



## The usage of social networks by university students

(A survey of Facebook use patterns among young people)

Diana Santos<sup>1</sup> – Martin Čuta<sup>2</sup>

<sup>1</sup> Department of Biology, Faculty of Science, University of Porto, Porto, Portugal, e-mail: 440812@mail.muni.cz

<sup>2</sup> Department of Anthropology, Faculty of Science, Masaryk University, Viniřská 5, 603 00 Brno, e-mail: cuta@sci.muni.cz

Received 8<sup>th</sup> of January 2015; accepted 11<sup>th</sup> of May 2015

### VYUŽITÍ SOCIÁLNÍCH SÍTÍ UNIVERZITNÍMI STUDENTY

(JAK MLADÍ LIDÉ POUŽÍVAJÍ FACEBOOK)

**ABSTRAKT** Internetové sociální sítě (Facebook, MySpace, LinkedIn, Twitter, ...) se staly skutečně významným jevem mezilidské komunikace a mají výrazný vliv na to, jakým způsobem mezi sebou lidé udržují spojení. V současnosti užívají sociální sítě milióny mladých lidí. Mezi nejaktivnější uživatele patří mládež ve věku 13-19 let. Z recentních studií vyplývá, že mládež tráví značnou část dne interakcemi na sociálních médiích a je třeba hledat fundované odpovědi na palčivou otázku vlivu sociálních sítí na vývoj mladých lidí. Jen málo je známo o základních údajích – v jaké míře, proč a jak mládež tyto sítě využívá. V rámci této studie se 561 univerzitních studentů různých národností zúčastnilo průzkumu, který pomáhá osvětlit aktivity mladých lidí v těchto internetových komunitách. Naše zjištění naznačují, že aktivní působení na sociálních sítích je pro tuto novou generaci zcela typické a že Facebook je nejčastěji využíván k udržení kontaktu, udržení se ve středu dění. Dále byl zjištěn silný vztah mezi užíváním Facebooku a závislostí na udržení sociálního kapitálu.

**KLÍČOVÁ SLOVA** Sociální sítě; Facebook; univerzitní studenti; online průzkum; mladí dospělí

**ABSTRACT** Online social networks (Facebook, MySpace, LinkedIn, Twitter, ...) have become truly significant new phenomena in human communication and interaction patterns and may have a profound impact in the way people communicate and connect with each other. Millions of contemporary young adults use social networking sites. Teenagers are among the most prolific users of social network sites (SNS). Emerging studies find that youth spend a considerable amount of time in their daily life interacting through social media. Subsequently, questions and controversies emerge about the effects SNS have on adolescent development. Little is known about how much, why, and how they use these sites. In this study, 561 university students of different nationalities completed a survey that helps clarify these questions that surround youth participation in these online communities. Our findings suggest that social networks are the *modus operandi* of the new generation and that Facebook is mostly used to keep up to date. In addition, a strong connection was found between Facebook use and the addiction to maintaining social capital.

**KEY WORDS** Social networks; Facebook; university students; online survey; young adults

### INTRODUCTION

The growth and public popularity of web applications have created a new world of collaboration and communication. More than a billion individuals around the world are connected. Facebook, MySpace, LinkedIn, Instagram, Twitter, Friendster, Live Journal and other similar online social networking sites (SNS) provide online spaces where individuals

can create a profile and connect that profile to others thus creating a personal network (Cheung – Lee 2010, 24-30). From all the SNS, Facebook was chosen in this study. Worldwide, there are over 1.35 billion monthly active Facebook users and 864 million people log onto Facebook daily (Noyes 2014, Boyd 2007, 119-142). Therefore, we believe that Facebook is appropriate for the current study as it is the most popular online social networking site among university stu-

dents (Cheung et al. 2011, 1337-1343). In this social network, privacy settings can be used to control access to personal profiles, in such a way that only designated friends and users within shared networks can be provided access to profiles. For those users that do not employ privacy settings, however, profiles are accessible to any Facebook member. Once a member, users can search for friends (these can be actual friends, acquaintances or even strangers) on Facebook, and add them to their "friends list". Users can also upload photos, describe interests, work, education, history, relationships, personal stories, schedules and more. Users can interact with one another. Each Facebook profile has an email inbox, where other users can contact them and choose to send them a message. These messages appear on the profile page. In addition, profiles include recent activities, and a "wall" where other users can post messages and attach links to other sites, videos, or photos. Groups can be created on Facebook, and users may be invited to join. Overall, the system provides many means for communicating with others (Nosko et al. 2010, 406-418). Therefore, every 60 seconds on Facebook: 510 comments are posted, 293,000 statuses are updated, and 136,000 photos are uploaded (Noyes 2014).

Participation and continuance in online social networks represents a new social phenomenon that depends largely on the interactions with other users in a personal network. Thus, understanding why students use online social networking sites is crucial for the academic community, as this new communication platform creates an online social space where university students can build and maintain social capital with others. The study described here explores several issues related to faculty and student acceptance and use of one such SNS: the community-building resource called Facebook. The purpose of this study was to provide descriptive information about the use of social networking sites by university students. For this purpose, crucial questions were made to understand why university students use these sites, how they interact on these sites, how much time they spend on them, and most of all, what they actually think about these sites.

## THEORETICAL BACKGROUND

### Development considerations and Internet use

The Internet is defined as the worldwide interconnection of individual networks operated by government, industry, academia, and private parties. Originally the Internet served to interconnect laboratories engaged in government research, and since 1994 it has been expanded to serve millions of users and a multitude of purposes in all parts of the world. In a matter of very few years, the Internet consolidated itself as a very powerful platform that has changed forever the way we communicate. The Internet, as no other communication medium, has given "globalized" dimension to the world. Internet has become the universal source of information for millions of people, at home, at school, and at work.

Internet use among young adults has grown exponentially in the last 10 years (Becker 2000, 44-75) and the ever-increasing use of the Internet has a salient impact of information technology on students' lives (Wang 2001, 919-938, Jones 2002). Students are heavy users of the Internet compared to the general population. Use of the Internet is a part of college and university students' daily routine, in part because they have grown up with computers (Jones 2002). The internet use provides an important backdrop for the social, emotional, and cognitive development of youth, accounting for a large part of their time. One type of online application that has grown rapidly in prevalence and popularity in recent years is social networking on the Internet (Rideout – Roberts 2010).

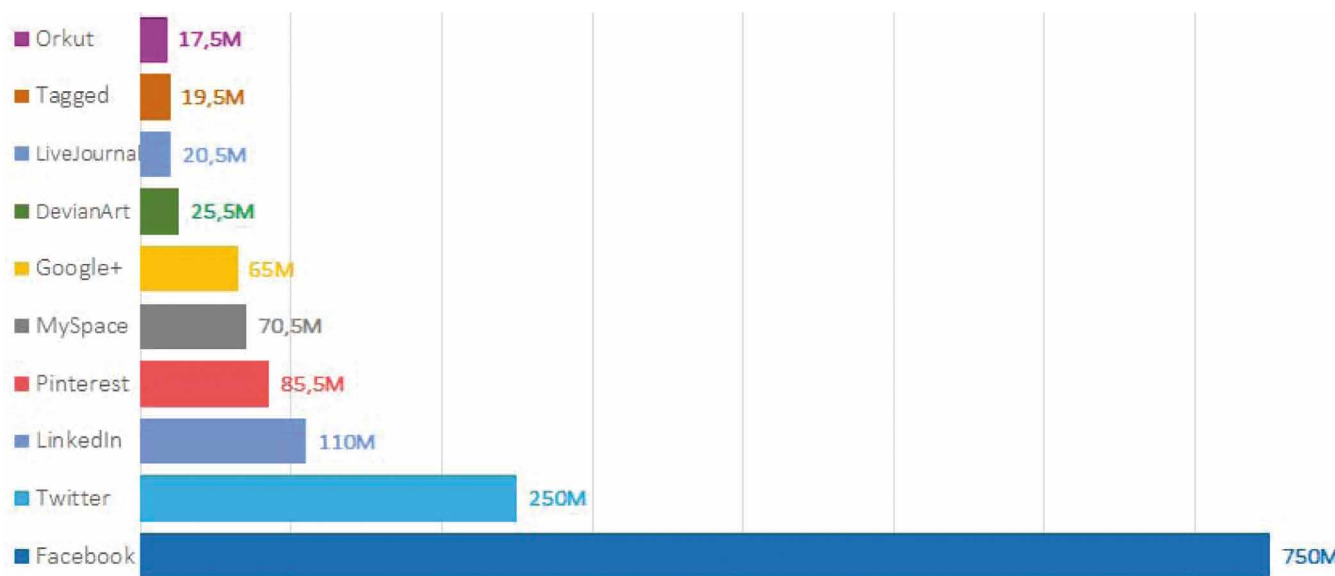
Increasing day by day, college and university students are using the Internet as the most powerful resource when communicating with each other (Kandell 2009, D'Esposito – Gardner 1999, 456-461). Thus social networking sites have captured the interest of many adolescents and young adults. Spending time on SNS appears to be part of most young adults' daily activities. Like personal websites and instant messaging, social networking sites provide an easy, accessible way to interact with peers and gather feedback. These opportunities may be particularly significant since peers are readily available online at almost any time, and the tools provided make communication easy to accomplish.

### Why young adults use social networking sites

Keeping up to date is the most important reason. Surveys of college students and young adults with social networking site memberships reveal that youth primarily use these sites to stay in touch with friends they see often and those whom they rarely see (Lenhart 2007, Wiley – Sisson 2006). In addition, about a half of teens use social networking sites to make new friends (Lenhart 2007) and about a half of college students use them to let others "know about me" (Wiley – Sisson 2006). Social networking sites are designed to foster social interaction in a virtual environment. In general, communication is facilitated through information posted in the profile (i.e., the user's personal page), which often includes a photograph of the member and personal information describing his/her interests, both of which provide information about one's identity. Such interactions can potentially address many concerns of adolescence and emerging adulthood, such as the need for friendship and peer feedback (Pempek et al. 2009, 227-238).

### How youth use social networking sites

Limited research is available about how college students and young adults interact on social networking sites. Online sites are often considered innovative and different from traditional media such as television, film, and radio because they allow direct interaction with others. When a college student becomes a member of a site like Facebook they first create a personal profile. These profiles display information such as one's name, relationship status, occupation, photos, videos,



Graph 1. 2013 Top 10 popular social networks that show which social media platforms get the most number of visits every month, on a scale of millions.

religion, ethnicity, and personal interests. SNS facilitate interaction with others and feedback from others, as well as input from the user in creating a profile. However, they also make it easy for users to lurk while looking at others' content. In this study, the interest was how users socially interact specifically on Facebook.

A recent study by Pempek, Yermolayeva & Calvert in 2009 revealed that regardless of how busy college students are and whether they have the time to engage in public life or not, there are huge structural and social barriers to them doing so. Therefore, a social network such as Facebook in particular, was a part of their daily life and many other studies have reached similar conclusions.

### Study purpose and research questions

The study reported here was designed to gather preliminary evidence of the current adoption of SNS's such as Facebook by students. The study proposed the following questions:

- Q1. How much time students spend on average in social networks;
- Q2. How and what they think about social networks;
- Q3. What importance Facebook friends have for these young adults;
- Q4. What the college students' perspective is about the negative factors associated with these sites;
- Q5. If students believe that relationships can be formed through social networks;
- Q6. What proportion of students consider SNS's an addiction;

### RESEARCH METHOD

Facebook, an online social networking site (<http://facebook.com>), was used in this study to examine how university students interact on these sites, how much time they spend on them and students point of view in relation to SNS. In 2009, Facebook surpassed its competitor MySpace, which had a longer history than Facebook, and has become the most popular online social network and because of it, it's a good example of SNS for the new generation online, which is highly interactive.

### Sample profile

To fulfill the goals of this project, a web-based survey was conducted during November 2014 to a large group of university students of different nationalities. The cultural and geographical distinctiveness of our participants ensured a survey of a diverse and representative population of university students. Only students who had a Facebook account participated in this study. Data was collected from university students because research suggests that they form suitable samples for studies involving SNS's because they tend to be frequent users (Lenhart 2007, Wiley – Sisson 2006). The participation was voluntary and anonymous and the assessments typically lasted 3-5 minutes. All participants had a Facebook account and a total of 561 useful online questionnaires were collected in this study. Participants were composed of 164 males (29,3%) and 397 females (70,7%) with an average age of 22.

### Data collection

A web-based survey composed of 24 questions was made in

three different languages: Portuguese, English and Czech. Questionnaires were posted on Facebook to make sure that only students who had an account on Facebook could respond. The questionnaire was put in English in two groups of students on Erasmus Facebook, each with 1000 members; the questionnaire in Portuguese was put into several groups of Portuguese faculties; and finally, the questionnaire in Czech, was posted in a group at a university in the Czech Republic: Masaryk University, a group that has more than 6700 members. When the URL of the questionnaire was posted in these groups, the students were told that this study was being performed and that its conclusions would be drawn from the collected responses.

### Enquiries

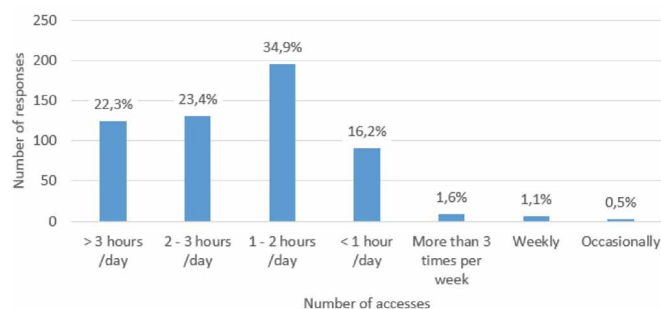
In the online survey, we firstly collected demographic information (age, sex and nationality). The questions that followed were collected to understand how much time (measured in hours) the participants spend on average in social networks and how students use their personal network page, i.e. 1) if they add people whom they don't know on to their social networks, 2) if students define in the privacy options about who can access their profile, 3) if they share videos, pictures or comments that they would be embarrassed if their parents or a teacher saw them and 4) if they have held meetings with virtual friends. These questions were asked basically to know 5) for what purpose social networks are used by college students and 6) where they access social networks and 7) if college students access social networks during classes. Finally, questions were made to understand what the general opinion about social networks is and 8) if students think that social networking can bring positive changes in school education methods and 9) if they think students have the knowledge of how much time they spend on social networks and 10) if too much importance is given to SNS, 11) if our lives would be better without the social networks and 12) if concrete relationships can be formed through social networks, and 13) which negative factors students see in social networking.

### DATA ANALYSIS

In all, the study included 561 replies, none of which was discarded. All the questionnaires were considered as to be able to submit the inquiry, all the replies had to be given, therefore, all answers were analysed. Since the objective of the study is to analyze young adults in relation to social networks in a general way we performed an invariable analysis, i.e., from the information contained in the questionnaires.

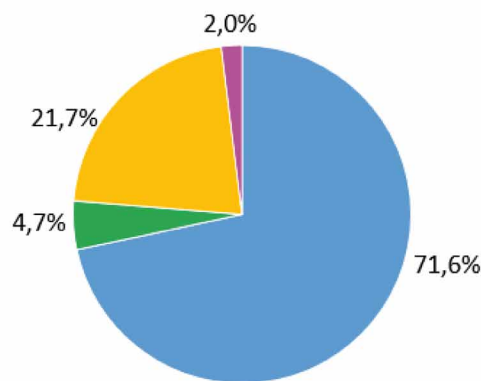
The first questions were related to demographic data: gender, age and nationality were inquired about. Regarding gender of the enquired, 164 (29,3%) of the responses correspond to male and 379 (70,7%) to female. In relation to nationality, 32 different nationalities were registered where the vast majority of the enquired belonged to Portugal and the Czech Republic.

When asked about the amount of time students spent on social networks, on average, the overwhelming majority of the enquired (96,8%) access social networks daily. In Graph 2, the percentage of the amount of time students spend on these sites is shown. From the results, it is easily observed that social networks are more than integrated in students' lives. The majority of the students state that they spend 1 to 2 hours on these sites.



Graph 2. Time spent on average in social networks.

In regards to the place of accessing social networks, home is the place mostly chosen with 71,6% of students opting for this answer, and the second most frequent place of access is on mobile devices (Graph 3).



Graph 3. Place of access to social networks.

In regards of privacy concerns towards profile visibility, an overwhelming majority of users (90,0%) states that their profile is private, that is, they define the privacy settings on who can access their profile information, which demonstrates that young people care enough to change the default privacy preferences on Facebook.

As for friendships, various questions were asked: college students were asked if they add people they do not know onto social networks, 76,8% replied no. When asked about the

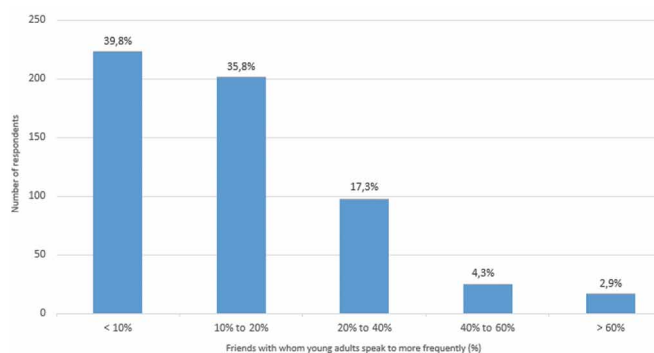
number of friends they have, 15,3% have less than 150 friends, almost half of the students (49,0%) reported having between 150 and 500 friends and 37,5% reported that they have more than 500 friends.

To understand the importance the enquired attribute to the number of friends they have, they were also questioned about this present in the scale in Table 1. As one can see, 72,4% of the students questioned stated that no importance is given to the number of friends they have in social networks, 22,1% referred that they give little importance, 4,6% give some importance and only 0,9% indicate that much importance is given to the amount of the friends they have.

	Number of answers	Ratio
Much importance	5	0,9%
Some importance	26	4,6%
Very little importance	124	22,1%
No importance	406	72,4%

Table 1. Importance attributed to the number of friends on social networks.

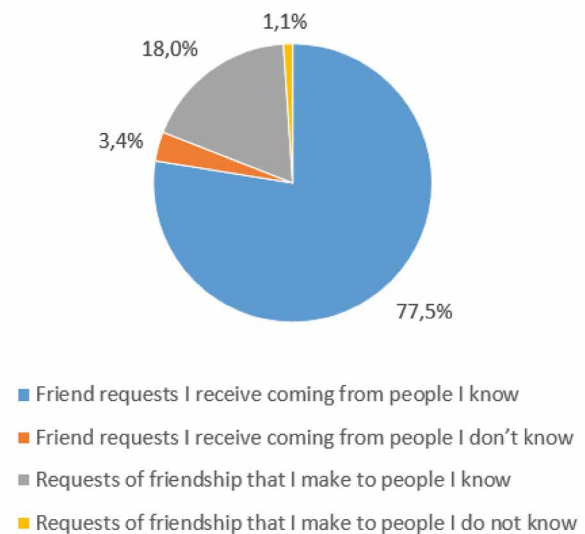
These students were also questioned on how many friends they speak to on Facebook more regularly on a percentage basis, 39,8% of students questioned stated that they speak to less than 10% of the total number of friends they have followed by 35,8% who replied that they constantly communicate with 10 to 20% of their friends (Graph 4).



Graph 4. Friends with whom young adults (students) speak to more frequently (%).

A question was subsequently asked from where these students' friendships came from, in which 435 (77,5%) of the students indicate that the majority of the friends they have on Facebook are the result of friend requests they receive, coming from people they know, and only a small minority of students inquired, 18,0% stated that the result of their friendships come from friendship requests they make to people they know. With this data we may conclude that the students at this age do not spend time on social networks looking forward to making new friends but much more frequently receiving friendships, being consistent with the data presented above,

which states that our sample does not particularly give much importance to the amount of friends they have on Facebook (Graph 5).



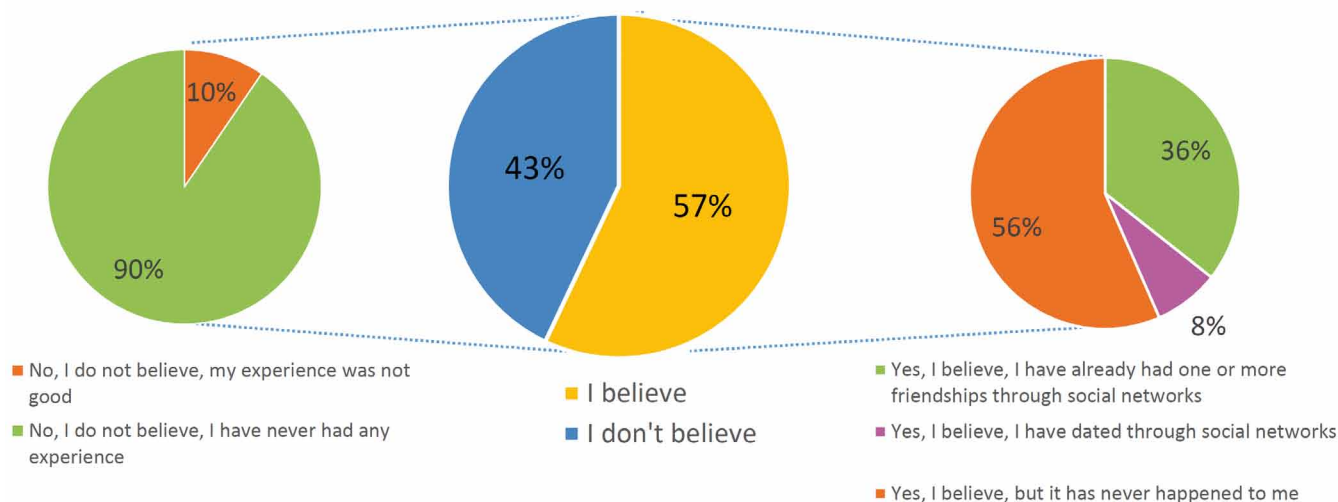
Graph 5. Friendships in social networks resulting from friendship requests (%).

When questioned about the influence of social networks in concrete relationships (Graph 6), 57,0% refer that they believe that these relationships can be formed through social networks, although 56,6% of these students have never had any experience of this kind, against 43,4% that have already had at least one concrete relationship formed through social networks: 114 students (35,6%) have already built one or more friends through social networks and 25 students (7,8%) have already dated through social networks. Of the 43,0% enquired who do not believe that concrete relationships can be formed through social networks, 218 (90,5%) affirm that they have never had this kind of experience, and 23 students (9,5%) report having had a negative experience. In short, through the following chart we can see that the total number of enquired students, regardless of whether they believe or not a solid relationship can be formed through social networks, 28,8% have already built friendships or loving relationships through social networks.

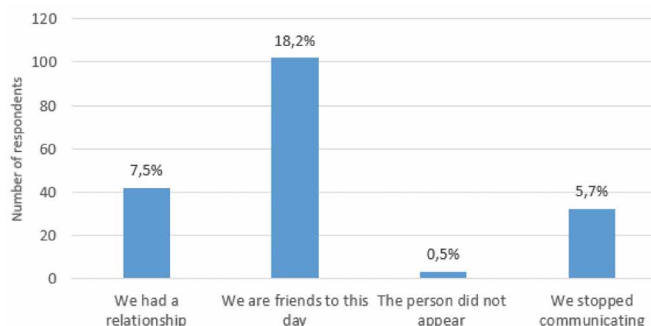
Nowadays, there are many meetings held with virtual friends. When questioned on this subject, 68,1% report that they have never held such a meeting, against the 31,9% that have already held such a meeting. As to what happened after this meeting with these virtual friends, 18,2% of the students affirm they are friends to this day, 7,5% reported having had a relationship, 5,7% say that they stopped communicating with each other and only 0,5% refer that the person did not appear at the meeting (Graph 7).

The enquired were asked to place in a preference order what they mostly do on social networks, to understand the purpose of why these enquired mostly use these sites. In the Graph 8, it is possible to verify the options of the answers present in

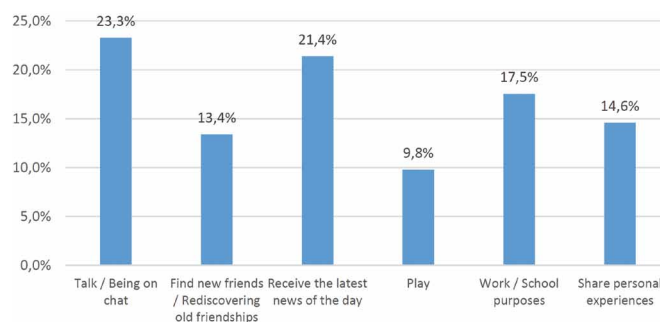




Graph 6. Do you believe that solid relationships can be formed through social networks?



Graph 7. What happened after the meeting with these virtual friends?

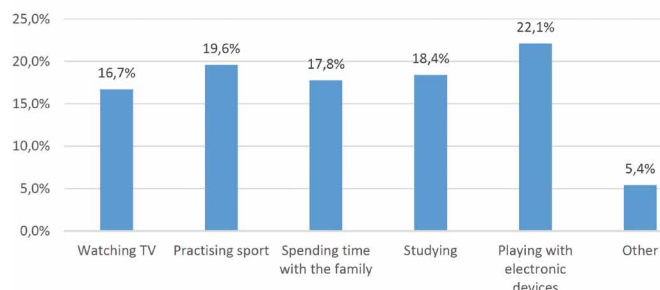


Graph 8. For what purposes are social networks used more?

the enquiry and the percentages associated to each activity. It seems that the reason of why students use these social networks more is to receive the latest news of the day and to talk/be on chat; unlike the games in case of which it is clear that it is not the reason why students dedicate time to these social networks. The data reaffirm the importance that the students place on always being up to date with the latest news and see what their friends post on their news feeds. Maintaining a personal relationship is also part of these students' everyday life, even because establishing and maintaining a friendship is part of personal growth and development that occurs in the age group of our sample.

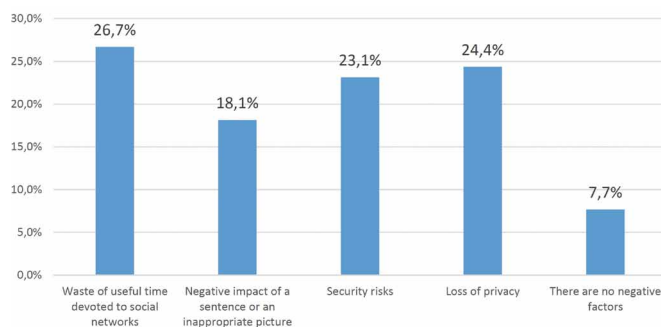
When asked if students were not on social networks, what they think they would most likely be doing at that time; playing with electronic devices and practicing sports are the activities that were chosen. This question was made in a way that students would put their choices on a preferential basis in response to predefined activities in the questionnaire in relation to what they think they would be doing.

On a scale of 0 to 100%, looking at Graph 9, one verifies that students would be playing with electronic devices and this indicates that even if students were not on Facebook, the use of technology would be present all the same in their lives and their second chosen answer was to do sport, and then study.



Graph 9. If social networks did not exist, what would probably young adults be doing during the time they spend on social networking?

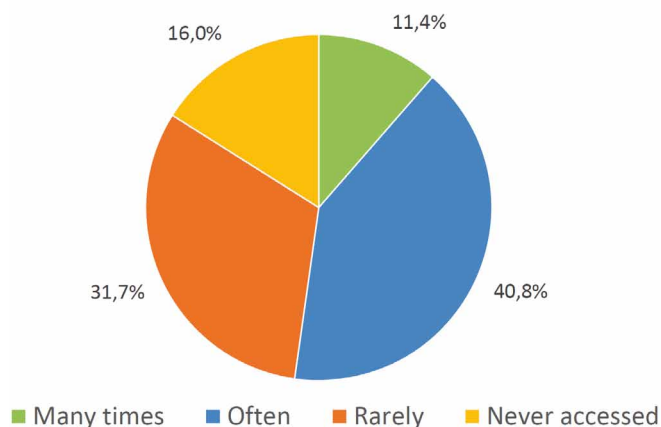
In relation to the negative factors associated with social networks, as Graph 10 demonstrates, 26,7% of the enquired students believe that the most negative factor is the loss of time devoted to social networks, followed by 23,1% who believe that the second most negative factor are the security risks, against 7,7% who believe that there are no negative factors associated with social networks.



Graph 10. What are the most negative factors that you associate with social networks?

An interesting but very little explored question was raised in this survey: students were asked if they shared videos, photos or comments in which they would be ashamed of if they were seen, for example, by their parents or a teacher. The study concluded that almost 10% of students (54) that share videos, photos or comments would be ashamed against the 90,4% of students that are not ashamed of what they share on social networks. When asked about the performance of different activities at the same time in which they are using the social networks (tasks such as working, listening to music studying, watching TV), the overwhelming majority of the enquired, 91,4% claim having this practice. This proves that this generation of students does several tasks at the same time and in different environments, they have a flexible and very skilled mind to adapt to the various media. Another question asked was about the access to social networking during classes where 83,9% admit doing so. They were also questioned if they do it rarely, often or frequently: 11,4% stated that they access it frequently, 40,8% admit that they access it often, 31,7% access it rarely and 16,0% have never done it. The following Graph 11 illustrates the obtained replies.

The last questions of the survey were related to the opinion students have about social networks: 62,0% of students believe that social networking can bring positive changes in teaching methods used at schools against 38,0% who do not believe so. The overwhelming majority of the enquired (96,6%) say that young adults give too much importance to social networks whereas 92,9% of the enquired believe that social networks such as Facebook, Instagram, twitter, etc. have become an addiction for most students. To be able to finally conclude what students' opinion in relation to social networks, they were asked whether they were aware of how much time they spend on social networking, and surprisingly, 492 students (87,7%)



Graph 11. Do students access social networks during classes?

answered that they believe that students have no concept of how long they spend on social networking against 69 students (12,3%) that say they think students have this notion. To complete the questionnaire, the last question was: In your opinion, would our lives be better without social networks? 63,1% replied that their lives would not be better, and 36,9% answered yes, that our lives would be better without the social networks.

## DISCUSSION AND CONCLUSION

The present study succeeded in exploring students' perceptions of SNS's; their experiences when interacting with these sites, how much time young adults spend using SNS Facebook and more importantly, their views about the role of SNS's in their lives.

The answers leave no room for doubt; the data collected suggest that social networks are the *modus operandi* of the new generation. Facebook is part of their everyday experiences, with young adults reporting to approximately 1 to 2 hours of Facebook use each day. Our participants overwhelmingly used Facebook to receive the latest news of the day and to keep in touch with friends. Therefore, online SNS's may play a role differently to that described in early literature on virtual communities. Online interactions do not necessarily remove people from their offline world but may indeed be used to support relationships and keep people in contact, even when life changes move them away from each other. Our findings suggest that Facebook use can help students accumulate and maintain bridging social capital.

Another question focused on reasons why young adults use Facebook. 'Keeping up to date' is the most important reason. While friendships, romantic relationships, and ideology remain key facets of adolescent development, it is fitting in that plays an important role in students' expressions of who they are. Consistent with previous research (Valkenburg et al.

2005, 383-402), one way that young adults use online applications is to facilitate social relationships. Facebook is clearly a peer-to-peer communication network. From the data collected, it's possible to verify that our young adult sample does not use Facebook to play or to make new friends, which differs from findings with teens in previous studies, which refers that about half of college students use social networking sites to make new friends. These findings suggest that youth search for new friends on social networking sites more than young adults do.

Another topic was studied to try to understand what young adults think about SNS's when connected to school purposes. 62,0% of our sample state that social network can bring positive changes in methods applied to school education and 88,6% access Facebook during classes which shows that at an applied level, the popularity of social networking applications could make them a powerful cognitive tool if adapted to academic pursuits and career goals. For example, colleges and universities could take advantage of the new ways that students are communicating with one another. Although interactive educational options such as Blackboard exist, social networking sites are rarely used for academic purposes. Websites could be established where students could interact on an academically-focused networking site, with students posting on walls and professors joining in on these discussions. Profiles could include favorite courses and career goals. Alumni could visit these sites to help current students find appropriate internships, job placements, and information about post-graduate academic and job experiences. These kinds of experiences might be engaging for students and open new ways of academically-oriented interactions where professors and alumni could discover more about the students' interests, and students, in turn, might express and develop more intellectual facets of their lives. In fact, as the rapid evolution in societal perceptions and uses of the Internet has shown in the last decade, attitudes toward technologies tend to change over time, so maybe methods applied to school education will change in this direction.

Returning to our original research questions, we can definitively state that there is a positive relationship between Facebook use and the addiction to maintaining social capital. Although we cannot say which precedes the other, Facebook appears to have become the addiction of the new generation and young adults seem to have the knowledge of that fact. Indeed, more than 96% of the inquiries state that youth gives too much importance to social networks and more than 90% admits thinking that social networks have become an addiction although 87% consider that young adults don't really have the notion about how much time they spend on these sites. Putting it all together, these results indicate that Facebook use has been integrated into the daily lives of young adults.

It is important to acknowledge, however, that the methodology, as applied in this study, although generally sound, has some limitations. First, by some measures, the sample size might be considered relatively small. Secondly, this study assesses a specific group, primarily students attending university,

who may differ from other Internet users in important ways, such as their easy access to Internet connections. Thirdly, only one type of social networking site was assessed here. It may be that other sites are used in different ways, particularly since Facebook originated as a student site and has attracted many student-age people. The developmental issues that young adults bring to bear during their university years may well be different from those of younger students and non-university young adults. Finally, a more typical diary research approach may have provided a broader measure of Facebook time use (Anderson et al. 1985, 1345-1357). Such a method was not used in the present study because some students appear to use Facebook for short periods of time several times a day, which would make an accurate minute-by-minute measure both tedious and difficult to answer accurately. Nevertheless, the groups yielded valuable insight and met the study's objectives of determining the importance of researching these issues and of providing a foundation for further study.

## REFERENCES

- Anderson, D. R., Field, D. E., Collins, P. A., Lorch, E. P. and Nathan, J. G. (1985). Estimates of young children's time with television: A methodological comparison of parent reports with time-lapse video home observation. *Child Development*, 56, 1345-1357.
- Becker, H.J. (2000): Who's wired and who's not: children's access to and use of computer technology. *Future Child*, 10(2): p. 44-75.
- Boyd, D. (2007): Why youth (heart) social network sites: The role of networked publics in teenage social life. *MacArthur foundation series on digital learning-Youth, identity, and digital media volume*, p. 119-142.
- Cheung, C.M. and M.K. Lee (2010): A theoretical model of intentional social action in online social networks. *Decision support systems*, 49(1): p. 24-30.
- Cheung, C.M., P.Y. Chiu, and M.K. Lee (2011): Online social networks: Why do students use facebook? *Computers in Human Behavior*, 27(4): p. 1337-1343.
- D'Esposito, J.E. and R.M. Gardner (1999): University students' perceptions of the Internet: an exploratory study. *The Journal of Academic Librarianship*, 25(6): p. 456-461.
- Jones, S. (2002): The Internet goes to college: How students are living in the future with today's technology. *Internet & American Life*.
- Kandell, J.J. (2009): Internet Addiction on Campus: The Vulnerability of College Students. *CyberPsychology & Behavior*, 1.
- Lenhart, A.M.M. (2007): Teens, Privacy and Online Social Networks: How teens manage their online identities and personal information in the age of MySpace. *Pew Internet & American Life Project*.
- Nosko, A., E. Wood, and S. Molema (2010): All about me: Disclosure in online social networking profiles: The case of FACEBOOK. *Computers in Human Behavior*, 26(3): p. 406-418.
- Noyes, D. (2014): The Top 20 Valuable Facebook Statistics. *Social Media*.
- Pempek, T.A., Y.A. Yermolayeva, and S.L. Calvert (2009): College students' social networking experiences on Facebook. *Journal of Applied Developmental Psychology*, 30(3): p. 227-238.
- Rideout V, F.U., Roberts D. (2010): Generation M2: Media in the lives of 8- to 18- year olds. *A Kaiser Family Foundation Study*.
- Valkenburg, P.M., Schouten, A.P. and Peter J. (2005): Adolescents' identity experiments on the internet. *New Media & Society*, 7 (3), 383-402.
- Wang, W.E.I. (2001): Internet dependency and psychosocial maturity among college students. *International Journal of Human-Computer Studies*, 55(6): p. 919-938.
- Wiley, C., & Sisson, M. (2006): *Ethics, accuracy and assumption: The use of face book by students and employers*. Paper presented at the Southwestern Ohio Council for Higher Education Special Topics Forum, Dayton, OH.



#### AUTHORS

Santos, Daniela, Department of Biology, Faculty of Science, University of Porto, Porto, Portugal  
E-mail: 440812@mail.muni.cz

Čuta, Martin, Department of Anthropology, Faculty of Science, Masaryk University, Vlnářská 5, 603 00 Brno  
E-mail: cuta@sci.muni.cz

#### CORRESPONDING AUTHOR

Čuta, Martin (18.1.1979, Brno), works as an assistant professor at the Department of Anthropology, Faculty of Science, Masaryk University (Brno). He focuses his research on physical anthropology – ergonomics, growth and development, functional anthropology, sports anthropology, anthropometry. His teaching activities include courses of anatomy for anthropologists, methodological and also introductory courses in anthropology.