Journal of Journalism, Media Science & Creative Arts
ISSN (Print): 2790-9700 ISSN (Online): 2790-9719
Volume 3, Issue 1, Page 14-30, June 30, 2023

Popularity Of YouTube Podcasters Among Social Media Users

Dr. Majid Ul Ghafar,
Assistant Professor,
Hazara University, Mansehra.
drmajidghafar@hu.edu.pk

Muhammad Ishaq,
PhD scholar,
The Islamia University, Bahawalpur,
ishaqsulamani@gmail.com

Afifa Anees,
, Hazara University, Mansehra,
afifaanees108@gmail.com

Abstract

At present social media and social media applications are very popular among people around world. People use different applications for the purpose of sharing ideas, thoughts with one another or disseminating information which they think is important to share. Among other applications YouTube podcast is one of the latest used techniques of sharing information on the issues of public interest. Most journalists and educated people use this technique to highlight the issues and share thoughts. The present research study is based on survey research techniques and methods to cover and investigate the effects of podcasters on youth. The data was collected from the 200 respondents by using the Likert scale as a tool. Cultivation theory of media is very much relevant to this study. Therefore, the researcher's theoretical framework is based on this theory. The exclusive analysis of the data reveals that overall, most of the youth agree YouTube podcasters provide fact-based information. The empirical analysis of the data also reveals that youth follow YouTube podcasters for educational purposes. The analysis of the study also reveals that youth has the opinion that the journalists of mainstream media must start their podcast channels which enhance the credibility of the podcast because there are very few senior journalists who are using podcast on YouTube.

Keywords*: YouTube, Effects, Podcast, Information, Education, Facts*

Introduction

The term "social media" refers to online conversations on social networking and other websites where people exchange thoughts, information, opinions, personal messages, and other related materials including videos, audio, picture etc. social media and social sites are often understood by

This work is licensed under a Creative Commons Attribution 4.0 International License.

ISSN (Print): 2790-9700 ISSN (Online): 2790-9719
Volume 2, Issue 2, Page 1-14, December 31, 2022

everyone because this is the process through which one can create community among himself/herself for the purpose of sharing so many things and create followers or audience (Britannica, May 29, 2023). USENET is the first ever emerging concept or platform for the purpose of group discussion back in 1979 Within subject areas known as newsgroups, USENET allowed users to post and receive messages (Britannica, 2023).

Popularity of image based social media categories has grown over the past few years. Infographics, illustrations, and images in text are more appealing to users. Applications for social media like Pinterest, Instagram, and Snapchat are designed to boost photo sharing. Video networking websites are among the most seductive and captivating forms of social media (Digimind, April 19, 2022)

YouTube was started on February 14, 2005, by three formers employees of American ecommerce. After the start YouTube it gain added popularity in the world and worlds best video sharing application. Every day, billions of videos are watched on YouTube by its more than one billion registered users, bringing in billions of dollars for the platform and its partners. Online social networks (OSNs) are presently a significant Internet usage category. When it comes to video sharing OSNs, YouTube has the most registered users and the most astounding pace of video uploads and shares (Gill et al., 2007).

YouTube enables a variety of video types, including music, movie trailers, gameplay from video games, sports, and user-generated content. The popularity of this social media platform has greatly increased social engagement and collaboration. YouTube enables viewing, sharing, embedding, and discussion of content (Burgess & Green, 2018).

Former MTV VJ Adam Curry coined the term "podcasting" as a method to describe explain the technology utilized to push audio along with video content from to users who often watch and listen to their devices (Constantine, 2007).

podcasts that are available online as MP3 downloads. These MP3 files are available for download to any sort of personal MP3 player or computer by interested listeners. The listener may listen to the files whenever it is most convenient for them. Any information that interests a learner can be listened to repeatedly. Podcasts can range in length from two to three minutes to an hour. A podcast can be subscribed to by students via an RSS (Really Simple Syndication) feed. An audio or video program that is broadcast online and can be subscribed to so that subsequent episodes of the series are downloaded

automatically. Subscribers frequently download files to their laptops or smartphones to play them again later. Podcast is a mix of the words iPod and broadcast. The idea for podcasts first emerged from amateurs who created their own niche programs, but it wasn't until Apple's iTunes online store added tens of thousands of podcasts to its selection in the middle of 2005 that the format really took off. Podcasts are currently produced by many publications, radio stations, and television networks (Brittanica, 2023).

Significance of the Study

Social media and social media applications are very famous among young people because they provide several types of opportunities to use any type of content without any restriction or boundaries. Among other applications YouTube is no doubt one of the most famous and important applications because it provides opportunities to its users to share videos, photos, and audio across globe. People share their thoughts by using podcasts to influence the perception of young people. Youth subscribe to and follow different YouTube podcasters for the purpose of information, entertainment, and education. Several studies have been done in the past on different effects of YouTube on youth but not such study has been done yet in Hazara University. Therefore, this research study is significant because of its timing and the place in which it is conducted right now.

Objectives of the Study

Following are the important objectives of this research study:

- To explore frequency of using social media applications by youth of Hazara University.
  to investigate using habits of social media applications by the student of Hazara University
- To investigate which type of podcast channels youth, follow, and subscribe.
- To investigate what type of effects of podcasters on their followers
- To document role of mainstream media journalists in the popularity of YouTube podcast

Hypotheses of the Study

Following is the major hypothesis of the study.

H_{01}. It is more likely students of Hazara University frequently use social media application YouTube.

H_{02}. It is more likely students of Hazara University use YouTube social media application for entertainment.

ISSN (Print): 2790-9700 ISSN (Online): 2790-9719
Volume 2, Issue 2, Page 1-14, December 31, 2022

H_{03}. It is more likely students of Hazara University frequently subscribe to podcast channels and follow it for two years.

H_{04}. It is more likely youth of Hazara University agree that podcasters provide fact-based information on any issue.

H_{05}. It is more likely YouTube podcasters disseminate disinformation.

Literature Review

The podcasts are instantly transferred to the user's portable audio device when they sync it with their personal computer, where they can then be listened to at a time and place that suits them best (Meng 2005). A researcher argues that since few decades, there has been a considerable uprise in podcasting and portable music players due to five key variables: There is widespread Internet usage, rapid broadband expansion, widespread availability of personal devices, an availability of streaming and downloading of media content, and quick uptake of portable MP3 players (Campbell 2005).

A researcher comparing podcasting to other technical tools reveals some intriguing benefits (Donnelly & Berge, 2006). The effects of this rise in podcasting may be seen in many colleges where it has been adopted on an institutional level (Mark & Anthony, 2007).

A researcher states that podcast is one of the technological instruments that supports technology-based education. He claimed that a wide variety of podcasts, including radio, television, educational, and individual or group podcasts, can be obtained online. Existing shows and lectures have been transformed into podcasts for television, radio, and classroom settings. Examples include the EnglishClass101.com podcast, the BBC 6-minute English podcast, and Voice of America (Harahap, 2020).

A study finds out that due to advances in communication technology and increased availability of these technology in the classrooms, traditional practices in classrooms around the globe may deviate and element of reading, writing is decreased (Anderson, Stewart et al. 2017).

Cultivation Theory

Cultivation theory (or cultivation analysis) was introduced in the 1960s by Hungarian-born American professor George Gerbner to examine the influence of television on viewers (Gerbner, 1969). The findings of Gerbner were later expanded upon and developed by the American screenwriter Larry Gross. This theory implies that those exposed to media interpret social realities according to how such realities are portrayed in the media.

Gerbner theorized that prolonged exposure to media, especially tv would cultivate similar behaviors in the viewing audience. He argued that certain viewers would be more likely than others to be impacted or cultivated. An example of cultivation theory is television's ability to stabilize and homogenize views within a society. Children who watch commercial TV have notably more sex-stereotypical views of women and men than children who dont watch commercial TV.

Relevancy of Cultivation Theory to Effect of Podcast on Educated Youth

George Gerbner's Cultivation Theory is centered on the long-term impact of media exposure on people's conceptions of social reality. The hypothesis, which was initially applied to television, can be useful for analyzing how podcasts affect educated youth. The application of Cultivation Theory is as follows:

Perceptions and Beliefs: According to the Cultivation Theory, continuous exposure to media content can alter people's perceptions and worldviews. Repeated exposure to certain themes, viewpoints, and ideas can affect how educated kids who regularly listen to educational or instructive podcasts perceive a variety of subjects. It may influence how they perceive social problems, intellectual ideas, cultural events, or even their own personal values and beliefs.

Methodology

Research methodology refers to the logical approach used to conduct research and collect data to answer research questions or to test hypotheses based on findings. It involves the selection of appropriate methods, techniques, and procedures for gathering and analyzing information in a reliable and valid manner.

This involves determining the plan and structure of the research study. It includes decisions regarding the research approach (quantitative, qualitative, or mixed methods), the research setting, the selection of participants, and the overall framework for data collection and analysis. As this research is quantitative in its nature, therefore, the researcher used survey research design to investigate and explore the effects of Instagram social media application on female youth of Hazara University. The universe for this research study is the of Hazara University. Unit of analysis is the units which a researcher selected for his/her study. For present research study male and female students of Hazara University is the unit of analysis. The purpose of selection of both genders is to generalize the results. Sample size for this research study is the 200 male and female students studying in different discipline of Hazara University which includes 100 males and 100 females.

ISSN (Print): 2790-9700 ISSN (Online): 2790-9719
Volume 2, Issue 2, Page 1-14, December 31, 2022

Data Tabulation and Analysis

The present research study is based on a survey technique to investigate and explore effects of social media podcasts on educated youth. The data was collected from 200 respondents including male and female of Hazara University. A standardized questionnaire was formed, and a close ended technique is used in questionnaire for the purpose of convince. The data was collected according to the objectives of the study and analyzed by using SPSS software. The quantitative data was analyzed through descriptive statistic technique for the purpose of validity.

Demographics

Table.1

Categories	Values	Responses	%Age	Cumulative Percentage
Gender	**Male**	63	33.7	33.7
	Female	124	66.3	100
Age				
	18 to less than 20	51	27.3	27.3
	20 to less than 22	100	53.5	80.7
	22 to less than 24	27	14.4	95.2
	more than 24	9	4.8	100
Discipline				
	Arts	30	16	16
	Social Science	71	38	54
	Science	86	46	100
Semester				
	1st	20	10.7	10.7

2nd	40	21.4	32.1
3rd	11	5.9	38
4th	44	23.5	61.5
5th	11	5.9	67.4
6th	31	16.6	84
7th	12	6.4	90.4
8th	18	9.6	100

N=200 Missing=13

Table one indicates the demographic information of the respondents. Table one indicates that 66.3% respondents are females while 33.7% respondents are male. Table one also indicates the age of the respondents, and it reveals that 53.5% are between 20 to less than 22 and 27.3% are between 18 to less than 20 ,14.4 % are between 22 to less than 24 while 4.8% are more than 24 respondents. Table one also indicates that 46% respondents are studying in science discipline followed by 38% social science respondents while 16% respondents are studying in arts discipline.

Table 1 indicates that 23.5 respondents are studying in 4rth semester, 21.4 respondents are studying in 2nd semester,16.6 respondents ae studying in 6 semesters,10.7% respondents are studying in 1st semester,9.6% respondents are studying in 8th semester ,6.4% respondents are studying in 7th semester while 5.9% occurred in both 3rd and 5th semester.

Usage of social media

Table.2

Categories	Values	Responses	%Age	Cumulative Percentage
Internet	**Yes**	185	98.9	98.9
	No	2	1.1	100
Social				
	Yes	180	96.3	96.3
	No	7	3.7	100

ISSN (Print): 2790-9700 ISSN (Online): 2790-9719
Volume 2, Issue 2, Page 1-14, December 31, 2022

Frequently				
	Not at all	20	10.7	10.2
	Rarely	41	21.9	28.9
	Frequently	86	46	38.5
	Very Frequently	40	21.4	22.5
YouTube				
	Not at all	19	10.2	6.7
	Rarely	54	28.9	17.4
	Frequently	72	38.5	37.4

N=200 Missing=13

Table two indicates that 98.9% respondents use internet followed by 96.3% respondents use social media while 46% respondents frequently use social media, 21.9% rarely use social media, 21.4% respondents very frequently use social media as for as the YouTube social media application is concern 38.5% frequently use YouTube followed by 28.9% rarely use YouTube social media application and only 10.2% respondent not at all use social media application YouTube.

YouTube Channels with different niches

Table.3

Categories	Values	Responses	%Age	Cumulative Percentage
(Informational)				
	Not at all	45	24.1	24.1
	Rarely	53	28.3	52.4
	Frequently	63	33.7	86.1
	Very Frequently	26	13.9	100
(Educational)				

	Not at all	20	10.7	10.7
	Rarely	58	31	41.7
	Frequently	76	40.6	82.4
	Very Frequently	33	17.6	100
(Entertainment)				
	Not at all	34	18.2	18.2
	Rarely	58	31	49.2
	Frequently	60	32.1	81.3
	Very Frequently	35	18.7	100
(Political)				
	Not at all	67	35.8	35.8
	Rarely	52	27.8	63.6
	Frequently	38	20.3	84
	Very Frequently	30	16	100
(Religious)				
	Not at all	30	16	16
	Rarely	52	27.8	43.9
	Frequently	65	34.8	78.6
	Very Frequently	40	21.4	100
(Current Affair)				
	Not at all	53	28.3	28.3
	Rarely	59	31.6	59.9
	Frequently	45	24.1	84

ISSN (Print): 2790-9700 ISSN (Online): 2790-9719
Volume 2, Issue 2, Page 1-14, December 31, 2022

Very Frequently	30	16.0	100

N=200 Missing=13

Table 3 of YouTube channels with different niches indicates 33.7% respondents frequently watch informational YouTube channels , 28.3% rarely watch YouTube channels that are informational, 24.1% respondents do not watch informational YouTube channels at all, while 13.9% are very frequently watching informational YouTube channels, while 40.6% respondents frequently watch educational YouTube channels , 31% rarely watch YouTube channels that are education related, , while 17.6% are very frequently watching educational YouTube channels, 10.7% respondents do not watch educational YouTube channels at all, 32.1% respondents frequently watch entertainment's YouTube channels , 31% rarely watch YouTube channels that are entertainment related, while 18.7% are very frequently watching entertainment YouTube channels, 35.8% respondents do not watch politics YouTube channels at all, 27.8 % rarely watch YouTube channels that are politics related, 20.3% respondents frequently watch politics YouTube channels, while 16% are very frequently watching political YouTube channels, 34.8 % respondents frequently watch religious YouTube channels, 27.8% rarely watch YouTube channels that are religious, while 21.4 % are very frequently watching religious YouTube channels, 16% respondents do not watch religious YouTube channels at all, 31.6% rarely watch YouTube channels that are related to current affairs, 28.3% respondents do not watch current affairs YouTube channels at all, 24.1% respondents frequently watch current affairs YouTube channels, while 16.0% are very frequently watching current affairs YouTube channels.

Fact Based Information

Table.4

Values	Responses	%Age	Cumulative Percentage
Strongly Disagree	25	13.4	13.4
Disagree	30	16	29.4
To some extent Agree	71	38	67.4
Agree	53	28.3	95.7

Strongly Agree	8	4.3	100

N=200 Missing=13

Table 4 indicates 38% respondents to some extent agree that YouTube provide fact-based information, 28.3% respondents agree that YouTube is providing fact-based information,16% respondents disagree to the statement ,13.4% respondents strongly disagree to the abovementioned statement while only 4.3% respondents strongly agree that YouTube is providing fact-based information.

Misinformation

Table.5

Values	Responses	%Age	Cumulative Percentage
Strongly Disagree	11	5.9	5.9
Disagree	41	21.9	27.8
To some extent Agree	62	33.2	61
Agree	61	32.6	93.6
Strongly Agree	12	6.4	100

N=200 Missing=13

Table 5 indicates the dissemination of misinformation through YouTube podcasters, so 33.2% respondents agree to some extent,32.6% respondents agree to the statement,21.9% respondents disagree,6.4% respondents strongly agree while 5.9% respondents strongly disagree that YouTube podcasters disseminate misinformation.

Mold Public Opinion

Table.6

Values	Responses	%Age	Cumulative Percentage
Strongly Disagree	24	12.8	12.8
Disagree	35	18.7	31.6

ISSN (Print): 2790-9700 ISSN (Online): 2790-9719
Volume 2, Issue 2, Page 1-14, December 31, 2022

To some extent Agree	62	33.2	64.7
Agree	60	32.1	96.8
Strongly Agree	6	3.2	100

N=200 Missing=13

Table 6 indicates 33.2% respondents to some extent agree that YouTube podcasters molds public opinion ,32.1% agree to the statement, 18.7% disagree to the opinion of molding public opinion while 12.8% strongly disagree to the statement and 3.2% strongly agree to the above-mentioned statement.

Enhance Knowledge

Table.7

Values	Responses	%Age	Cumulative Percentage
Strongly Disagree	20	10.7	10.7
Disagree	33	17.6	28.3
To some extent Agree	62	33.2	61.5
Agree	57	30.5	92
Strongly Agree	15	8	100

N=200 Missing=13

Table 7 indicates that 33.2 % to some extent agree that YouTube podcasters enhance the knowledge of the subscribers, 30.5% agree to the statement, 17.6% disagree, 10.7% strongly disagree while 8% respondents strongly disagree that YouTube podcasters enhance the knowledge of the subscribers.

Positive Effects

Table.8

Values	Responses	%Age	Cumulative

			Percentage
Strongly Disagree	23	12.3	12.3
Disagree	27	14.4	29.9
To some extent Agree	85	45.5	58.3
Agree	38	20.3	97.9
Strongly Agree	14	7.5	100

N=200 Missing=13

Table 8 indicates that 45.5% respondents to some extent agree that YouTube podcasters have positive effects on society, 20.3% respondents agree to the statement, 14.4% disagree to the statement, 12.3% respondents strongly disagree to the statement while 7.5% strongly agree that YouTube podcasters have positive effects on society.

Negative Effects

Table.9

Values	Responses	%Age	Cumulative Percentage
Strongly Disagree	19	10.2	10.2
Disagree	42	22.5	32.6
To some extent Agree	76	40.6	73.3
Agree	37	19.8	93
Strongly Agree	13	7	100

N=200 Missing=13

Table 9 indicates that 40.6% respondents to some extent agree that YouTube podcasters have negative effects on the society,22.5% disagree to the statement, 19.8% agree to the statement, 10.2 % strongly disagree to the statement while 7% strongly agree that YouTube podcasters have negative effects on society.

Journalists of Mainstream Media

ISSN (Print): 2790-9700 ISSN (Online): 2790-9719
Volume 2, Issue 2, Page 1-14, December 31, 2022

Table 10

Values	Responses	%Age	Cumulative Percentage
Strongly Disagree	23	12.3	12.3
Disagree	42	22.5	34.8
To some extent Agree	60	32.1	66.8
Agree	50	26.7	93.6
Strongly Agree	12	6.4	100

N=200 Missing=13

Table 10 indicates that 32.1 % respondents to some extent agree that mainstream journalist becomes part of YouTube podcast, 26.7 % agree to the statement, 22.5 % disagree that mainstream journalist are part of YouTube podcast, 12.3% respondents strongly disagree to the statement while only 6.4 strongly agree to the above-mentioned statement.

Findings and Conclusion

This research study was aimed to investigate and explore the effects of social media podcast on youth of Hazara University. The data was collected according to the objectives of the study and researchers used standardized close ended questionnaire. The collected data was analyzed by using SPSS statistical software. The quantitative data was analyzed through descriptive statistics.

The exclusive analysis regarding demographic information of the students of Hazara University is concerned reveals that overall, 66% respondents are female while 33% are male followed by 53% respondents have the age between 20 to less than 22 and more than 27% have the age between 18 to less than 20. The data tabulation and its analysis reveal that overall, 98% respondents use internet followed by 96% respondents use social media application and 25% respondents use social media applications frequently. The exclusive of the data reveals that overall majority of the respondent i.e., more than 38% respondents use social media application YouTube followed by more than 50% use this application at nighttime. The exclusive analysis of the data supports our first hypothesis i.e., “it is more likely students of Hazara University frequently use social media application YouTube”.

The data tabulation and its analysis reveal that the overall majority i.e., 34% of the respondents use YouTube social media application for entertainment followed by 28% for information and more than 23% for education. The exclusive analysis of the data supports our second hypothesis i.e., “it is more likely students of Hazara University use YouTube social media application for entertainment”.

The exclusive analysis of the data reveals that overall, most of the respondents i.e., more than 37% subscribe to YouTube podcast channels rarely followed by more than 30% frequently. Similarly, more than 42% respondents of Hazara University following podcast 0 to less than one year followed 34% follow podcast for 1 to less than 2 years. The empirical analysis of the data do not support our third hypothesis i.e., “it is more likely students of Hazara University frequently subscribe podcast channels and follow it since two years”.

The exclusive analysis of the data reveals that overall majority of the respondents, more than 57% use YouTube podcast channel for educational purpose followed by more than 55% for religious purpose while more than 50% for entertainment. The exclusive analysis of the data supports our fourth hypothesis “it is more likely students of Hazara University use podcast YouTube channels for education”.

The data tabulation and its analysis reveal that overall majority of the respondents i.e., more than 38% respondents to some extent agree that YouTube podcasters provide fact-based information followed by more than 32% agree while 29% respondent disagree with the statement. The exclusive data does support our fifth hypothesis i.e., “it is more likely youth of Hazara University agree that podcasters provide fact-based information on any issue”. The exclusive analysis of the data reveals that overall, most of the respondents i.e., more than 38% agree that podcasters disseminate misinformation to its subscribers followed by more than 33% to some extent agree with the statement. The empirical data supports our sixth hypothesis i.e., “it is more likely YouTube podcasters disseminate disinformation”.

Data tabulation and its analysis reveals that overall majority of the respondents 64% agree that journalists of mainstream media should become part of the podcast or start their own podcast channels to increase the importance of YouTube podcast channels.

Keeping in view the above findings and discussion in mind it is concluded that podcast channels are very popular among the youth of Hazara University, and they subscribe different channels not only for education but also for entertainment and information as well. Similarly, podcasters disseminate information which lacks fact-based information and most of the information is based on disinformation. It is also worth noting that students of Hazara

ISSN (Print): 2790-9700 ISSN (Online): 2790-9719
Volume 2, Issue 2, Page 1-14, December 31, 2022

University think that mainstream media journalists should start their podcast channels to make this social media application more informative and authentic.

References

Britannica, T. E. o. E. o. (May 29, 2023). Social Media. Brittanica Encyclopedia. https://www.britannica.com/topic/social-media

Digimind, B. (April 19, 2022). Social media platforms. Durga Koumala. https://blog.digimind.com/en/insight-driven-marketing/what-are-the-types-of-socialmedia

Berry, R. (2006). *Will the iPod kill the radio star? Profiling podcasting as radio*. Convergence, 12(2), 143- 162.

Bianchi-Pennington, B. (2018). *Designing literary discussion with podcasts. Journal of Adolescent & Adult Literacy,* 61(5), 589-591.

Brittanica, T. E. O. E. (2023). Podcasts. Encylopedia Britannica. https://www.britannica.com/art/podcast Burgess, J., & Green, J. (2018). *YouTube: Online video and participatory culture. John Wiley & Sons. Constantine, P. (2007). Podcasts: another source for listening input. The Internet TESL Journal*, 13(1), 143- 156.

DM, B. (2007). *Ellison NB. Social network sites: Definition, history, and scholarship. Journal of Computer Mediated Communication*, 13, 210-230.

Gill, P., Arlitt, M., Li, Z., & Mahanti, A. (2007). Y*ouTube traffic characterization: a view from the edge. Proceedings of the 7th ACM SIGCOMM conference on Internet measurement*,

Anderson, K. T., et al. (2017). "*Seeing academically marginalized students' multimodal designs from a position of strength.*" Written Communication 34(2): 104-134.

Berger, E. (2007). "*Podcasting in engineering education: A preliminary study of content, student attitudes, and impact." Innovate: Journal of Online Education* 4(1).

Campbell, G. (2005). "Podcasting in education." EDUCAUSE, Nov/Dec 5(2005): 33-44. Donnelly, K. M. and Z. L. Berge (2006). "*Podcasting: Co-opting MP3 players for education and training purposes." UMBC Faculty Collection*.

Harahap, S. D. (2020). "*PODCAST IMPACTS ON STUDENTS'LISTENING SKILL: A CASE STUDY BASED ON STUDENTS'PERCEPTIONS." Journal Inova's Panellation* 1(4): 891-900.

Mark, J. and C. Anthony (2007). "*Reducing the effects of isolation and promoting inclusivity for distance learners through podcasting." Turkish online journal of distance education* 8(1): 85-105. Meng, P. (2005). "Podcasting & vodcasting: A white paper: Definitions, discussions & implications." Columbia, University of Missouri, IAT Services.

Pangrazio, L. (2013). "*Young people and Facebook: what are the challenges to adopting a critical engagement*?"