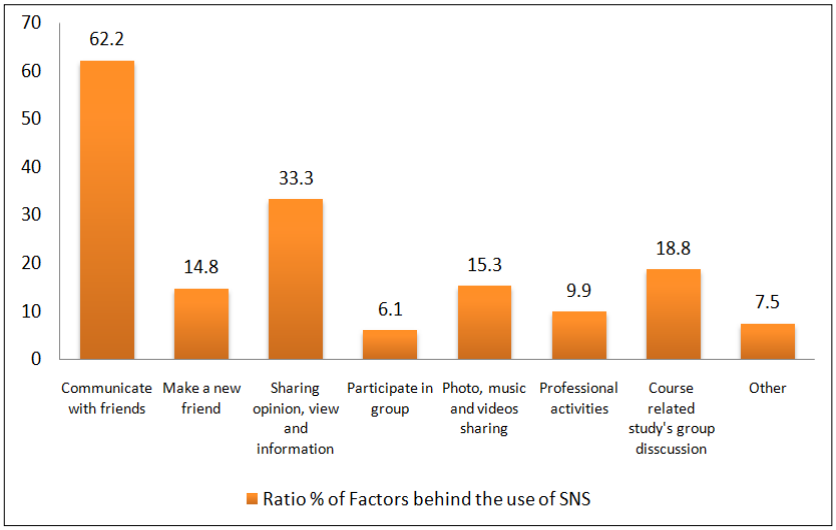


Figure 20 Factors Behind the use of SNS

When the youths use SNS, they communicate with friends as regular and general activities which have seen by 62.2%, this implies that youths are using SNS profile mostly to do communicate with friends. Similarly, second major activity is sharing of personal opinion, idea and information which have 33.3%. Gradually, activities related to studies is 18.8%, making new friends is 14.8%, professional activities are 9.9%, and involvement in different groups is 6.1% are observed. Though other unknown activities are not mentioned clearly in the category, youths are involved in other activities as well. While studying the other common youths activities on SNS profile; political activities, religious activities, social activities and sharing of events and news are the common activities of Nepalese youths. Therefore, 7.5% activities seen in 'other option' are presumed of those above activities.

Table 30 Frequency of Components by Three Different Areas

Category	L.A. (n)	Urban(n)	Rural (n)	Total (n)
Communicate with friends	93	92	80	265
Make a new friend	30	17	16	63
Sharing opinion, view and information	44	52	46	142
Participate in group	13	4	9	26
Photo, music and videos sharing	17	26	22	65
Professional activities	30	6	6	42
Course related study's group discussion	28	23	29	80
Other	7	10	15	32
Total Respondent	**152**	**151**	**123**	426

By observing the component variance between the three areas, the frequent ratio's of activities has seen an identical mode for e.g in 'communication with friends, sharing opinion', 'view and information' and 'course-related study's group discussion', though the three areas variables are quantitatively different, the frequency of activities priority are similar. Therefore the respondents are using SNS with common intention as regular activities.

Regarding the variables to makes a new friends, the frequency of living abroad is high by 8% than the urban and rural areas frequencies. Similarly, the frequency of living abroad has high by 15.3% in professional activities than the other areas (urban and rural), this implies that those youths who are living in other countries are more engaged in professional activities along with the study. By the findings of above two different components, it is presumed that those youths studied in foreign countries have more opportunities to makes more friends and to engage in professional activities. On the other hand, youths in Nepal live in the same society, same community and same environment therefore it might have the less opportunity of makes new friends.

Thus, in the detailed analysis of case studies, there hadn't observed the contradictions in the activities of youths. The case studies analysis of the activities component is shown in figure below. In which communication is the most continual behavior of youths on SNS; under communication, there has another case studies component was analyzed, that is ‘usually for what reason are you using your Facebook in terms of communication?’ In the findings of that component, the frequency on daily bases casual chat had in high ratio and then the obtaining information and providing information is also had high frequencies after casual chat. Similarly, during the communication, study problem discussion was also seen within classmates. While using personal profile of SNS, mostly it is less charge or free of charge to use it and in different period of time features of Facebook are modified and often updated with new

features, because of which Facebook communication ratio among Nepalese youths are increasing. In another case studies component; ‘which means of communication makes you comfortable to talk about your course with classmate and friends?’ the findings show by 60.6% are using Facebook chat box. These days along with increased Smartphone users in Nepal, the users of the mobile application are also being increased. Therefore youths are also using Smartphone application like Line/Viber/Emo along with Facebook chat box.

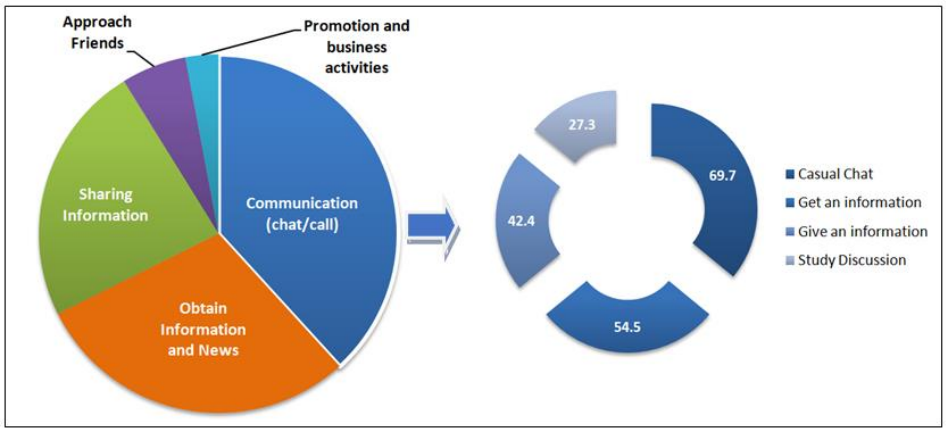


Figure 21 Common Behaviors of Youth During Communication

A usual activity on Facebook after communication is obtaining information and sharing information had been seen. Similarly, other activities such as business and following friend’s activities (approaching friends; through making new friends, searching the friend's profile, liking & commenting their post etc.) are also seen in the case studies findings.

5.5 Summary of Findings

5.5.1 Impact of SNS on Daily Lives of Youths

The impact of SNS on youths daily lives accordance to analyzed data and the behavior of youths to use SNS with different components are described above. Most of the Nepalese youths are using the internet frequently among which 2.6% don't use the internet. Those who are using internet for various purpose the average frequency of spending time on the internet is 1-3 hours on a per day. Regarding the activities of youths to use internet, they were using internet with various intention rather than just one purpose. Among those purposes, it was observed that most of the youths are using internet for watching movies and listening to songs, news update, to check SNS profiles and other purposes. It can be understand, that internet are used by youths as multi-directional media. One of the important purposes by youths on the internet had seen to spend time on SNS, in which youths have been spent their important time to check SNS profiles. In the conclusion of this analysis, as mentioned in the research context, by dividing hypothesis two statements can be seen.

Statement 1; Hypothesis of youths behavior to use of SNS

Statement 2; Hypothesis of SNS beneficial impact on education

These two statements are relevent directly with the behavior of youths to use SNS, on that basis, the hypothesis, H1-Communication, H2-Sharing, H3-Finding & Learning, three variables are given priority. By analyzing the 3 variables, H1 Communication=62.2%, H2 Sharing=48.2% (including opinion, view, information, photo, music, videos) and H3 Finding & learning=18.8% is observed as most usual behavior.

In recent days, among various services of internet, social networking service is also as established one the most important service. Due to its generalization and various attractive features, in short period it has succeeded to become very popular among people throughout the world. It is used in every aspect, area and group. SNS especially has become the centre of attraction among youths, and around the world mostly the SNS user are from age group 15-35 which can be observed in SNS users statistics. Along with numerical increment in SNS users, negative aspects related to SNS are often raised and commented.

According to the perspective of Nepal, along with the expansion of technology, the internet is also reaching out rapidly to the people. The youths who have access to the internet SNS is becoming popular among them. Youth from every field of rural and urban areas seem to be active to use SNS. However, the purpose of using SNS has been seen by different intentions. Although, SNS are used with a different intention, through communication of youths with their people from surroundings or youths from a different societies SNS has helped to enlarge the relationship networks. Similarly, with the features of sharing information in SNS profiles, youths seem to be an active to sharing and collecting information due to which Nepalese student organizations are physically and virtually active in different social activities. SNS has developed the

trend of information sharing and receiving. As well as, through SNS study discussion during the communication with classmate online to offline has made the boundaries for learning more comprehensive.

5.5.2 Social Relationship of Youths and Its Significance

The case study has analyzed the social relationship of youths related to their SNS profile (Facebook), and identified the significance of the relationship. The interaction between teacher-students and students-students was analyzed through the case studies. Furthermore, activities on the Facebook profile were also observed to identify the youths activities regarding education.

In terms of the social relationship and its significance according to the case studies, the youths are more in relationship with their classmates via Facebook with 75.8% frequency of connections. Youths were interacting frequently with their classmates more than other friends via online. Notably, the factors of interaction with classmates were getting information, providing information, casual chats and study discussions. However, few youths were only interacting with teachers in the Facebook due to the less participation of teachers in SNS activities. In terms of the information sharing activities of youths in Facebook, 90% respondents were frequently active sharing individual activities such as pictures and statuses. However, only 10% of youths had shared educational information on Facebook profile during the case studies. The youths had seen less active sharing educational information on Facebook profile compared sharing with the other social information. In summary, due to the free of charge and easily accessible online to offline, youths were using Facebook more to communicate with their friends. At the same time, 60.6% agreed that the Facebook as an easy and comfortable means for educational interactions with their classmates.

CHAPTER 6

6. Impact of SNS on Youths Education as a Learning Tool

6.1 Introduction

The analysis of youth behavioral impact on education was conducted in two formats that was i) examining through providing information regarding the beneficial features of SNS, ii) observing through providing educational material via SNS profile. The variables of these two formats were analyzed according to the hypothesis model of the research. Accordingly, the variables were explored and descried to identify the hypothesis impact on education. The purpose was to analyze the impact of SNS on youths education based on the hypothesis of the research.

After classifying the activities observed among youths while using SNS, the resulted in three major variables and hypothetical prediction of those variables are analyzed and the findings are presented. For data analysis, components of Likert scale are used. Through these components, youths' conception towards three variables and behavior seen while using them are evaluated, the factors from the evaluation are shown. In this chapter, overall data of the three phases of this research are included in data analysis. Here the analysis of data based on‘H3=Conception<>Behavior= Factors’. Under these 3 hypotheses, factors of youths perception with youths behavior are described.

Since Nepal is entering to initial phase of digital native education, still e-learning concept of formal education has not been entirely established. Therefore institutions using SNS and internet e-learning program as a formal educational tool are very few. In the development of education, what kind of role SNS can play as an informal educational tool? And what perceptions do youths have related to SNS's authenticity and reliability while using it as a learning tool? These questions are studied. Youths cannot deny the fact that they been using SNS in different fields with various purposes, but most of them are using SNS for entertainment purposes, so these aspects are makes an effort to include.

Interview components; In the second section of survey questionnaire: through Likert Scale in the first part, youths perception towards H3 variables (communication, sharing, Findin g & Learning) and also the perception towards 'SNS is not an appropriate for learning' statement were included. In the second section: Likert scale questionnaire component is used for data collection in second part as well. But in this part, youths experiences and their activities towards SNS is measured with presenting the different contradiction between the youth’s perception towards SNS and action towards SNS are presented. In the examined questionnaires, questions regarding to the youth’s educational environment, activities of the classroom, educational method (teaching

learning) and measurement of SNS as a learning tool: its authenticity and reliability were examined and analyzed.

As mentioned in the research context, there are differences regarding technological involvement and educational condition of the youths living in the rural area compared to youths living urban areas and foreign countries. Due to the different reasons among some significant causes are lack of physical infrastructure, lack of technology and lack of appropriate skills as well. Therefore, while selecting survey venue of rural area, the preliminary data and information was collected with the help of survey facilitator. Continuingly, while conducting survey the infrastructure such as science lab, library, computer & internet availability condition, faculty information, student's activities, classrooms, teacher's technologies update or involvement are studied and observed in detail on the field.

Moreover, the data and information about the educational condition of youths living in urban and rural areas of Nepal, recent activities on study abroad migration, youths labor migration; technology updates, SNS prevalence etc. were studied preliminarily. On that basis, the survey was operated were respondents from rural area was taken as a group for data evaluation. Survey conducted 2 pilot venues of Palpa district are as follows:

1. **Tribhuvan Multiple Campus Respondentn=81**, Undergraduate, Science Faculty

   1st year n=10, 2nd year n=33, 3rd year n=30, 4th year n=8

   Total class=4, Total time duration = 180 minutes

   Each class time duration = 45 minutes: *20 minutes for SNS information diffusion (SNS advantages and benefits on education), 20 minutes for fill-up the questionnaire, 5 minutes for Q&A. (workshop sheet are in Appendix 3)*

2. **Palpa Awashiya Higher Secondary School n=42**, Higher Secondary School Level, Major subject; Science, Management

   1st year n=17, 2nd year n=25

   Total class=2, Total time duration=90 minutes

   Each class time duration = 45 minutes: *20 minutes for SNS information diffusion (SNS advantages and benefits on education), 20 minutes for fill-up the questionnaire, 5 minutes for Q&A. (workshop sheet are in Appendix 3)*

In Nepalese school, colleges and universities one subject period (class) time have restricted with 45 minutes only, which is the reason the researcher should obliged to manage all the activities within 45 minutes in each class.

For a comparative study of rural survey data with living abroad and urban data, and to analyze research objectives, survey questionnaire with SNS information diffusion were implemented in rural survey area only. And these data are defined in relevant points below.

6.1.1 Hypothesis of Youth Behavior to Use of SNS and Its Beneficial Impact on Education

6.1.1.1 Hypothesis 1 (H1), Communication

SNS can build educational communication network between youths learners which can help to enhance educational environment among youths.

In hypothesis 1 communication, through communication responses of the perception that SNS for learning and discussion can be trustworthy and suitable medium are defined at this point. In table below the frequencies of overall data are shown whereas comparative analysis between three survey areas is defined in different points below.

Table 31 SNS as Learning Discussion Tool through Communication (n=426)

Component	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SNS is an easy way to communicate with classroom friends	3.3	3.8	16.7	39.4	36.9
SNS help to build/strengthen interpersonal relationships among classroom friends	5.9	6.3	26.5	43.7	17.6
SNS help to provide the source for solution in the classroom discussion	2.8	11.3	23.2	45.3	17.4
SNS is an appropriate way to make study discussion among classmate in anytime (before and after college)	5.6	9.9	20.9	43.4	20.2
SNS enhances group discussion among classroom friends	4.0	5.4	28.9	30.5	31.2
Average	**4.3**	**7.3**	**23.2**	**40.5**	**24.6**

Social networking service; in analysis about SNS different variables of either becoming a learning discussion tool through communication where, strongly Disagree=4.3%, Disagree=7.3%, Neutral =23.2%, Agree=40.5% and strongly agree=24.6% have been seen. SNS has become most inexpensive and accessible medium of communication, though youth do not use SNS directly as a formal learning tool, SNS seems to be an appropriate medium to be used in teaching and learning in the classroom.

Whilethe data is studied in details, among five mentioned components, many youths agreed on 'SNS is an easy way to communicate with classmate'. In those components, only 3.3% are strongly disagreeing, and 3.8% expressed disagree these percentages are estimated to be those 4.5% youths who don't use SNS. By observing the analysis of these components, youth have accepted SNS as an appropriate medium of communication with classmates from its possibilities of online to offline message chat and call.

The least agreed component by youths, under 'SNS help to provide the source solution in the classroom discussion,' the low frequency on ‘strongly disagree’ had been seen, therefore few have answered strongly disagree that SNS help to provide the source of learning solution. However, in the frequency of ‘disagree’ is high compared to other

components whereas in the frequency of ‘agree’ is also higher than other components. By this statement, it has been seen indefinite perception of youth’s. If we observe average data in the table below, all youths agreed on the component ‘SNS is being an accessible medium for communication with classmates’ in which youths the frequency on ‘strongly agree’ is high by 33.6% compare to the frequency of ‘strongly disagree’. Similarly, the frequency of ‘agree’ on that component is high with 33.1% compare to the ‘disagree’ frequency. Likewise, average frequencies had seen in a neutral perspective on that component. The comparative analysis to identify the factor variances on five components of H1 has been described here in the table below.

Table 32 Frequency of Learning Discussion Tool by Three Areas (H1-Communication)

*Component	Living abroad (n=152)					Urban (n=151)					Rural (n=123)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	7.2	6.6	21.7	34.2	30.3	0.7	2.6	18.5	37.7	40.4	1.6	1.6	8.1	48.0	40.7
2	11.8	11.2	29.6	27.6	19.7	2.6	3.3	29.1	47.7	17.2	2.4	4.1	19.5	58.5	15.4
3	6.6	16.4	28.9	30.9	17.1	0.7	7.3	23.8	50.3	17.9	0.8	9.8	15.4	56.9	17.1
4	7.9	15.8	30.3	28.9	17.1	2.6	6.6	16.6	51.0	23.2	6.5	6.5	14.6	52.0	20.3
5	6.6	7.9	21.1	40.8	23.7	3.3	2.0	15.9	45.0	33.8	1.6	6.5	54.5	0.0	37.4
Average	8.0	11.6	26.3	32.5	21.6	2.0	4.4	20.8	46.3	26.5	2.6	5.7	22.4	43.1	26.2

**1 - 5 component are the similar with the components of table 31 which is indicated in numbers ‘1,2,3,4,5’ in table32.*

Average Perspective of Communication%						*Component Matrix[a]
Area/Scale*	**1**	**2**	**3**	**4**	**5**	1
Living abroad	8.0	11.6	26.3	32.5	21.6	.978
Urban	2.0	4.4	20.8	46.3	26.5	.991
Rural	2.6	5.7	22.4	43.1	26.2	.997
Rural –Living Abroad	-5.4	-5.9	-3.9	10.6	4.6	
Rural–Urban	0.6	1.3	1.6	-3.2	-0.3	

**1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree*
**Component Matrix, Component 1=components extracted.*

Regarding the factor variances between the data of examined group (rural area) had comparative analyzed with other two non-examined group (urban and living abroad). Between the factor variances of living abroad and rural area, the components were analyzed from ‘strongly disagree to strongly agree’. The scale 1 to 3 of five measures has seen in negative (-) frequency and scale 4 to 5 has seen in positive (+) frequency. By observing comparative frequency between rural and urban, scale 1 to 3 has positive (+) frequency in which scale 4 to 5 has seen in negative (-) frequency in the urban area. The range of scale differences between rural and urban frequencies has less variance.

In the outcomes, some positive results are observed more than expected in rural survey data. In terms of, SNS usage ratio of previous data, the data of living abroad are comparatively higher than rural area. Due to the frequency of conceptual analysis towards hypothesis 1 (educational activities through communication) is seen low, the appropriate knowledge of SNS is less although youth have a maximum skill of using SNS in living abroad. Similarly, relevant to rural respondent, although majority of youths are used SNS as an entertainment form, if appropriate knowledge is acquired, then it seems the way of using SNS activities can be changed.

Table 33 Frequency of Communication on Learning Activities

How often have you discussed your study content, problem, homework in a week with your class friends in SNS (particularly in the using one Facebook)?															
Category	Living Abroad					Urban					Rural				
	Usually	Somewhat	Neutral	Somewhat	Never	Usually	Somewhat	Neutral	Somewhat	Never	Usually	Somewhat	Neutral	Somewhat	Never
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Female	2.6	7.2	9.2	5.9	2.6	7.9	21.2	12.6	7.3	9.3	6.5	22.8	8.1	4.9	5.7
Male	12.5	14.5	18.4	17.8	9.2	8.6	14.6	6.0	8.6	4.0	7.3	23.6	11.4	9.8	0.0
Total	**15.1**	**21.7**	**27.6**	**23.7**	**11.8**	**16.5**	**35.8**	**18.6**	**15.9**	**13.3**	**13.8**	**46.4**	**19.5**	**14.7**	**5.7**

The youths of the urban areas are more active than other areas, i.e. youths of urban area are active to some extent regarding study discussion with classmates through SNS communication compared to respondents of other areas. When we observe the behavioral activities of living abroad area's youths, the negligible difference was observed while answering yes or no or neutral about educational activities through SNS. In relevant to the rural area, though slightly less in numbers was seen in education discussion through SNS communication, use of SNS communication was observed. In the conclusion of this findings, educational activities through SNS communication is slightly high whereas the number of total inactive youths is also high along with the neutral perspective youths number, which is also quite high as observed.

Among different reasons for being active, SNS communication becoming accessible, easy, less costly and using it frequently are some reasons which increased the possibilities of communication like instant messages, chat, call, group chat while remaining outside the college. Similarly, due to convenient for online to offline communication in SNS, the assumption can be made that using SNS as educational communication is also developing among youths. By using SNS, it has made SNS as a virtual educational network to some extent in youths, and it has broadened the boundaries to do educational activities in independent space.

6.1.1.2 Hypothesis 2 (H2), Sharing

SNS can create educational information sharing environment among youth learners which can enhance educational environment among youth. At this point, as same of a format of hypothesis 1, data analysis is also presented in the same format. i.e. overall youths perception toward SNS for sharing educational resources/material has been presented here. Comparative analyzed data are classified and defined with area-wise. As well as, examined data of rural respondents has been presented to compare with other 2 areas data (living abroad and urban). Among the fundamental features of SNS, most common activities are sharing information by videos, news, personal status, photos and more than that, these sharing activities are applied for different field with different purposes instead of one subject matter. Acknowledging these common activities, the concept of SNS being a suitable tool for sharing educational resources/general knowledge/subject content has been detected here. Four component of Likert scale was used and based on these components, total data of survey has been analyzed.

Table 34 SNS as an Educational Sources Sharing Tool (n=426)

Component	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SNS is an appropriate way to share information among classroom friendships circle	3.3	6.1	26.8	31.0	32.9
We easily can share and upload our opinion within groups of friends through SNS	4.7	11.7	25.8	38.0	19.7
SNS help us to express our problem/opinion frequently between classroom's social relationship	5.6	8.0	27.7	29.1	16.9
SNS is a good way to get different views and comments of different friendswithin similar contents	4.5	10.1	33.6	30.3	21.6
Average	**4.5**	**9.0**	**28.5**	**32.1**	**22.8**

Through SNS, the youths perception in relative to 'sharing educational materials and resources' about how much SNS being accessible, beneficial and applicable to classroom friends is the purpose on which data is analyzed. By observing average data of overall component analysis, Strongly Agree=22.8%, Agree=32.1%, Neutral=28.5%, Disagree=9.0%, Strongly Disagree=4.5% has been seen. While calculating average data, although the number of Disagree is less in 'SNS as an appropriate way to share educational material', more respondent's has express Neutral opinion. Therefore clear response is not obtained about SNS being appropriate educational material for sharing. If these data are analyzed according to each component, majority of youths have accepted the statement "SNS is an appropriate medium for sharing information among friends in the same classroom".

Similarly, many respondents also have accepted the statement "SNS is a good way to get different views and comments of different friends within similar contents". However, in other statements "SNS helps us to express our problem/opinion frequently between classroom's social relationships" some few youths have responded. Though through SNS, one can easily share a personal opinion, problems but due to the personal content being instant public via SNS, youths are expected to respond SNS not being appropriate medium to share problems.

Area-wise classification of data is presented in table 35 below. Data is studied area-wise and data of rural area are compared and presented with other two areas (living abroad and urban).

Table 35 Frequency of Educational Sources Sharing Tool by Three Areas (H2-Sharing)

Components	Living Abroad					Urban					Rural				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	7.9	5.3	25.0	32.9	36.2	0.7	3.3	7.3	54.3	34.4	0.8	10.6	52.8	0.0	35.8
2	9.2	9.2	30.3	32.9	18.4	5.3	4.6	25.2	49.0	15.9	1.6	10.6	27.6	43.9	16.3
3	7.9	10.5	23.7	32.9	25.0	2.6	4.0	23.2	52.3	17.9	2.4	17.1	58.5	0.0	22.0
4	7.2	12.5	34.9	23.7	21.7	2.6	8.6	20.5	51.0	17.2	4.1	14.6	21.1	39.8	20.3
Average	8.1	9.4	28.5	30.6	25.3	2.8	5.1	19.0	51.7	21.4	2.2	13.2	40.0	20.9	23.6

**1 - 4 component are the similar with the table 34 components which is indicated in numbers '1,2,3,4,5' in table 35.*

Average Perspective of Communication %						Component Matrix[a]
Area/Scale	1	2	3	4	5	1
Living abroad	8.1	9.4	28.5	30.6	25.3	.993
Urban	2.8	5.1	19.0	51.7	21.4	.881
Rural	2.2	13.2	40.0	20.9	23.6	.901
Rural-Living abroad	-5.9	3.8	11.5	-9.7	-1.7	
Rural-Urban	-0.6	8.1	21	-30.8	2.2	

Component Matrix, Component 1=components extracted.
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Regarding the H2 (sharing) factor variances between the data of examined group (rural area) had comparative analyzed with other two non-examined group (urban and living abroad), that is described here. By observing, the average frequencies on SNS is an appropriate tool for sharing educational material and source, majority youth from the urban area has agreed. Which agree=51.7%, whereas 21.4% have strongly agreed. Among the respondents in living abroad, agree=30.6% whereas strongly agree=25.3% has been given.

While observing average percentage of rural data, among three areas, few youths have accepted this fact whereas youth answered neutral perspective had seen in most high frequencies by 40%. From this outcome, a clear concept of the statement of 'SNS is an appropriate medium for sharing educational material' has not been seen among respondents of rural area.

Similarly, on the basis of examined rural area compare to the living abroad data, the neutral answer is high with 11.5% than living abroad response. On the component of scale 1 to 3 response agreeing has been seen in negative (-) frequency in rural areas data. While comparing the rural data with urban data, from scale 1 to 3 the respondent answer is not similar upon the equivalently same components whereas rural youth expressing neutral response is 21% more than urban respondents. Similarly, answers from scale 4 to 5 of response frequency are also different. For example in negative (-) response is seen in scale 4 whereas positive (+) response is observed in scale 5. After information diffusion in rural area, due to respondents neutral perspective answer, clear opinion related to this statement has not been found in established phase. For a reason, sharing of status and any information on SNS's profile pages are entirely practice-based activities, so only because of information diffusion workshop in a rural area, the expected result in their perception might not be observed. Rural respondents responding activities to share educational information observed while studying youth behavior to share educational information doesn't seem similar, which response is based on their previous experience.

To find activities and experiences of youths towards SNS, related to this subjects, based on two components data is analyzed and the data has presented separately in area-wise. SNS in most of the educational institution of Nepal is not used as a formal learning tool but as an informal tool, through world-wide popular SNS and Nepalese nation-wide popular SNS, educational activities like educational information, course-related information, Institution infrastructure, campaign and seldom course studies seem to advertise via organizational SNS profiles.

Table 36 Frequency of Information Sharing Activities and its Impact

How often have you share your personal photos, video and status?															
Category	Living Abroad					Urban					Rural				
	Usually	Somewhat	Neutral	Somewhat	Never	Usually	Somewhat	Neutral	Somewhat	Never	Usually	Somewhat	Neutral	Somewhat	Never
Female	5.9	6.6	6.6	4.6	3.9	9.3	27.2	8.6	8.6	4.6	2.4	19.5	10.6	7.3	8.1
Male	18.4	15.8	21.1	15.1	5.3	13.2	12.6	6.0	4.0	6.0	8.1	17.1	11.4	13.8	1.6
Total	**24.3**	**22.4**	**27.6**	**19.7**	**9.2**	**22.5**	**39.7**	**14.6**	**12.6**	**10.6**	**10.6**	**36.6**	**22.0**	**21.1**	**9.8**
How often do you share your study content via SNS?															
Category	Living Abroad					Urban					Rural				
	Usually	Somewhat	Neutral	Somewhat	Never	Usually	Somewhat	Neutral	Somewhat	Never	Usually	Somewhat	Neutral	Somewhat	Never
Female	3.3	6.6	7.9	6.6	3.3	1.3	21.9	17.9	4.6	12.6	0.0	14.6	9.8	8.1	15.4
Male	11.2	20.4	21.1	12.5	7.2	6.0	12.6	10.6	4.0	8.6	1.6	27.6	10.6	11.4	0.8
Total	**14.5**	**27.0**	**28.9**	**19.1**	**10.5**	**7.3**	**34.4**	**28.5**	**8.6**	**21.2**	**1.6**	**42.3**	**20.3**	**19.5**	**16.3**

Here above table have shows two components and their frequencies. Both components are related to the 'information sharing', however, first component is related to SNS common activities of youths such as personal photo, videos and status sharing whereas, the second component is related to study contents sharing. Regarding their 'how much of sharing photos, videos and status' statement's total data frequency is usually=19.1%, somewhat=32.9%, neutral=21.4%, somewhat (less) =17.8% and never=9.9% has found. According to total response, the high number of youth responds to sharing of personal photos, videos and status. Likewise, some youths respond to neutral perspective, and few youths answered for never sharing.

In the frequency of component 2, 'how often do you share your study content via SNS?' Usually=7.8%, somewhat=34.6%, neutral=25.9%, somewhat (less)=15.7%, never=16.0% has seen. According to this statistics, youths usually sharing study content in SNS are relatively less but sharing sometimes is around 35%. Youth having neutral perspectives are also many, so we can understand that youths sometimes share study content but not regularly. By observing this data of area-wise and gender-wise analysis, youths from the rural and urban area are mostly inactive whereas totally disagreeing is also not been observed. Respondent of living abroad compared to other 2 area are seen somehow active. While observing the data by gender, female activities are extremely low, so female in rural are completely inactive. According to the responses of total respondents, study contents sharing are less than photo, videos, status sharing and although youths do not share study content frequently, they but they are sharing sometimes.

6.1.1.3 Hypothesis 3 (H3), Finding & Learning

SNS can help to adapt educational information and learning material which can enhance education environment among youths.

Under hypothesis 3, SNS expands the educational environment and motivates youths to direct education towards digital native movement, along with these objectives, the statement is researched. Due to increasing effects and active involvement of SNS in Nepalese youths, it has been easy to receive and circulate information about any subject materials. And because of instantly accessible capabilities of SNS, if SNS used as a learning tool, then SNS can help to bring expected success in Nepalese youth education. With this estimation under conceptual analysis, data analysis within 4 component of Likert Scale is completed.

Table 37 SNS Enhanced Learning Environment by Finding and Learning Behavior (n=426)

Category	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Often unintentionally we are updated by information and news through SNS	3.5	5.2	28.9	43.7	18.8
SNS help to build learning environment within classroom friends circle	11.3	12.4	28.4	33.6	14.3
SNS is an useful tool compare to the traditional way of learning	4.7	12.2	28.6	37.3	17.1
SNS has a potential of accessibility for study than other resourceful services	4.5	8.9	35.9	36.9	13.8
Average	6.0	9.7	30.5	37.9	16.0

Scale component shown in table 35 is regarding to ‘SNS capable of reaching easily among youths than other resourceful sites’, and the statement of ‘possible to update news and information frequently’ has been analyzed. Similarly, between students studying in same class, it helps to develop a learning environment. These components are analyzed to find out the perception of Nepalese youths have towards the statement "SNS can make classroom conventional teaching into interesting and suitable".

While studying the presented result, in the statement of the hypothesis, average percentage of Strongly Agree is 16%, similarly Agree=37.9%, Neutral=30.5%, Disagree=9.7% and Strongly Disagree frequency has 6.0%. Although the inclusion of ICT in Nepalese education is least, youths have a perception of digital native education as observed. According to shown data, due to SNS's convenient features, access capability, popular among youth and flexible for every aspects and area, by using SNS among youths learning environment can be expanded as these responses are observed. In this data, Neutral responders were also many, so the perception of some youths on this subject is unclear. Although most of the youths use SNS as an entertainment and

professional activities, they also accepted the fact that SNS can also be used as a learning tool. If details of every component are studied then youth responded on SNS being the most accessible for updating information, news and also responded that it could be more efficient compared to traditional learning exercise in education.

To study comparative differences of three areas of total data, these are separately analyzed and defined in the tables below under the 3 hypothesis. To find the effectiveness of examined survey in the rural areas, rural data are compared with the data of 2 other areas and are shown.

Table 38 SNS Enhanced Learning Environment by Three Areas (H3-Finding and Learning)

Component	Living Abroad					Urban					Rural				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	6.6	8.6	30.3	32.2	22.4	2.6	4.6	27.2	53.0	12.6	4.3	1.6	29.3	46.3	22.0
2	11.2	11.2	33.6	27.6	16.4	9.9	13.2	29.8	34.4	12.6	13.0	13.0	20.3	39.8	13.8
3	9.2	13.2	33.6	27.0	17.1	1.3	11.9	28.5	41.1	17.2	3.3	11.4	22.8	45.5	17.1
4	6.6	13.2	34.2	30.3	15.8	4.0	6.6	35.1	37.7	16.6	2.4	6.5	39.0	43.9	8.1
Average	8.4	11.5	32.9	29.3	17.9	4.5	9.1	30.1	41.6	14.7	5.8	8.1	27.8	43.9	15.2

**1 - 5 component are the similar with thetable 37 components which is indicated in numbers '1,2,3,4,5' in table 38.*

Average Perspective of Communication						Component Matrix[a]
Area/Scale	1	2	3	4	5	1
Living abroad	8.4	11.5	32.9	29.3	17.9	.956
Urban	4.5	9.1	30.1	41.6	14.7	.995
Rural	5.8	8.1	27.8	43.9	15.2	.982
Rural-Living abroad	-2.6	-3.4	-5.1	14.6	-2.7	
Rural-Urban	1.3	-1	-2.3	2.3	0.5	

Component Matrix, Component 1=components extracted.
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

The finding has shows in table above, which are classified and presented according to the area-wise. In this 3 hypothesis (H3), the youths are living in three different areas, due to the effects of different environment, the probability of different opinion and response were expected. As shown in area-wise data, many of youths are accepted H3 statement. In which statement, agree=43.9% wherein strongly agree respondents are 15.2%. Respondents reacting neutral perspective in rural data are also high but slightly less percentage compared to other two areas. In this statement, though differences in the responses are seen between youths of urban area and living abroad, a remarkable difference in responses has not been seen.

According to information diffusion in the rural area, this data is comparatively analyzed with other areas. According to analysis, while comparing respondents of rural area with living abroad, response frequency from scale 1 to 3 has seen in (-) negative, i.e. more living abroad respondents have accepted a statement of H3 than rural respondents. Similarly while observing scale 4 to 5, on scale 4, 14.6% more rural area's respondents have accepted the fact than living abroad respondents whereas on scale 5 the response of rural respondents is in (-) ratio.

While comparing the response of rural data with urban data on scale 1 to 3, a different response has seen. For example on Scale 1, rural youths have positive (+) response, but the response in Scale 2 and 3 are seen in less (-). Comparing scale 4 to 5 rural response percentage is higher than urban area's response. When studying result of comparative analysis of rural, youth's activities frequencies towards SNS as shown in above statistics were less, whereas in conceptual analysis, the response of rural youths compared to other area are positive as expected. At the same time, although the activities youths of living abroad and urban area are more active in SNS using behaviors, some resulting differences are observed while youths responding towards the opinion of SNS using behaviors, i.e. there is a contradiction in youths about thinking and doing towards SNS.

In conclusion, what we can understand from this data is if beneficial features of SNS are diffuse and promote appropriately then youth will have the enthusiasm for using SNS as learning platform in correct manner. If the advantages of SNS are more acknowledged by youth, then there are increasing possibilities of using SNS in educational activities frequently by Nepalese youth.

Besides of Likert Scale above, in research data relevant to SNS can develop educational environment for youths, among total 426 respondent, there are 50 people were taken to open questions interview, and the answers given by youths are defined in 3 different points below.

1) **SNS help to develop modern method in education instead of traditional way of study.**
   33 out of 50 respondents have agreed under these points of view and expressed their opinions. They are presented in following numbers.

- SNS is related with educational activities; we can learn and apply in our study purpose as well as it can be used in different way to exchange information among friend circle.
- In education, only traditional way of learning doesn't encourage learner to get new ideas, whereas SNS has influences modern technologies and help to develop study skills.
- SNS can establish as appropriate teaching and learning method instead of traditional way of teaching and learning and it can include modern method in current education system of Nepal as a part of ICT.

- SNS has been helping to connect people from one place to another, one can discuss with unknown people from anywhere in the world. It can construct the environment of sharing and exchange of educational sources. Therefore SNS is in dispensable in current education as learning tool.
- Different materials, news, information can be circulated among friends via SNS; those materials can be easily accessible among one another.
- Different networking services are providing audio and visual sources and material which makes education easy to understand compare to the lecturer method of learning.

2) **SNS can be supportive tool for education, it should be use in proper way otherwise it is just a form of entertainment**

   11 respondents have included both positive and negative aspects of SNS and expressed their own neutral point of view among which important perceptions are presented.

- SNS has different positive aspects among which audio and visual educational materials can be obtained. However, people are using SNS for different activities like making new friends, communicating and chatting rather than using it as educational tool.
- In present context, it is very important to use SNS in education because it can be useful as learning tool. But these SNSs are not appropriate in lower level which is primary to secondary level of education.
- SNS itself cannot be modern method for education but it can be used an associative material for teaching and learning.
- SNS can save the time because of its immediate process to provide sources. It should be necessary to have a proper knowledge to get benefit from it otherwise those sources misguide us often.

3) **In the open questions views;** 4 respondents have stated that there are no any link can find between SNS and learning process. According to which rather than obtaining education sources via popular social sites, other different information, news and entertainment materials are found in great numbers. Often, among those information has lack of authenticity, lack of validity and lack of reliability, therefore these entertainment based materials doesn’t help to teaching and learning process.

SNS has its own qualities which can be estimated both positive and negative. At the same time, it cannot be ignored the increasing ratio of users and their attraction towards social networking services. SNS can be an effective learning tool to enhance quality education however user should have appropriate knowledge to identify the beneficial features of SNS to make a proper guideline to get benefit from it.

6.2 Youth Perspective on SNS as not an Appropriate Tool for Education

After including subjects on social problems seen in SNS and to get the information on how youths respond towards these subjects, by preparing subjective materials related to issues often seen in SNS, youths response was obtained. This subjective response of all 426 data of this research was collected through Likert Scale. Based on the main subject, due to different negative aspects of SNS, "SNS cannot become an appropriate tool in education" was prepared under a statement. Inside that statement, general issues are included as reasons, e.g. (1) SNS is suitable only as a device for entertainment because it is used mostly during leisure time. (2) From a privacy perspective, SNS is not appropriate; therefore adequate benefits cannot be achieved from its group discussion. (3) Instead of truth, SNS helps encourage social crimes by spreading unnecessary rumors. By including these points, the analysis is based on youth's responses which are shown in below.

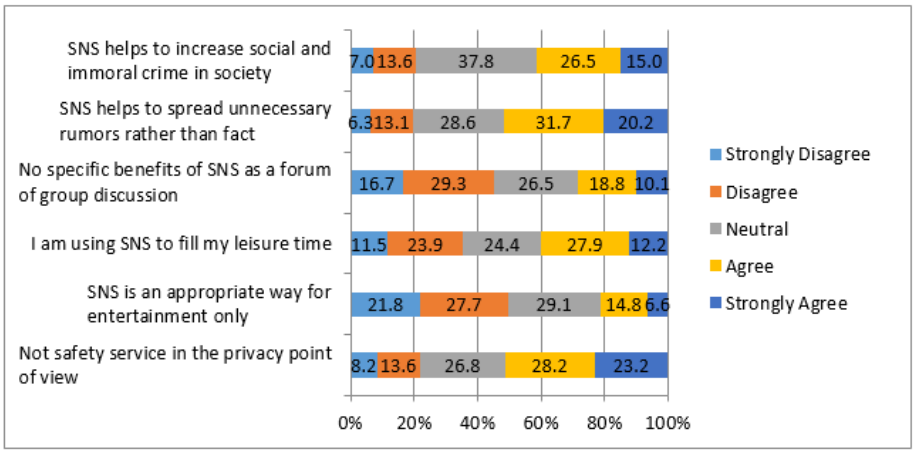


Figure 22 Inappropriate for Learning Tool by Youths Perception

According to frequency presented in Figure 22, strongly disagree=11.9%, disagree=20.2%, neutral=28.9, agree=24.6%, strongly agree=14.6% has been observed. According to the presented data, the following points have been set as the conclusion for those respondents, who are not using SNS for learning purpose.

1. Users are concerned that SNS helps to increase social and immoral crime in real society. Therefore SNS is less likely reliable for learning purpose.
2. SNS can helps to spread unnecessary rumors rather than the fact.
3. Users doesn't believe that SNS has specific benefit for group discussion
4. Some of users are only spending their leisure time to use SNS.
5. Users more believe that SNS is only appropriate as entertainment form.
6. Users concern toward SNS as no safety service in the privacy point of view.
7. Users don't believe that SNS can be an effective learning tool over traditional learning tool.

This statistic shows the there has often disadvantage point of view towards SNS of youths as learning tool. Although there are negative aspects of SNS, the number of

using SNS for positive aspects has a high frequency. To identify the factors variance between three survey areas, the data is classified and described area-wise here in table below.

Table 39 Inappropriate for Learning Tool by Three Areas Frequency

Component	Living Abroad					Urban					Rural				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	9.9	15.1	30.3	22.4	22.4	6.0	14.6	26.5	32.5	20.5	8.9	10.6	22.8	30.1	27.6
2	14.6	22.4	37.5	15.1	10.5	21.2	30.5	26.5	15.2	6.6	31.7	30.9	22.0	13.8	1.6
3	12.5	21.1	28.3	25.7	12.5	10.6	27.8	19.2	30.5	11.9	11.4	22.8	26.0	27.6	12.2
4	15.1	22.4	30.9	23.7	7.9	15.9	33.8	23.2	19.2	7.9	19.5	32.5	26.0	12.2	10.6
5	7.9	17.8	34.2	25.0	15.1	5.3	9.9	30.5	34.4	19.9	5.7	11.4	19.5	36.6	26.8
6	10.5	19.7	38.2	19.1	12.5	4.6	11.3	35.1	33.8	15.2	5.7	8.9	40.7	26.8	17.9
Average	11.7	19.7	33.2	21.8	13.5	10.6	21.3	26.8	27.6	13.7	13.8	19.5	26.2	24.5	16.1

**1 - 5 component are the similar with the figure 22 components which is indicated in numbers '1,2,3,4,5' in figure 39.*

Average Perspective of Communication					
Area/Scale	1	2	3	4	5
Living abroad	11.7	19.7	33.2	21.8	13.5
Urban	10.6	21.3	26.8	27.6	13.7
Rural	13.8	19.5	26.2	24.5	16.1
Rural-Living abroad	2.1	-0.2	-7	2.7	2.6
Rural-Urban	3.2	-1.8	-0.6	-3.1	2.4

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Regarding the factor variance of the components, the frequencies are quantitatively difference is observed in three areas whereas equivalent response is seen similar. According to this data, majority ofrespondents are agreed on SNS having negative aspects. Similarly, the number of youth expressing neutral perspective to this statement is also has high frequencies.

By above comparative analysis of rural area's with the other two areas (living abroad and urban), in component scale 1 has (+) response and scale 2 to 3 has less (-) frequency as observed, whereas scale 4 to 5 has positive (+) response. Comparing rural data with urban area, component scale 1 has positive (+) response, and scale 2 to 3 has negative (-) response, similarly, while observing scale 4 to 5, scale 4 has negative (-) response and scale 5 has positive (+) response. According to this statistics, respondents from rural areas responding on strongly agree is more than the ratio of other areas. The number of rural respondents on disagree this statement is also higher compared to other two respondents. Therefore, we can understand that overall the negative opinion related

to subjects of social network among youth of rural areas was slightly minimized after information workshop. This implies that to use SNS for learning purpose should have proper guideline and information regarding SNS advantages and its benefits on education a long with the motivational factor to use it for learning purpose.

6.3 Behavior of Youth toward SNS Help to Include E-learning in Education

The second format 'to analyze the youth behavioral impact on education by observation and providing educational material via SNS profile' was conducted on 130 random samples. The survey was operated on the StudentsNepal profile's activities area and the survey sample was selected randomly from the users of the StudentsNepal.com. The StudentNepal.com is one of the educational social networking services, where only students can participate as the user of this SNS. The StudentNepal has 15769 student members to the date, and it includes information regarding educational faculties, course studies, universities, job, and training in Nepal. The StudentNepal itself have provided the educational sources and updated educational information and news regularly, therefore more students are attracted to participate in this SNS. During the observation more than 1000 students were increased as a user of this SNS.

Methods, Sample and Activities Area

Activity Component SNS : **StudentsNepal.com**

Educational Social Networking Service (users growth rate high)
Users Criteria: **Student**

StudentsNepal.com: **Total Users Number=15769 (During survey)**

Survey Duration: **1 Month Observation (2017)**

Analysis Method: **General Data Analysis Based on Users movement**

Survey Sample: N=**130 (random sampling)**

Sample Demographic Profile

Sample n=130 (Sample information: Profile Check)
(Gender : N/A)
Age: **16-22**
Undergraduate **: 92.3% (Year, N/A)**
HSE level**= 7.6%(Year, N/A)**

Educational activity Category	Frequency%
Active User	87.2 (Infrequent)
Video Sharing	3.3
Link Sharing	16.6
Content Sharing	12.5
Status Sharing (Opinion)	58.0
College/Course/Job/Scholarship Discuss	25.0
Exam Discuss	8.3
Passive User	12.8

This survey was focused on the educational activities, accordingly, the demographic profile of respondents were not taken in a significant manner. According to the user profile, 92.3% users out of 130 users were studying at undergraduate level and the rest 7.6% were studying at Higher Secondary School level. Regarding the age of the users according to their profile information, age from 16 to 22 was recognized. Due to the all users are students of age 16-22, the survey samples was selected randomly and according to the profiles of users, 130 users (respondents) are from different cities. The survey was conducted in observation of one month to follow the users activities along with providing educational online sources and participating in group discussions in activities area of the StudentNepal.

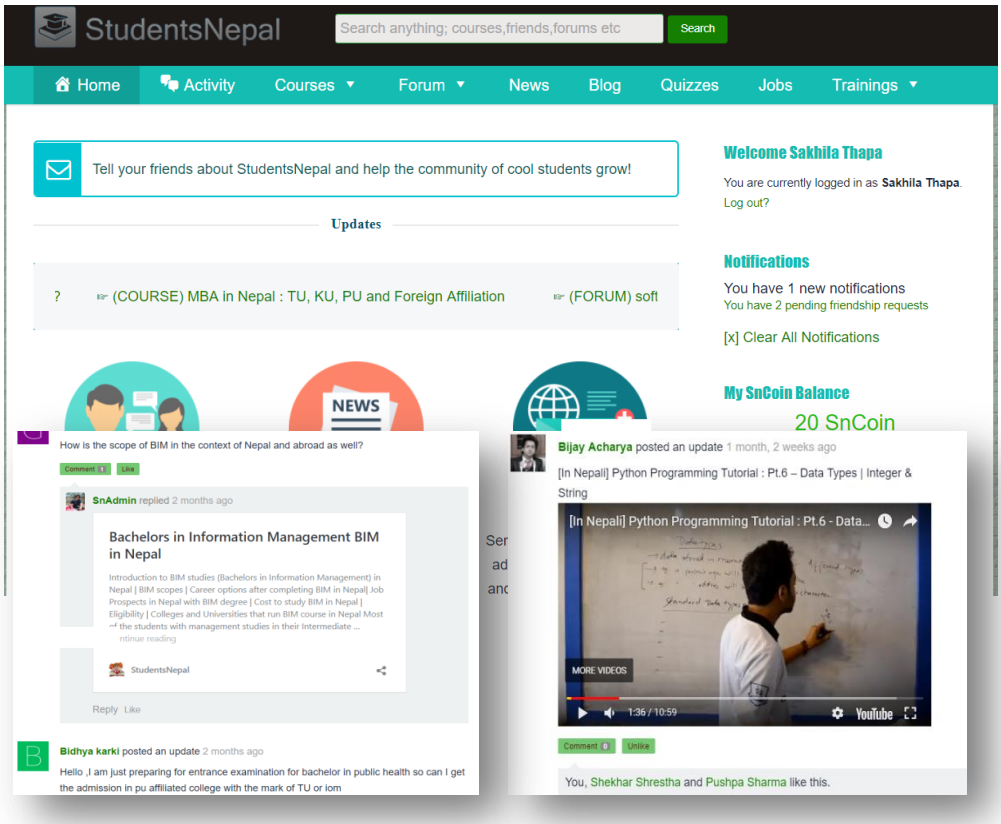


Figure 23 StudentNepal Page and Learning Activities by Users

During the observation of one-month duration, 87.2% out of 130 users posted infrequent interaction and educational information related to course content. Problem discussions related to courses, teaching videos sharing of different subjects, discussions related to college enrollment, exam preparation discussions etc. interactions seems to be frequently uploaded by the users. However, the frequency of videos sharing was less than the content links (sources) sharing among the users. Regarding the content sharing, the frequency of the problem discussion and individual opinion sharing was high than the frequency of content link sharing comparatively. There were 12.8% users seen less participating on content discussions and sharing information.

The survey had many limitations to evaluate the impact of users' activities on education and one of the major limitations was the sample differences. The samples were from different colleges, and from different faculties. Due to the samples related with different faculties, it was not possible to get the accurate finding of variables. The users participated in this survey were studying in cities which only reflect the cities only. Therefore, the research findings were not completely representative and could not be generalized. However, this survey study provides insights into student learning motivation and the benefits of social networking service if used in teaching and learning.

6.4 Summary of Findings

One of the important tasks of youths is to spend time on internet service. It is impossible to imagine life without internet service among the community of youths today. This has shown that to the certain extent of isolation of youths from the physical social relationship whereas by the means of virtual communication, it shows that it has become a strong medium in making a new relationship with unknown people. Issues have risen about SNSs causing as loss of time or spending time in creativity of youths, there are also disadvantages that social networking increased the likelihood of new risks to the self, these centering on a loss of privacy, bullying, harmful contacts and cyberbullying (Griffith, 2008). In the other hand, youths have accepted that it has become the most suitable medium in expressing personal feelings towards other people. In many schools/universities of developing and developed countries, there is the adequate management of e-learning for education. But in educational institutions of many developing areas, these kinds of educational facilities are not managed properly. Due to the first stage of developing awareness of using available educational materials from internet in most of the districts of Nepal, it hasn't been recognized sufficiently.

The behavior of using of SNS among youths has directly affected in the study through technology in their educational development. The behaviors of youths toward SNS has been motivating to establish the attitude of searching and finding, it has enhanced group discussion and shared study content among friendship/classmate circle and it makes them convenience to communicate online to offline. SNSs allow students to express themselves, communicate and collect profiles that highlight their talents and experiences (Preeti Srivastava, 2012). Moreover, SNS has helped to build social relations among different communities' youths in one network. For distance education need a venue to connect and actively engage with other members of the class, who they often have never met in person, and activities in distance education courses need to allow for students to apply their learning to authentic educational contexts. SNS has been seen as a resourceful venue to connect one another for social interaction, which has become a supportive tool for the learning environment.

Three of the factors, Availability of technology, Youths behavior toward social networking service and Impact of SNS on education had significant positive influences on youths to enhance learning environment, that was analyzed by the significant variable of research; Communication (H1), Sharing (H2) and Finding and Learning (H3). Among three significant independent variables, communication has the strongest influences on youth motivation to enhance learning environment. This implies that this factor is the most important one in interaction. Secondly the independent variables, sharing had also influencing the youths to share information regarding education; however only few youths were sharing educational content through popular SNS like Facebook. At the same time, such SNS those particularly constructed for educational purpose had more influences on sharing educational content. This implies that all popular SNS cannot be influential always on sharing educational content. Regarding

the dependent variables, finding and learning had influenced the learning environment of youth. The behavior of sharing, motivated on searching the relevant online and offline sources along with the content sharing has helped youths to receive online educational sources and information. This implies that the behavior of youths toward SNS has motivated for e-learning which has helped to reduce digital divide among the learners.

The conducted survey was designed carefully, however there were certain limitations while applying the survey design in practical. One of the limitations of the research was the lack of computer and Internet in institutions and the lack of teachers participation on SNS during interaction with learner. However, the survey motivated the youths to use SNS as an important component of e-learning. Similarly, this research provides insights for teachers who were interested to use SNS as part of their teaching and motivated to use SNS's unique features to take advantage on teaching.

CHAPTER 7

7. Conclusion and Discussion

7.1 Brief Description of Findings, Conclusion and Discussion of Research

(1) Nicole A. Buzetto examined about how Facebook can effectively work as a learning tool for students in universities, (2) another research of Nicole A. Buzetto was created containing 6 hypotheses about YouTube being an effective teaching and learning tool, since Youtube is the most popular video broadcasting SNS. (3) Louis Lam, researched 4 benefits of Facebook 'Interaction, Communication, Social relationships and Participation' in the statement "time and space bounded traditional classroom interaction, but the online social networking services are not bounded by the time and space constraints". These days, the impact of SNS is growing rapidly among most of the youths, and the boundaries of SNS usage is also expanding. These conditions are observed in detail in this research.

On the other hand, when we observe in detail the educational conditions of Nepalese youths then we find increasing number of schools and students while the education being substandard and unsatisfactory. There are different reasons for not having qualitative education and among them, the infrastructure of the educational institutes seems to be the main reason. The infrastructure of the educational institutes means building, library, science labs, and computer labs including modern teaching-learning facilities and so on. According to the theme of this research, under educational infrastructure, the inclusion of ICT in the education is given more emphasis. Due to the old conventional method of teaching and learning and lack of including modern technologies in education, Nepal is unable to deliver quality education. By focusing on these two subjects (quality education and SNS), SNS is analyzed as a significant component of e-learning methods. The research hypothetically predicts that SNS can enhance youths learning environment, which helps to include e-learning in education and reduce the digital divide.

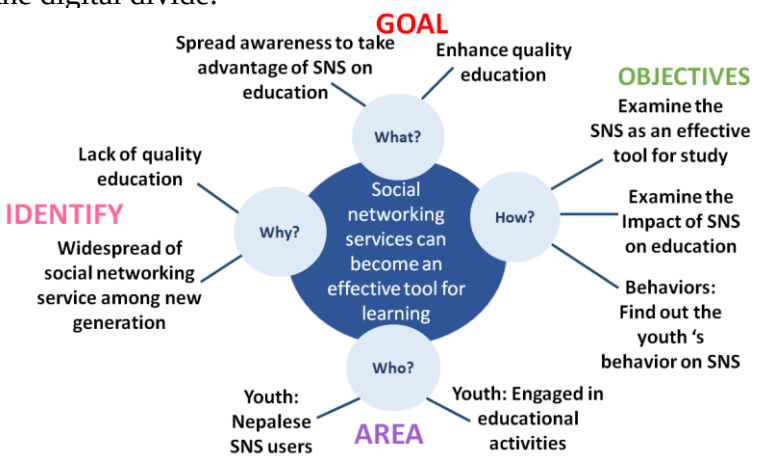


Figure 24 General Theme of Research

Concerning the education condition of youths from 15 to 24 studying at any educational level in Nepal, the survey area was divided into 3 areas. 1) Living abroad, those youths who are living in foreign countries for study purposes. 2) Urban area, those youths who are living in city area and 3) Rural area, those youth are living in rural area. After dividing research into 3 phases, the survey was operated in different periods of time. For data collection, long and short informal interviews by the question components such as; multiple choices, Likert scale and open questions were used. Along with the informal interviews, pilot area observation, secondary data analysis, youths SNS activities observation and analysis was conducted.

As the survey area was divided into three areas, for the first survey area (living abroad) the major cities of Japan: Tokyo, Saitama, Chiba, Nagoya and Gifu were selected and survey was conducted from December 2015 to April 2016. And 152 data were collected in those areas. For second survey area (urban), three main cities of Nepal; Kathmandu, Lalitpur and Rupandehi were selected and the survey was operated from December 2016 to January 2017. In the second survey (urban), 151 data were collected and analyzed. Similarly for the third survey area (rural), one of the rural areas of Nepal; Palpa district was selected and survey was operated in January 2017. In rural area, as the study was related to youths living in rural areas, preliminary data and information were studied in detail after selecting the pilot venue and then field study was conducted. In the third survey 123 data were collected after the survey was operated into two formats: i) informal interview by questionnaires and ii) SNS information diffusion workshop.

In this research three specific hypotheses were prepared and studied based on research'squestions and objectives.Three hypotheses based on youths behaviour while using SNS and its beneficial impacts on education are:

Hypothesis 1 (H1), Communication: SNS can build educational communication networks between youth learners which can help to enhance the educational environment among youths.

Hypothesis 2 (H2), Sharing: SNS can create educational information sharing environments among youth learners which can enhance the educational environment among youths.

Hypothesis 3 (H3), Finding &Learning: SNS can help to obtain educational information and learning materials which can create e-learning environment among youths.

All the collected data and information were analyzed by concerning above given three hypotheses of research. These hypotheses were studied and analyzed as significant variables of the research.

In this chapter, the research background has been presented in summarized form and the objectives of research are described according to the research findings. The conclusions of objectives are also explained here.

7.1.1 The Impact of Social Networking Service (SNS) on Youth's Daily Activities and on their Education

According to the findings, among total respondents, 95.5% are using the SNS and most of them are using more then one SNS profiles. Likewise, it was observed that the reasons behind spending maximum time on the internet was to use SNS. Among many networking services used by youths, Facebook is the most popular networking service. After Facebook, YouTube is the second most popular service among the youths seen during the observation. The case study of this research shows that Nepalese youths were using Facebook mostly for communication and interaction with their profile friends. Apart from these most popular SNS like Facebook, YouTude, Twitter, Nepalese networking services also seems to be used extensively. Rather using in a particular area, youths are using SNS in different areas and for various purposes. Recently, more Nepalese youths are involving in social and educational activities by creating different organisation profiles on Facebook and other networking services. Although Nepalese youths don't spend a long time on social networks at once, 45% of their total time of internet, they spent to check SNS profiles. By observing these facts, it was seen that SNS is effecting more on the daily lives of youths and spending time on SNS has become one of the important activities of their daily schedule.

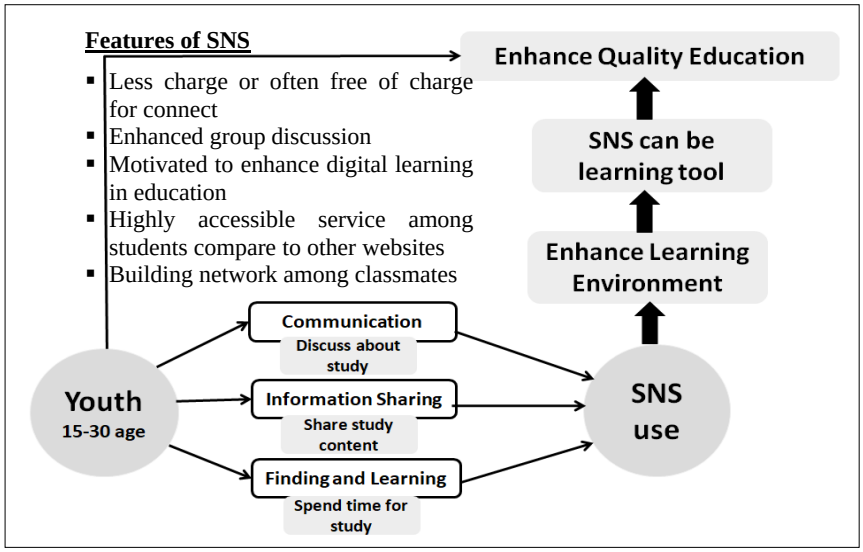


Figure 25 Probability of Analyzed Consequences

Among various activities done by using SNS, an educational activity seems to be one the significant activity of youths according to this research finding. Through Facebook 75% youths seem to have profile friends with their classmates and via Facebook, most friends were communicating online to offline with their classmates.Though youths shared less educational contents than any other social contents on SNS profile, they have accepted the beneficial featuresof SNSas it is also suitable for sharing educational contents. Some beneficial features of SNS are described here that were observed.

- Youths were easily effected positively by using SNS while they were using it for learning purpose.
- Youth were mostly connected with their classmate through SNS profile; it enlarged the boundary of group discussion in independent space from online to offline.
- Youths were finding and sharing different educational sources online which helped to create the source searching attitude and enhanced digital native learning with including technologies.
- Youths were influenced by the popularity of SNS through their friends and were motivated to use other educational web-services.
- Youth were connected with their classmates and other college students as well, which helped to share educational information.

However, inadequate ICT infrastructure particularly computer and internet was observed in the rural and urban survey area's educational institutions including from high school level to the undergraduate level.

Figure 26 Classrooms of Palpa District Survey Venue (Undergraduate level)

Due to insufficient ICT infrastructures, we can assume lack of digital native teaching and learning in the classroom. As a result, there were fewer interactions between teacher and student through SNS profiles. By the case studies findings, only 26 respondents out of 33 stated that they were connected with their teachers through SNS profiles. During the interview question; 'If you are connected with your professors on Facebook then have you ever asked any study matter and problem via Facebook chat room?', the findings shows that out of 33 subjects of case studies: never discussed study problem=9 person, yes often=2 persons, yes sometimes=20 person and others=2 person results was acquired. This findings shows despite lack of digital learning management in school; there was informal digital learning enhancement between students in some extent. Those youths studying in foreign countries and youths studying in cities were frequently active in educational activities through Facebook profile pages and other Nepalese student organizational profile pages.[28] Example can be seen in figure below, the learning activities by those youths who are studying in Japan.

[28] This student organizational profile had been observing to analyze the youth behavior for educational perspective.

Figure 27 Youth activities on Facebook Profile for Study Purpose

The trend of sharing educational information, content difficulties and learning discussion through particular profile shows that SNS is positively affecting on youths learning methods. Considering the present context of technological era, SNS have a certain kind of domination on people mostly in youths. SNS has become an important platform among youths for expressing feelings and personal interests, among which Facebook has established itself as most popular platform these days for fulfilling such purposes of youths. There are major influences of SNS in youths which have affected positively and negatively on social, moral, commercial and educational aspects of the youths. However, due to the widespread and generalization of SNS, youths are aware of negative aspects whereas they also have accepted that SNS is an important and supportive elements to motivate digital learning in education.

7.1.2 The Perception of Youths toward SNS between the Understanding and Behavioral Activities

To understand the thoughts and behaviors of youths towards SNS, among 426 (total respondents), the response frequency was 50, which was collected through open questions interview. The factor variance between the thought of youths and their behavioral activities are shown in the following figures.

Component 1: ‘Does the behavior of uploading and sharing information in SNS has helps to develop the searching attitude of youth or does it reduce the creativity of young people?’

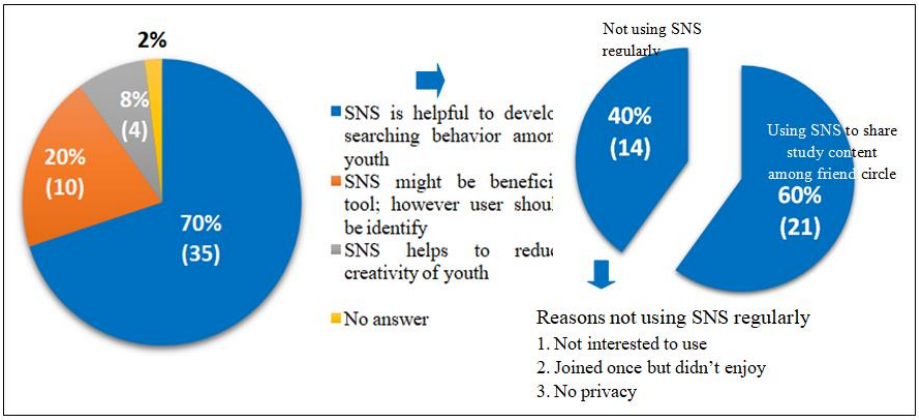


Figure 28 Contradiction Between the Thought and Behavior-1

Information sharing activities in SNS can develop the habit of searching resources had answered by 70% however while analyzed the study content sharing behavior of respondents, the variances between the factors were observed. Therefore, there seems to be a contradiction between youth's thought and activities toward SNS regarding educational content sharing in SNS profile.

Component 2: 'Does these popular internet services such as Facebook, Twitter, YouTube helps to develop the modern method in teaching and learning instead of traditional methods? Or it is totally no relevent with the study?

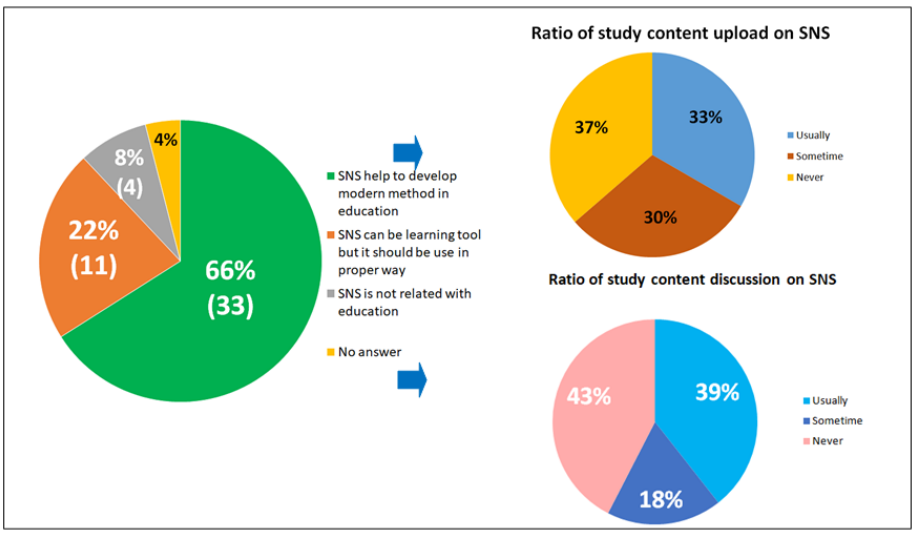


Figure 29 Contradiction between YouthsThought and Behavior-2

This component also analyzed by collecting 50 samples. Contradiction was seen in youth's thoughts and activities in this component as well. In the figure above, on the option-SNS is not relevant to the study was answered by 8% only and 4% didn't answer any options. However, in their activities regarding SNS is relevant for study purpose in terms of to share learning sources, where 37% answered not sharing any learning content in SNS and 43% answered not doing learning interaction and discussion in SNS

profile. By this analysis, there are factor variance between youths thought and behavioral activities in SNS platform. To some extent, youth have accepted the advantages and benefits of SNS for learning the purpose, however, they were less active to use SNS features in their education.

7.1.3. Conclusion findings of SNS's Advantages and Its Beneficial Features for Education

There were two specific objectives had formulated to conduct the third survey in a rural area after the analysis of secondary data regarding SNS usage of rural areas youths. The first specific objectives were i) to promote advantages and beneficial features of SNS for learning through information diffusion workshop and ii) to analysis the factor variances between the rural survey area and other two survey areas (living abroad and urban) to identify the variances before and after information diffusion. For these purposes, information diffusion workshop (workshop schedule set in Appendix 3) was conducted during the survey. The conclusions of findings are presented in the table and figure below.

Table 40 Conclusion of the Three Areas Factor Variances

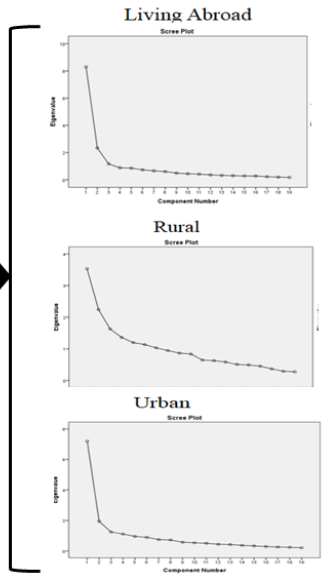
Component	Living Abroad *(n=152)*			**Rural** *(n=123)*			Urban *(n=151)*		
	Descriptive Statistics		**Communalities**	**Descriptive Statistics**		**Communalities**	**Descriptive Statistics**		**Communalities**
	Mean	Std. Deviation	Extraction	**Mean**	**Std. Deviation**	**Extraction**	Mean	Std. Deviation	Extraction
Communication H1	3.74	1.172	.565	**4.24**	**.803**	**.687**	4.04	1.074	.580
	3.32	1.248	.801	**3.80**	**.836**	**.661**	3.64	1.050	.635
	3.67	1.120	.658	**4.26**	**.722**	**.401**	3.94	1.126	.725
	3.36	1.142	.586	**3.80**	**.868**	**.622**	3.68	1.032	.570
Sharing H2	3.70	1.174	.688	**4.23**	**.699**	**.572**	4.08	1.003	.733
	3.42	1.165	.600	**3.63**	**.936**	**.507**	3.56	1.129	.638
	3.57	1.200	.685	**4.00**	**.701**	**.484**	3.69	1.054	.588
	3.40	1.169	.670	**3.58**	**1.094**	**.720**	3.62	1.101	.553
Finding & Learning H3	3.55	1.126	.606	**3.87**	**.799**	**.650**	3.59	1.024	.500
	3.27	1.196	.669	**3.28**	**1.238**	**.725**	3.18	1.246	.597
	3.30	1.173	.563	**3.62**	**1.004**	**.662**	3.52	1.101	.605
	3.36	1.100	.593	**3.49**	**.833**	**.606**	3.47	1.118	.619
Inappropriate for learning perspective	3.32	1.253	.406	**3.57**	**1.248**	**.730**	3.38	1.260	.450
	2.85	1.167	.589	**2.23**	**1.093**	**.616**	2.49	1.229	.560
	3.05	1.214	.565	**3.07**	**1.206**	**.658**	2.97	1.299	.614
	2.87	1.172	.704	**2.62**	**1.232**	**.696**	2.63	1.244	.735
	3.22	1.145	.570	**3.67**	**1.156**	**.819**	3.45	1.207	.687
	3.03	1.148	.617	**3.42**	**1.064**	**.636**	3.35	1.154	.494
	3.11	1.251	.667	**2.38**	**1.113**	**.674**	2.33	1.201	.614

High Frequency variation

Unchanging Frequency

Low Frequency variation

Low Frequency variation



Note: Comparative analysis of three survey areas variables

In the findings, the variance of factor variables was observed in high-frequency variation, unchanging frequency variation and low frequency variation respectively. Among three significant variables, **communication-H1** has the high-frequency variation, this implies that the youths were easily accepted through information diffusion, that the communication features of SNS could enhance learning environment among classmates and it enlarge the group discussion from online to offline within less or free of charge. The independent variable, **sharing-H2** was seen inan unchanging mode of variation after information diffusion analysis. Due to the information sharing is based on a practical action; the information diffusion had less influenced to change

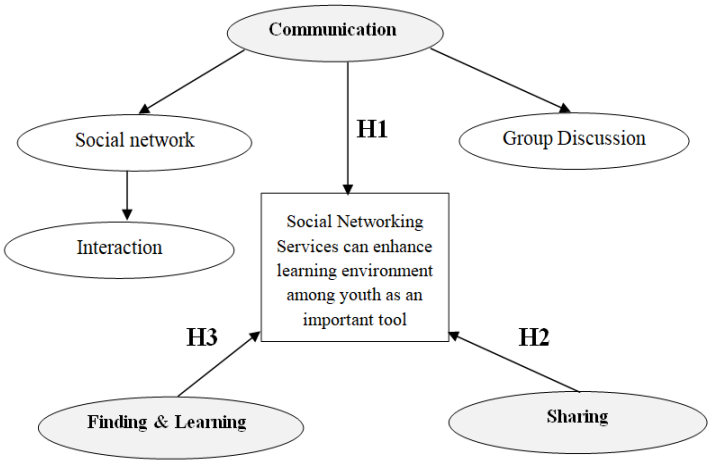
the thought of youths toward SNS. The dependent variables, finding and learning-H3 had low frequency variation after the analysis of information diffusion workshop. This implies that information diffusion had less influenced to change the thought of youths toward SNS advantages, however, it should be emphasized more in practical manner along with providing the information.

Regarding the components, **'SNS is inappropriate for study perspective as a learning tool'**the findings observed in low frequency variation after the analysis of information diffusion. In some components youths had unassertive point of views on SNS as a learning tool by the concern on cyber crime issues, social isolation from the society and privacy concern. However, youths acceptedthe unique and convenient features of SNS and at the same time they were doing various activities where educational activities are one of these activities.

7.1.4 Social Networking Service as a Learning Tool to Enhance Educational Environment

Research was conducted to examine or evaluate based on 3 hypothesesof the research. According to plan to operate the survey by two methods (corresponding to the framework) first plan; operating SNS information diffusion in the rural area and comparative analysis with other two areas. Second plan; observing the behavioral activities of youth in SNS, on the basis these methods the survey were operated. To examine the behavioral activities of youths, components of Likert Scale was used for some part. Similarly, Facebook educational profile was created and operated for the direct observation of youth responses. However, due to the problems in the infrastructure of the educational institutes of Nepal, there were difficulties to use SNS as formal learning tool. Therefore, SNS was observed and analyzed as an informal learning tool.

According to the findings of the research, along with the development of the habit of using SNS frequently by youths, youths were also using SNS daily for different reasons among which were communication, information sharing and information findings and learning. During communication, they seem to interact online to offline and group discussion with their classroom friends mostly. From these actions, the trend of doing educational activities is growing. Therefore, because social networks are established as very suitable and highly reachable to youths, using behavior of SNS seem to expand the educational environment of Nepalese youths. And along with an increase in the frequent use of SNS, development in information search behavior in youth was observed.



	S Disagree	Disagree	Neutral	Agree	S Agree
Communication Frequency	4.3	7.3	23.2	40.5	24.6
Sharing Frequency	4.8	9.6	28.3	33.3	21.5
Finding and Learning Frequency	6.0	9.7	30.5	37.9	16.0

Figure 30 Conclusion of 3 Hypothesis Behaviours to Enhance Learning Environment of Youth

Three of the factors, availability of technology, youths behavior toward social networking service and Impact of SNS on education had significant positive influences on youths to enhance the learning environment, that was analyzed by the significant variable of research; Communication (H1), Sharing (H2) and Finding and Learning (H3). Among three significant independent variables, communication has the strongest influences on youths motivation to enhance the learning environment. This implies that this factor is the most important one in interaction. Secondly the independent variable, sharing was also influencing the youths to share information regarding education; however, only few youths were sharing educational content through popular SNS like Facebook. At the same time, such SNS those particularly constructed for the educational purpose had more influences on sharing educational content. This implies that all popular SNS cannot be influential always on sharing educational content. Regarding the dependent variables, finding and learning had influenced the learning environment of youth. The behavior of sharing, motivated on searching the relevant online and offline sources along with the content sharing has helped youths to receive online educational sources and information. This implies the behavior of youths toward SNS has motivated for e-learning that helped to reduce digital divide among the learners.

This research wasn't confirmed about SNS being a formal study tool in the classroom due to the various factors such as; generation gap between teacher and students in terms of technology using the lack of appropriate infrastructure in the classroom regarding technology and lack of motivation factor to use SNS for students. However, the findings of the study observed that SNS can be a significant learning tool in an informal way, but appropriate guideline and motivation should be needed.

The research had certain limitations while applying the survey design in practical. One of the limitations of the research was the lack of computer and Internet in the institutions and the less teachers' participation on SNS or using of technologies. This caused SNS as an informal tool. However, the survey motivated the youths to use SNS as an important component of e-learning. Similarly, this research provides insights for teachers who are interested to use SNS as a part of their teaching and this research also motivated to use SNS's unique features to take advantage on teaching and learning process that could help to include e-learning method and eradicate digital divide in education.

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Appendix 1

An individual survey for analyzing social networking service (SNS) for education

Questionnaire Number…....… Date: 20...../..…/….....
Time:.....

Research survey by Ms. Thapa Sakhila (Graduate school student at Toyo University, Japan),**sakirahkt_t@yahoo.com**

This questionnaire basically focuses on the Nepalese citizen who are living in Japan for study and other purposes of age group between 15 to 25 (age are flexible for those who are studying in any academic institution). The questionnaire survey being conducted to know your perception toward social networking services (SNS), behavioral intention to use of SNS and to analyze its effectiveness in your education as well as your daily routine. It is assured you that any collected data and information will be confidential and will be used only for related research purpose.

General

Interviewer……..……Interviewee…….....

Temporary Address: Country, City……...……..

Permanent Address: Country, City/VDC, Area……..

Name of Work Place/School/ College/Institution…….....…..……

A. General Information

Please circle (O) the appropriate answer to individual and fill in the blanks.

1	**Gender:** a) Male b) Female	**Marital Status:** a) Single b) Married
2	**Age:** a) 15-20 b) 21-25 c) 26-30 d) Other	
3	**Occupation:** a) Worker b) Student c) Business man c) Other.....	
4	Living in Japan from: a) less than 6 months b) Less than 1 year c) 1 year d) Other.....year	
5	Purpose to living in Japan: a) Visit b) Study c) Work d) Other	
6	If you are studying, than institute is a) Japanese Language Institute b) Vocational training school b) University c) Other	
7	Level of your qualification: a) SLC complete b) High School c) Under graduate d) Master degree e) PhD f) Japanese Language Institute g) Vocational training school h) Other.....	
8	Major subject of your study/work: a) Science b) Sociology c) Business & Economy d) Law e) Medical f) IT g) Engineering h) Other.....	
9	How many hour you spending your time in a day for study (included college hour)? a) 5-7 hour b) 8-9 hour c) 10-15 d) More than 15	
10	Do you have enough time for study? If not enough than choose the option (you can choose more than one)	

	a) Enough b) Not enough because ☐ Engaged in part time job Engaged with friends ☐ ☐ Engaged with social networking sites ☐ Engaged to visit different places ☐ Other.....
11	Which technological equipment do you have your own? a) Personal Computer b) Laptop c) Tablet d) IPad e) Smart Phone f) Electric Dictionary g) Other..... You can select more than one
12	How many technological devices do you have on your own? a) 1-2 b) 3-5 c) 5-7 d) More than 7
13	Have you ever learned any computer course training? If yes, which computer course have you taken? a) No b) Yes ☐ 3 month basic course ☐ 6 month advance basic course ☐ Hardware course ☐ Other special programcourse ☐ Other .....course
14	Do (Did) you have computer course in your school/college? If you learned/are learning than please write the course name. a) No b) Yes ..... course
15	Is in your school/college have available the facility of computer and internet lab? If available than choose the option. a) Not available b) Available ☐ Computer & Internet ☐ Only Computer ☐ Few computer ☐ One student one computer
16	Is internet available in your apartment/house? If available, choose the option. a) No b) Yes ☐ Normal internet ☐ Wi-Fi ☐ Other.....
17	How many hour have you spending with internet in a day (day-24 hour)? a) Less than hour b) 1hour - 3 hour c) 4 hour to 6 hour d) 7 hour to 10 hour e) More than 10 ..... hour
18	How do you spend a time with internet? You can select more than one a) Watching movies and song b) Playing games c) News update d) Study purpose e) Checking personal profile f) Other.....
19	Are you using any social networking service (SNS) like Facebook, Tweeter, and YouTube? If you are using SNS, on which site are you checking most of your time? (You can select more than one) a) Not using b) Yes ☐ Facebook ☐ Twitter ☐ YouTube ☐ Google ☐ Pinterest ☐ Instagram ☐ MySpace ☐ Other.....
20	If your answer to the above question **Not using,** choose the reason why? (you can choose more than one) a) I don't know what a social networking service is b) b) I am not interested in joining SNSc) I joined once but I didn't enjoy it d) It is against my culture e) No privacy f) Other.....
21	How do you use these networking services? (you can choose more than one) a) Personal Computer b) Laptop c) Tablet d) IPad e) Smart Phone g) Other.....
22	How many profiles do you have in networking service such as Facebook, Twitter etc.? a) No I don't have b) 1 c) 2 d) More than 2.....
23	If you do not have any profile than why? Please answer the reason. a) Don't like to use b) Don't know how to use c) Not interest d) Privacy concern

	e) Security concern f) Other.....
24	If you have a profile how many friends you have in your profile? a) No friend b) 10-50 c) 51- 100 d) 101-200 e) 201-300 f) More than 300 .....
25	How do you spend time with a profile in social sites? (you can choose more than one) a) Stay in touch with friends b) Make a new friends c) As a forum to express my opinions and views d) Share photos, music, videos or other work e) For professional activities (job networking) f) Participate in special interest groups g) Communicate with classmates about course-related topics h) Other.....
26	How often do you change your profile of networking site? a) Never b) Once a year c) Once a quarter d) Monthly e) Weekly f) Several times a week g) Daily
27	How many groups do you actively participate of all the social networking websites you use? a) 1-5 b) 6-10 c) 11-20 d) 21-30 e) 31-40 f) 41-50 g) More than 50
28	Besides communication networking, are you using any other resourceful sites for study references? a) Yes, it is necessary for study b) No, not necessary to use

B.This section is related to the useful of social networking services such as Facebook, Twitter, and YouTube etc. In this part some of questions mention that SNS means of Social networking service and also mention Facebook as an example of SNS. Please scale your agreement according to the **following scale.**

Option:

1	**2**	**3**	**4**	**5**
Strongly Disagree	Disagree	Neutral/Undecided	Agree	Strongly Agree

S.N	**Please circle the appropriate number for your best option**	**Strongly Disagree** →				**Strongly Agree**
	Example: Social network are essential for daily life routine	*1*	*2*	*3*	*4*	*5*
1	Social Networking Service (Facebook) is an easy way to communicate with classroom friends.	1	2	3	4	5
2	Social Networking Service like Facebook helps to build/strengthen interpersonal relationships among classroom friends.	1	2	3	4	5
3	Social networking service like Facebook enhances group discussions among classmates.	1	2	3	4	5
4	Social networking service (Facebook) is an appropriate way to share the information among friendship circle	1	2	3	4	5
5	Social networking service (Facebook) help us to express our problem/opinion and individual feeling between social relationship	1	2	3	4	5
6	SNS is a good way to get different view of different	1	2	3	4	5

	people in same subject contents					
7	From social networking sites (Facebook) we unconsciously update by information and news	1	2	3	4	5
8	We easily can share/upload our opinion through SNS (Facebook)	1	2	3	4	5
9	Social networking service like Facebook helps to build/strengthen a sense of community within a learning environment	1	2	3	4	5
10	SNS (Facebook) is an useful tool than other traditional educational tools for education	1	2	3	4	5
11	SNS (Facebook) can be more effective service and it has a potential of accessibility than other resourceful services	1	2	3	4	5
12	Social networking service (Facebook) is an appropriate way SNS is an appropriate way to make study discussion among classmate in anytime (before and after college)	1	2	3	4	5
13	SNS (Facebook) help to provide the source for solution in the classroom discussion among classroom	1	2	3	4	5
14	I would like my teachers/instructors to put the study material in SNS (Facebook) page	1	2	3	4	5
15	Not safety service at all in the privacy point of view	1	2	3	4	5
16	SNS (Facebook) is an appropriate way for entertainment or fun only	1	2	3	4	5
17	I am using these SNSs (Facebook) to fill my leisure time	1	2	3	4	5
18	There are no specific benefits that make SNS like Facebook a better forum of group discussion for study purpose	1	2	3	4	5
19	SNS (Facebook) helps to spread unnecessary rumors rather than facts	1	2	3	4	5
20	Social Networking Sites (Facebook) helps to increase social and immoral crime among the real society	1	2	3	4	5
21	SNS like Facebook is not an appropriate environment for learning	1	2	3	4	5

C. This questionnaire aims to know your recent education environment and your intention to use of such SNS like Facebook. Facebook is mentioned as an example of SNS. Please scale your agreement according to the following scale.

S.N	*Example*		*Strongly* ←	*Some what*	*Neutral*	*Some what*	*Strongly* →	
1	*Somewhat **bad***	*Good*	*1*	*2*	*3*	*4*	*5*	*Bad*
2	*Strongly **effective***	*Effective*	*1*	*2*	*3*	*4*	*5*	*Ineffective*

SN	**Question**	**Evaluation Scale**						
1	Are you satisfying with your	Satisfy	1	2	3	4	5	Dissatisfy

	qualification which you have?							
2	Does your classroom activities method are satisfying to you?	Satisfy	1	2	3	4	5	Dissatisfy
3	How comfortable do you feel with your study environment?	Comfortable	1	2	3	4	5	Uncomfortable
4	Is your major subject is exactly the one which you really want to learn?	Desirable	1	2	3	4	5	Alternative
5	Does your school /collage/ institution's infrastructure are adequate for you satisfaction	Adequate	1	2	3	4	5	Inadequate
6	Does your instructor/teacher/professor using any SNS as study tool?	Usually	1	2	3	4	5	Never
7	Does your instructor/teacher/professor sharing some study content in SNS profile (Facebook)?	Usually	1	2	3	4	5	Never
8	How often you response (comment/like) to other uploaded contents in SNS (Facebook)	Usually	1	2	3	4	5	Never
9	Is your response (comment/like) are real or just for continue to keep your relationship with your friend?	Genuine	1	2	3	4	5	Deceptive/ Mock
10	Are you sharing your personal Photos, Video and status?	Usually	1	2	3	4	5	Never
11	How much you can believe the information which is sharing in SNS (Facebook)?	Authentic	1	2	3	4	5	Doubtful
12	Such response (comment or likes) of your uploaded information can effect to your emotional, educational, professional and relational life?	Usually	1	2	3	4	5	Never
13	Have you ever uploaded some study content on your SNS (Facebook) profile?	Usually	1	2	3	4	5	Never
14	How often have you discussed your study content, problem, homework in a week with your class friends in SNS (particularly in the using one Facebook)?	Usually	1	2	3	4	5	Never
15	How you feel that SNS (Facebook) can be an effective way to discuss your subject matter within your friendship circle?	Effective	1	2	3	4	5	Ineffective
16	How you assume that SNS like Facebook should be use as an education tool?	Significant	1	2	3	4	5	Unnecessary
17	Do you agree that communication network like Facebook, twitter can be more effective tool for education than other resourceful sites?	Effective	1	2	3	4	5	Ineffective

D. Please read the passage and give your own point of view freely. You can write in English language and Nepali language too.

In Nepal the prevalence of internet users are increasing rapidly, specially such social communication network like Facebook, Tweeter, YouTube have become more popular among Nepalese society. Mostly the young generations are connected with social networking services to do different purposes such as personal, professional, educational and relational etc. Somehow the government of Nepal has been concerning to include the Information Communication Technology (ICT) education in school curriculum. Thus not only in school education but so many private institution are also providing different courses of computer (software courses/hardware). However the young generation in Nepal is fascinating toward these internet services as much as for entertainment and fun rather than the other beneficial work. Though beside of entertainment such SNShas helped to enhance educational environment in this technological era. Today education has become more easy and accessible to those who are getting benefits from such kind of social networking services.

1. The attitude of uploading and sharing information/contents in SNS (Facebook) helps to develop the searching attitude of youth? Or it can reduce the creativeness of young people?

2. Does these increased SNS user ratio help to build up the relation between the society or it destroy the relation from real society?

3. Does these popular internet services like Facebook, Tweeter and YouTube helps to develop the modern method in education instead of traditional way of study? Or it is totally unrelated with study?

Appendix 2

Questionnaire for case study about social networking analysis: To understand the relationship between SNS's friends

Case study by Thapa Sakhila (Student of Graduate School of RDS, Toyo University, Japan), sakirahkt_t@yahoo.com. This informal questionnaire basically being implemented to know your SNS's activities and find out the general relationship between friendship on SNS profile specially taking an example for Facebook. It is assured you that any collected information particularly respondent's name will be confidential and information will be used only for related research purpose.

Please write your name: Gender:

Name of College/University: Level of Qualification:

District and name of your place (Area/Tole/VDC):

1. Most of your friends in Facebook profile are..... (You can choose more than one option)
    a. Classmates
    b. Around community
    c. Relatives
    d. Family members
    e. Unknown friends
    f. Other……..
2. How did you know to make a profile in Facebook?
    a. By school's friends or classmate
    b. By relatives
    c. By community's friends
    d. By best friend
    e. By family member
    f. By teacher
    g. Other……..
3. Please write, how many friends do you have in your Facebook profile?
    a. …….
4. Mostly in which place do you use your Facebook profile? (You can choose more than one option)
    a. College/University
    b. Home
    c. Cyber Cafe/Net Café
    d. Any open space
    e. Other……..
5. Why do you use Facebook usually? (You can choose more than one option)
    a. Communication (Chatting/Calling)
    b. Sharing Information

c. Make a new friend
d. Adopt information and news
e. To promote any business activities
f. Other……..

6. With whom do you interact most frequently through Facebook profile? (You can choose more than one option)
    a. Best friend
    b. Classmates
    c. Community friends
    d. Relatives
    e. Family members
    f. Unknown friends
    g. Other……..
7. Usually for what reason are you using your Facebook in terms of communication? (You can choose more than one option)
    a. For casual chat with friends
    b. To discuss study problem with classmate
    c. To give an information to your friends
    d. To get an information from your friends
    e. Other…….
8. Basically, what do you do in your Facebook wall (page)? (You can choose more than one option)
    a. Checking information/news
    b. Checking other uploaded photo/video/status
    c. Uploading photo and video
    d. Sharing own activities
    e. Sharing information/news
    f. Sharing own classroom activities
    g. Sharing subject difficulties
    h. Sharing subject related sources (references)
    i. Other…….
9. Usually in what content do you talk with your classmate and friends via Facebook?
    a. Study related topic
    b. Non study related topic
    c. Other…….
10. What means of communication makes you comfortable to talk about your course with classmate and friends? (You can choose more than one option)
    a. Telephone/Cell phone
    b. Facebook chatting box
    c. Email (Yahoo mail/Gmail/Hotmail etc.)
    d. Viber/Line/Emo or other chatting application
    e. Other…….

11. Do you check your Facebook profile in classroom?
    a. Yes
    b. No
    c. Other…….
12. How do you contact your college instructor before/after college time or during holiday period? (You can choose more than one option)
    a. Never contact besides college time
    b. Telephone/Cell phone
    c. Facebook or other SNS profile
    d. E-mail (Yahoo mail/Gmail/Hotmail etc.)
    e. Viber/Line/Emo or other chatting application
    f. Other…….
13. How do you submit your project/homework/report etc. to your instructor (teacher/professor). You can choose more than one option.
    a. Direct contact (face-to-face)
    b. E-mail (Yahoo/Gmail/Hotmail etc.)
    c. Facebook Chat room
    d. Other…….
14. Are you connected with all your classmate in Facebook or some close friends only?
    a. All classmate
    b. Only close friends
    c. Other…….
15. Please write in order below option concerning your most commonly contact basis via Facebook. (You can write order number in 'other' option as your priority)
    1. Best friend
    2. Classmates
    3. Community friends
    4. Relatives
    5. Family members
    6. Unknown friends
    7. Friend of friend
    8. Other……
16. Do you know how many instructors (lecturer/professor) of your college have profile in Facebook or in other SNS?
    a. I don’t know
    b. Almost all
    c. More than half out of total instructors
    d. About half out of total instructors
    e. Less than half out of total instructors
    f. Only few
    g. Other…….

17. Are you connected with any of your instructor (Lecturer/professor) in Facebook profile?
    a. Yes
    b. No
    c. Other……..
18. If you are connected with your professor in Facebook than have you ever communicate via Facebook chat room?
    a. No, Never
    b. Yes, Often
    c. Yes, Sometime
    d. Other……..
19. If you are connected with your professor in Facebook than have you ever ask any study problem via Facebook chat room or by any other SNS?
    a. No, Never
    b. Yes, Often
    c. Yes, Sometime
    d. Other……..

Appendix 3

Sheet 1

Workshop of Social networking service (SNS) information research survey

Date: 2016-12-20/21 Time:

Venue: **Tribhuvan Multiple Science Campus**

Facilitator Name:**Munesh Ratna Gubhaju (Professor of Science faculty)**

Faculty: **Science** Year: Student number:

First Section: Brief introduction of Researcher personal identity, affiliation, and objective to conducting survey.

Second Section: Oral Presentation

1. Social Networking Service Introduction, Meaning and Definition.
2. Social networking service features: Advantages vs. Disadvantage, Authenticity, Reliability and discussed about Negative influence.
3. SNS Useful tool for Education (SNS benefits on Education)

Third Section: Questionnaire fill-up

Fourth Section: Question and Answer (Q&A)

Sheet 2

Workshop of Social networking service (SNS) information research survey

Date: 2016-12-20/21 Time: 11.50a.m.

Venue: **Palpa Awashiya Higher Secondary School**

Facilitator Name: **Munesh Ratna Gubhaju**

Major Subject: **Science & Management mixed** Year: Student number:

First Section: Brief introduction of Researcher personal identity, affiliation, and objective to conducting survey.

Second Section: Oral Presentation

1. Social Networking Service Introduction, Meaning and Definition.
2. Social networking service features: Advantages vs. Disadvantage, Authenticity, Reliability and discussed about Negative influence.
3. SNS Useful tool for Education (SNS benefits on Education)

Third Section: Questionnaire fill-up

Fourth Section: Question and Answer (Q&A)