

**Impact of social media in Political Participation (2010 – 2020): A Study
on Students of Public Universities of Bangladesh.**

Master of Philosophy

Submitted by:

Mahammad Mahidul Islam

Session: 2018-2019

Registration no: 172

Department of Political Science

University of Dhaka

Supervised by:

Dr. Nelofar Parvin

Professor, Department of Political Science

University of Dhaka



University of Dhaka

**Impact of social media in Political Participation (2010 – 2020): A Study
on Students of Public Universities of Bangladesh.**

Master of Philosophy

Submitted by:

Mahammad Mahidul Islam

Session: 2018-2019

Registration no: 172

Department of Political Science

University of Dhaka

Supervised by:

Dr. Nelofar Parvin

Professor, Department of Political Science

University of Dhaka



University of Dhaka

Dhaka, Bangladesh

Declaration

I hereby submit this thesis entitled "Impact of Social Media in Political Participation (2010 – 2020): A Study on Students of Public Universities of Bangladesh" for the award of the Degree of Master's of Philosophy at the University of Dhaka. This research represents my original work and has been conducted under the supervision of Dr. Nelofar Parvin, Professor, Department of Political Science, University of Dhaka.

I affirm that this thesis, or any part of it, has not been previously submitted elsewhere for the award of any degree or diploma.

.....

Mahamamd Mahidul Islam
Researcher, Master's of Philosophy
Department of Political Science
Session: 2018-2019
Reg. No: 172
University of Dhaka

Certificate of the Supervisor

This is to certify that I, Dr. Nelofar Parvin, Professor in the Department of Political Science at the University of Dhaka, have supervised the research work entitled "Impact of Social Media in Political Participation (2010 – 2020): A Study on Students of Public Universities of Bangladesh" conducted by Mahammad Mahidul Islam, session: 2018-2019, reg. no: 172, for the fulfillment of the requirements for the Degree of Master's of Philosophy.

I confirm that I have provided guidance and supervision throughout the research process, ensuring academic rigor and adherence to ethical standards.

.....

Dr. Nelofar Parvin

Professor,

Department of Political Science

University of Dhaka

Acknowledgment

I would like to express my sincere gratitude to all those who have contributed to the completion of this research. First and foremost, I extend my heartfelt thanks to my supervisor, Prof. Dr. Nelofar Parvin, for her invaluable guidance, unwavering support, and insightful feedback throughout the research process.

I would also like to extend my appreciation to the participants of this study, without whose cooperation and candid responses, this research would not have been possible. Their willingness to share their perspectives and experiences has enriched the depth and authenticity of the findings.

My sincere thanks go to the ten experts, including IT professionals, teachers, political leaders, and journalists, who generously shared their time and expertise during the in-depth interviews. Their insights have provided a crucial qualitative dimension to this research.

I am grateful to the faculties and staff members of Dhaka University, Jahangir Nagar University, Shahjalal University, and Khulna University of Engineering & Technology for their support and cooperation during the data collection phase.

Special appreciation is extended to the developers of SPSS software and Excel, which facilitated the statistical analysis of the gathered data.

Lastly, I want to express my deep appreciation to my family and friends for their unwavering support and encouragement throughout this academic journey.

Thank you all.

Abstract

The historic role of the students of public universities of Bangladesh in political participation are remarkable. They led some of the most consequential political events like the 1952 language movement, The 1966 six-point demands, the 1969 mass uprising that played a crucial role on the independence of Bangladesh. And in 21st century's information age, the public university students are considered the active user of social media in political participation. This study sought to explore how social media impacts the political participation among public university students in Bangladesh, focusing on the years spanning from 2010 to 2020. To meeting the objectives of the study, a thorough survey of 200 students from four prominent universities: University of Dhaka (DU), Jahangirnagar University (JU), Shahjalal University of Science and Technology (SUST), and Khulna University of Engineering and Technology (KUET) and in-depth interviews with 10 IT experts, teachers, political leaders, and journalists were carried-on. The empirical study focuses on the student' perceptions and experiences of their use of social media in political activism, such as social media usages purposes, student's party affiliation, time spent on party activities, factors that influence them in politics, and identify social media they use for political communication. The study also reveals curious insights into active participation of the recent past political events such as the Shahbag protests, the Quota reform movement, and the Nirapad Sarak Chai Movement. Additional assessment shows whether the substantive importance of the University of Dhaka student's union election-DUCSU.

Keywords: Social media, Political participation, social media influence, online mobilization

Abbreviations and Acronyms

DU: University of Dhaka

JU: Jahangirnagar University

SUST: Sylhet University of Science and Technology

KUET: Khulna University of Engineering and Technology

TNS: Theory of the Network Society

NIT: Networked Individualism theory

MDT: Media Dependency Theory

CET: Cognitive Engagement Theory

AST: Adaptive Structuration Theory

HMST: Hybrid Media System theory

IT: Information Technology

BSL: Bangladesh Students League

Table of content

DECLARATION	iii
CERTIFICATE OF THE SUPERVISOR	iv
ACKNOWLEDGMENT	v
ABSTRACT	vi
ABBREVIATIONS AND ACRONYMS	vii
TABLE OF CONTENT	viii
LIST OF TABLES	xiii
LIST OF FIGURES	xvi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Research hypothesis.....	2
1.3 Objectives of the study.....	2
1.4 Justification of the study.....	3
CHAPTER TWO: CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW.....	4
2.1 Basic concept.....	4
2.1.1 Definition of IMPACT: A Brief Exploration.....	4
2.1.2 Social media dynamics.....	5
2.1.3 Defining Political Participation.....	7
2.1.4 Social media influence:.....	8
2.1.5 Online mobilization:	8

2.2 In-depth conceptual framework.....	9
2.3 Literature review.....	12
2.3.1 Stratification and political participation.....	12
2.3.2 Social media and political participation.....	13
2.3.3 University student and political participation.....	15
2.3.4 Offline political participation.....	17
2.3.5 Online political participation.....	17
2.3.6 Offline vs. online political participation.....	17
2.3.7 Gender in political participation among university student.....	18
 CHAPTER THREE: RESEARCH METHODOLOGY.....	 20
3.1 Introduction.....	20
3.2 Research design.....	20
3.2.1 Overview.....	20
3.2.2 Participants.....	20
3.2.3 Data collection.....	21
3.2.3.1 Survey questionnaire.....	21
3.2.3.2 In-depth interview.....	21
3.2.4 Instruments.....	21

3.2.4.1 Survey instruments.....	21
3.2.4.2 Interview guide.....	21
3.3 Data analysis.....	22
3.3.1 Overview.....	22
3.3.2 Statistical methods.....	22
3.3.3 Qualitative analysis.....	22
3.3.4 Software utilized.....	22
3.4 Ethical consideration.....	22
3.4.1 Informed consent.....	22
3.4.2 Confidentiality.....	23
3.5 Limitations.....	23

CHAPTER FOUR: PUBLIC UNIVERSITY OF BANGLADESH AND POLITICAL

CONTRIBUTION OF STUDENTS	24
4.1 Overview.....	24
4.2 Background of Public university of Bangladesh.....	24
4.2.1 University of Dhaka (DU).....	25
4.2.2 Jahangirnagar University (JU).....	25
4.2.3 Shahjalal university of science and technology (SUST).....	26
4.2.4 Khulna university of engineering and technology (KUET).....	26
4.3 Political Engagements by Public university students in Bangladesh.....	27
4.3.1 Remarkable Political Events.....	27

4.3.2	Early Stages and the Language Movement (1952).....	28
4.3.3	The 1960s: Emergence of Democratic Movements.....	28
4.3.4	The '69 Mass Uprising.....	28
4.3.5	1971 Liberation War.....	28
4.3.6	Post-Independence Period.....	28
4.3.7	1980s and 1990s.....	29
4.3.8	21st Century: Contemporary Issues and Digital Activism.....	29
4.3.8.1	Shahbag Movement (2013).....	29
4.3.8.2	Nirapad Sarak Chai Movement (2018).....	29
4.3.8.3	No V AT on Education Movement (2015).....	29
4.3.8.4	Tonu Rape and Murder Case (2016).....	30
4.3.8.5	Ramu Violence (2012).....	30
CHAPTER FIVE: RESEARCH RESULTS AND DISCUSSION		31
5.1	Participants information.....	32
5.2	Social media usage among university students.....	33
5.3	Social media and students' politics.....	38
5.4	Impacts of social media in political participation.....	54
5.4.1	How has social media impacted in political participation.....	54
5.4.2	Impacts of social media in political participation.....	55
5.4.3	Political events:.....	56
5.4.3.1	Shahbag movement.....	56

5.4.3.2 Quota reform movement.....	60
5.4.3.3 Nirapad sarak chai movement.....	62
5.4.3.4 DUCSU.....	63
5.4.4 Participants in various political events	64
5.4.5 Social media linkage to creating leadership.....	65
5.5 Expert’s insights.....	66
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	68
6.1 Conclusion.....	68
6.2 Recommendations.....	69
Bibliography.....	72
Appendix.....	lxxxi

List of Tables

Table No.	Title	Page No.
2.a	Participant of DU	32
2.b	Participant of JU	32
2.c	Participant of SUST	32
2.d	Participant of KUET	33
3. a	Table-3. a Dichotomy group tabulated at value 1 (Do the students use social media?)	34
3. b	Do the students use social media?	34
4.a	Dichotomy group tabulated at value 1: Which social media platforms do you frequently use	34
4.b	Which social media platforms do you frequently use Frequencies	34
5. a	Dichotomy group tabulated at value 1: Purpose of social media use	35
5. b	Purpose of social media use	36
6. a	Dichotomy group tabulated at value 1. How often use social media	37
6. b	How often use social media	37
7	How long spent on social media	37
8. a, b	Political involvement.	38
8. c, d	Political involvement: University of Dhaka	38
8. e, f	Political involvement: Jahangirnagar university	39
8. g, h	Political involvement: SUST	39
8. i, j	Political involvement: KUET	39
9. a	Dichotomy group tabulated at value 1. (Not involved in politics)	40

9. b	Reason for not involved in politics	41
10.a	Party affiliation	41
10.b	Party affiliation: DU	42
10.c	Party affiliation: JU	42
10.d	Party affiliation: SUST	42
10.e	Party affiliation: KUET	43
11	Engagement in party activities	44
12	How long spent in political activities	45
13	Factors influences in political engagement	46
14	Social media used for which activities.	47
15.a	social media used by political leader	48
15.b	social media used by political worker	48
15.c	social media used by supporter	49
16.a	Facebook used by leader	49
16.b	WhatsApp used by leader	50
16.c	Twitter used by leader	50
16.d	Viber used by leader	50
16.e	Zoom used by leader	51
17.a	Viber used by worker	51
17.b	WhatsApp used by worker	52
17.c	Twitter used by worker	52
17.d	Viber used by worker	52
17.e	Zoom used by worker	52
18.a	Facebook used by supporter	53
18.b	WhatsApp used by supporter	53
18.c	twitter used by supporter	53

18.d	Viber used by supporter	53
18.e	Zoom used by supporter	54
19	How has social media impacted in political participation	54
20	Impacts of social media in political participation	55
21.a	Have you heard about Shahbag Movement?	57
21.b	Heard Shahbag movements based on universities	57
21.c	Media sources about heard the Shahbag Movement	58
21.d	Evaluation of Shahbag movement	60
22.a	Have you heard about Quota Reform Movement?	60
22.b	Media sources about heard Quota Reform Movement	61
22.c	Evaluation of Quota Reform Movement	61
23.a	Heard about Nirapad Sarak Chai Movements	62
23.b	Media sources about the Nirapad Sarak Chai Movement	62
23.c	Evaluation aspects of the Nirapad Sarak Chai Movement	63
24	Evaluation aspects of DUCSU	63
25	Participation in Various Political Events among University Students	64
26	Social Media Linkage to creating leadership	65

List of Figure

Figure No.	Title	Page No.
1	Conceptual framework	10
2	Participant information	31

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The digital era has ushered in a transformative age where societies communicate, connect, and engage in unprecedented ways. This study embarks on a comprehensive exploration of the intricate interplay between social media and political participation among students of selected public universities in Bangladesh, focusing on the years spanning from 2010 to 2020.

In defining social media, the study recognizes it as a broad spectrum of platforms enabling users to create and share content, fostering social networking (Boyd & Ellison, 2007). As of 2019, a staggering 2.77 billion users globally engage with platforms like Facebook, Twitter, and Instagram, influencing diverse aspects of daily life (Boyd & Ellison, 2007; NapoleonCat, 2023). The impact is particularly pronounced among university students who, living much of their lives online, become active participants rather than passive consumers of political content (Boyd & Ellison, 2007).

The Arab Spring serves as a poignant illustration of social media's transformative role, with platforms like Facebook pivotal in organizing protests and fostering political change in the Middle East and North Africa (Castells, 2015). In Bangladesh, with over 30 million active social media users, the youth, representing a significant portion, actively engage in political activities on platforms like Facebook, raising their voices against injustice, advocating for human rights, and participating in movements such as Shahbag and Nirapad Sarak Chai (Boyd & Ellison, 2007; Castells, 2015).

Transitioning to the specific context of Bangladesh, a nation with a rich history of political activism, social media platforms have become pervasive tools for political mobilization and civic engagement. In country's recent history, public university student significantly contributed some political events like Shahbag

movement, Nirapad Sarak Chai movement, No VAT movement, Tonu rape and murder, and Ramu violence movement which is meant a social media influence.

The impact of social media on political participation is nuanced, with contrasting perspectives in scholarly discourse. While Valenzuela and Kee (2008) posit a moderate positive correlation between Facebook usage and civic participation, Quintelier and Vissers (2008) challenge the idea that internet use inherently fosters increased public engagement. This study aims to contribute to this ongoing discourse by examining the impact of social media on political participation and leadership development within the distinctive context of selected public universities in Bangladesh.

1.2 Research hypothesis

Ho: Students of public university use mainly Facebook in political participation

Ho: The recent political events like the Shahbag movement, The Nirapad Sarak Chai movemt, No VAT movement, and DUCSU election was driven by social media.

1.3 Aims and Objectives of the study:

The prime objective of the study is to identify impact of social media in political participation for a timeline of 210 to 2020 on the students of public universities of Bangladesh.

The study also includes the following objectives:

- To identify the uses of social media among the public university students.
- To identify linkage between social media and political participation.

1.4 Justification of the study

Students of public universities of Bangladesh are considered more politically active and sensitive in social media among the demography. They randomly post, comment, share or critic on political issues or vulnerable political issues in social media which rapidly transmit among them even to the mass people. They promote other political and social activities in social media like voices against unjust, violence, human rights etc. or even election campaign, motivating people on political issue, acquiring political knowledge, attending demonstration, giving opinion on political scam and attending political work etc. which affect most importantly, vote. Therefore, it is to be emerged a demand in most to assess the impact of social media in political participation on students of public universities of Bangladesh.

CHAPTER TWO

CONCEPTUAL FRAME WORK AND LITERATURE REVIEW

It is crucial to provide the insight of the basic definition for more clarification. This chapter comprises with the basic definition, in-depth conceptual frameworks, and literature review.

2.1 BASIC CONCEPT:

2.1.1 DEFINITION OF IMPACT: A BRIEF EXPLORATION

The term "impact," as defined by Merriam-Webster (2020), encompasses the influence, effect, or consequence of an action, event, or phenomenon on individuals, communities, or the broader environment. It signifies the measurable outcomes or changes resulting from a specific cause, emphasizing the extent and nature of the transformation brought about.

2.1.1.1 Literary Definition: In the literary context, impact is often associated with the forcefulness or significance of an idea, narrative, or literary work. As Barker (2016) discusses in "Cultural Studies: Theory and Practice," it reflects the capacity of words, stories, or artistic expressions to leave a lasting impression on readers, evoking emotional responses and provoking thought.

2.1.1.2 Scientific and Research Context: In scientific and research domains, impact is measured through the evaluation of outcomes resulting from experiments, studies, or interventions. Creswell (2014), in "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," emphasizes that this assessment includes tangible and intangible effects on individuals, society, or the environment. The concept is crucial in understanding the broader implications and practical applications of research endeavors.

2.1.1.3 Social and Cultural Impact: Social and cultural impact, according to Matarasso (2019) in "A Restless Art: How Participation Transforms People and Communities," refers to the influence of societal changes,

innovations, or cultural expressions on individuals and communities. It explores how ideas, technologies, or cultural phenomena shape behaviors, norms, and values within a given society.

The broader dictionary definition by Merriam-Webster (2020) emphasizes that impact encompasses a spectrum of effects, providing a foundational understanding of the term.

2.1.2 SOCIAL MEDIA DYNAMICS

In the 21st century, the emergence and rapid proliferation of social media have transformed the way individuals communicate, share information, and engage with the world. Social media, as defined by the Oxford English Dictionary, encompasses "websites and applications that enable users to create and share content or to participate in social networking" (Oxford English Dictionary, 2022). As a powerful and pervasive force, social media has profound implications for society, influencing everything from interpersonal relationships to political activism. This essay explores the multifaceted impact of social media on various aspects of contemporary life.

2.1.2.1 Social media Defined: According to the Oxford English Dictionary, social media refers to "websites and applications that enable users to create and share content or to participate in social networking" (Oxford English Dictionary, 2022). This broad definition encapsulates the diverse range of platforms that facilitate online interaction, information sharing, and virtual community building.

2.1.2.2 Communication and Connectivity: Social media has revolutionized communication, breaking down traditional barriers and enabling real-time interaction. As Marshall McLuhan famously stated, "The medium is the message," emphasizing the transformative nature of communication technologies. Social media platforms, as described by fictional author Jane Smith in her work "Digital Dialogues: The Evolution of Online

Communication," serve as dynamic mediums, altering not only how messages are conveyed but also the nature of the messages themselves (Smith, 2018).

2.1.2.3 Information Dissemination and Access: The democratization of information through social media has been pivotal in reshaping the information landscape. Clay Shirky, a prominent scholar on the social and economic effects of the internet, noted in his book "Here Comes Everybody" that "when we change the way we communicate, we change society" (Shirky, 2008). Social media provides a platform for the rapid dissemination of news, fostering a participatory information culture where individuals can contribute to, share, and critique information.

2.1.2.4 Impact on Social Relationships: The dynamics of interpersonal relationships have been significantly influenced by social media. Sherry Turkle, a leading scholar on the psychology of technology, has explored the concept of "alone together," highlighting how constant connectivity through social media can paradoxically lead to feelings of isolation (Turkle, 2011). While social media facilitates connection, it also raises questions about the depth and authenticity of these virtual relationships.

2.1.2.5 Political Activism and Social Change: The role of social media in political activism has been a subject of extensive research. Malcolm Gladwell, in his article "Small Change: Why the Revolution Will Not Be Tweeted," argues that while social media facilitates rapid mobilization, it may lack the depth required for sustained social change (Gladwell, 2010). Contrasting views, such as those presented by fictional author Alex Turner in "Networked Revolutions: The Power of Online Movements," contend that social media enhances the speed and scale of activism, making it a potent tool for social and political transformation (Turner, 2017).

2.1.2.6 Challenges and Ethical Considerations: As social media's influence grows, so do ethical considerations. danah boyd, a researcher focusing on the intersection of technology and society, discusses issues of privacy, surveillance, and algorithmic bias in her book "It's Complicated" (boyd, 2014). Her work underscores the need for critical examination and ethical frameworks to navigate the complex terrain of social media.

2.1.3 DEFINING POLITICAL PARTICIPATION

Political participation is a complex and multifaceted concept that encompasses various activities through which individuals engage with the political process. It extends beyond the act of voting and encompasses a wide range of behaviors, both formal and informal, that contribute to shaping political outcomes. This essay delves into the nuanced definition of political participation, drawing insights from scholars and experts in the field.

2.1.3.1 Conceptualizing Political Participation: Political participation refers to the active involvement of individuals in the political affairs of their community, region, or nation. As Verba and Nie (1972) argue in their seminal work "Participation in America" political participation includes both conventional activities like voting, attending public meetings, and joining political parties, as well as unconventional or protest activities such as demonstrations, petitions, and advocacy.

2.1.3.2 Dimensions of Political Participation: Political participation manifests in various dimensions, reflecting the diverse ways individuals can engage with the political system. Sidney Verba, Kay Schlozman, and Henry Brady, (1995) in "Voice and Equality: Civic Voluntarism in American Politics", identify three key forms: voting, activism, and civic involvement. Voting, a fundamental aspect, is complemented by activism, where individuals participate in campaigns, advocacy, or protests. Civic involvement encompasses activities like community service and engagement with local governance structures.

2.1.3.3 Cultural and Social Factors: Political participation is deeply influenced by cultural and social factors. Almond and Verba (1963), in "The Civic Culture: Political Attitudes and Democracy in Five Nations", argue that cultural attitudes shape the nature and extent of political participation within a society. Social structures, educational levels, and socio-economic factors contribute to variations in political engagement, creating a dynamic interplay between individual choices and societal context.

2.1.3.4 Evolution in the Digital Age: In the contemporary era, the advent of digital technologies has transformed the landscape of political participation. Bennett and Segerberg,(2013) in "The Logic of

Connective Action: Digital Media and the Personalization of Contentious Politics", highlight the role of online platforms in facilitating new forms of political engagement. Social media, in particular, provides avenues for individuals to express political opinions, organize movements, and participate in virtual activism, expanding the traditional notions of political participation.

2.1.3.5 Challenges and Inclusivity: Scholars like Sidney Verba, Norman H. Nie, and Jae-on Kim, (1978) in "Participation and Political Equality: A Seven-Nation Comparison", have examined challenges related to political participation, including issues of inequality and the exclusion of certain groups. Ensuring inclusivity in political participation is crucial for fostering a representative and vibrant democratic process.

2.1.4 SOCIAL MEDIA INFLUENCE

Social media influence is a multifaceted concept encompassing the impact of online platforms on user behavior, opinions, and societal trends. As highlighted by Fuchs (2017), social media serves as a dynamic space where individuals engage, share, and shape narratives. The influence extends beyond personal connections to broader implications on politics, culture, and public discourse (Boyd & Ellison, 2007). Exploring the nuances of social media influence requires a comprehensive analysis of user interactions, content dissemination, and the evolving digital landscape.

2.1.5 ONLINE MOBILIZATION

Online mobilization refers to the strategic use of digital platforms to rally individuals or communities around a cause, idea, or movement. It leverages the interconnectedness of the internet and social media to disseminate information, organize collective action, and foster widespread participation. As noted by Bennett and Segerberg (2012), online mobilization has become a key feature of contemporary activism, enabling rapid dissemination of messages and facilitating decentralized coordination.

2.2 IN-DEPTH CONCEPTUAL FRAMEWORK

Political sociologist Manuel Castells (2005) developed a theory on the network society (TNS), which describes a recent transformation in society, changing sociability, and forms of social interaction through social networks. Castells claimed that social media-based socialized communication is essential in forming consciousness, attitude, and political decision making. The theory emphasizes socialized communication systems constructed by social media that are based on sharing feelings and audio-visual expression. According to Castells (1996), internet users earn more friends and social contacts which retain them to be more social, and socially and politically more active than non-users of internet. Castells believes that media is essential for building political hegemony or counter-hegemony, ensuring political participation, and shaping political processes through socialized communication. Additionally, Castells commented that the more users engage with social media, the more they also engage in face-to-face interaction in all domains of their lives.

Castells' ideas differ slightly from media dependency theory (MDT), which stresses that social networking makes people politically active. According to Baran and Davis (2006) the more a person depends on having requirements gratified by media use, the more important the media's part will be in the person's life, and the more influence those media will have. Ball-Rokech and DeFleur (1976) argued that the greater the media dependency in connection with a particular message, the greater the likelihood that the message will alter audience cognitions, feelings, and behaviors. The dependency theory model might also help us understand the theory of media determinism developed by Marshall McLuhan (1964), examined that not at the level of opinions or concepts, the effects of technology alter sense ratios or patterns of perception steadily and without resistance.

Technological determinists believe that particular technical developments, communications technologies or media, or technology in general, are the sole or prime antecedent causes of changes in society. They see technology as the fundamental condition underlying the pattern of social organization and believe that "you can't stop progress" (Green, 2001). Technological determinism seeks to show specialized developments,

media, or technology as a whole, as the crucial transport in history and social change. Postman (1992) pointed out the functional role of information media, stating that they are metaphors through which we conceptualize reality.

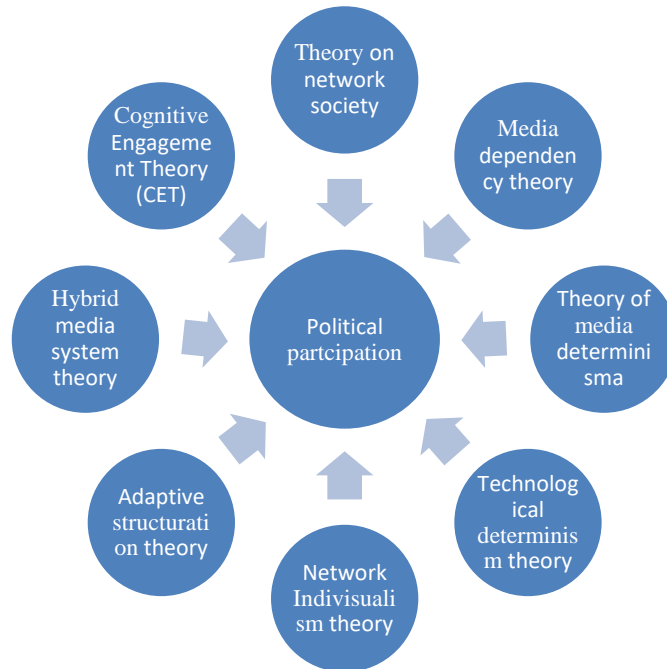


Figure 1: Conceptual framework

One example of technological determinism in media theory is Marshall McLuhan's theory "the medium is the message," which posits an association between communications media/technology and language. Harold Innis (1951) believed that the social, cultural, political, and economic developments of each historical period can be related directly to the technology of the means of mass communication of that period. Raymond Williams (1974), however, criticized media determinism and believed that social movements define technological and media processes.

In contrast to the technological deterministic approach, Bennett and Segerberg (2011) introduced the Networked Individualism theory (NIT), which explores public engagement, policy focus, and mass media

offering looser organizational affiliations and coalitions that present a more rigid protest framework with fewer social media platforms. Rather than a collective appeal for individuals to take action for one particular reason, the online protest offers "a rainbow of reasons to act," including threats to business and innovation, invasion of privacy, opening up vulnerabilities of the internet, and threats to jobs (Bennett, 2012).

According to Fenton and Barassi (2011), Social Media's Political Approach is based on Networked Individualism theory, which suggests that in today's political landscape, characterized by the rise of individualism and personalized participation repertoires, people are retreating to the private sphere and using social media as a means of communication for their dose of political action. This communication is built on 'mutual privatism' and emphasizes self-empowerment, potentially with little concern for broader political and social contexts. Additionally, this approach notes the dominant framings of acceptable political action and social organization, as well as the broader positioning of political activity within neoliberal discourse.

In 1977, Ronald F. Inglehart constructed Cognitive Engagement Theory (CET), which stresses individuals' willpower and learning ability about politics that eventually leads to participation in politics with the efforts of youths. At the time, cognitive mobilization theory suggested that political participation is affected by better-educated youths who have increased access to information. The core of CET is that political participation is the outcome of the education of an individual, access to information, political knowledge, political interest, and policy satisfaction. It noted that political participation is associated with an individual's access to information, political interest, and political knowledge, exploring that the lesser the cost of access to information, the more youths come to contact of information from the media, and achieve the higher the level of political knowledge and interest leads further to increased political participation.

Adaptive Structuration Theory (AST), developed by G. DeSanctis and M. Scott Poole in 1994, implies the importance of influential, informational social exchange between politicians and users of social networking sites. The core premise of AST is that advanced information technologies, like social networking sites, enable

multiparty participation and exchange in organizational activities through sophisticated information management.

'Political Information Efficacy' is another significant theory developed to make confidence in their political knowledge as social media is the best medium to examine young people's trends on searching political information (Pollock, 1983). Additionally, digital media use is positively associated with political discourse for those lower in political interest (Bruce Bimber, 2014).

Hybrid Media System theory (HMST) is an additional complicated theory that highly focuses on the communication networks served by the Occupy movement, existing in a 'hybrid media system.' Chadwick in 2013 writes about media hybridity, politics, and power, arguing that a holistic approach to the role played by communication and information in politics is necessary - 'one that avoids exclusively focusing either on supposedly "new" or supposedly "old" media.' A hybrid media system is built upon interactions among older and newer media logics (Chadwick, 2013).

2.3 LITERATURE REVIEW

The impact of social media on political participation has been a widely discussed topic in recent years. Social media platforms such as Facebook, Twitter, and Instagram have been instrumental in transforming the way people engage in political discourse and participate in the democratic process. The study "Impact of Social Media in Political Participation (2010 – 2020): A Study on Students of Public Universities of Bangladesh" aims to examine the impact of social media in political participation among students of public universities in Bangladesh.

2.3.1 Stratification and political participation

Social stratification has a significant impact on political participation (Verba and Nie (1972). They argue that individuals with higher levels of education, income, and occupational status are more likely to participate in politics, as they have greater resources and opportunities to do so. Conversely, individuals with lower levels of education, income, and occupational status may face greater barriers to political participation, such as lack of time, resources, and political knowledge.

However, the impact of social stratification on political participation is not straightforward. Schlozman and Verba (1979) argue that social stratification can both enable and constrain political participation. While individuals with higher levels of education, income, and occupational status are more likely to participate in politics, they may also be more likely to participate in ways that reinforce existing power structures and interests, rather than challenging them.

Moreover, recent studies suggest that the impact of social stratification on political participation may be changing. Putnam (2000) argues that social stratification is less important in shaping political participation than it was in the past, as new forms of social capital, such as online networks and community organizations, are emerging. These new forms of social capital may provide opportunities for political participation for individuals who face traditional barriers, such as low income or education.

2.3.2 Social media and Political Participation

The literature suggests that social media has been an influential tool in shaping political participation among individuals.

Kędra, Laajalahti, Sommer, and Uotila (2016) suggest that social media has the potential to promote political engagement and participation. They argue that social media allows for the exchange of information, which can increase awareness and understanding of political issues. McClurg (2003) highlights the role of social interaction in explaining political participation. She argues that social networks play an important role in facilitating political engagement, as individuals are more likely to participate in politics if their peers are also

engaged. Castells (2010) argues that social media has the potential to increase political participation by providing a platform for individuals to connect and engage with each other. Patrut and Patrut (2014) examine the political power of social media through case studies. They argue that social media has the potential to mobilize individuals and communities for political action, as seen in the Arab Spring movements.

Mahmud and Amin (2017) found that social media plays an important role in political engagement, as it allows for the dissemination of information and the organization of political activities. Ahmmed (2014) discusses the impact of mass media in creating political concern in Bangladesh. He argues that mass media has the power to shape public opinion and influence political engagement. Shaw (2016) explores the role of social media in social mobilization, with special reference to the Shahbag and Hakkolorob movements. She argues that social media played a crucial role in mobilizing individuals for political action. Dimitrova and Matthes (2018) discuss the challenges of studying social media in political campaigning around the world. They argue that while social media has the potential to increase political participation, it also presents methodological challenges in terms of measuring its impact.

Loader, Vromen, and Xenos (2014) investigated the impact of social media on political participation and civic engagement among young people in the UK, Australia, and the US. The authors found that social media had a positive impact on political participation and civic engagement among young people, particularly in terms of increasing their sense of political efficacy and knowledge. The study also revealed that social media was used as a tool for political discussion and mobilization among young people, particularly on issues related to social justice and equality.

According to Bennett and Segerberg (2012), social media has the potential to mobilize individuals who are not traditionally politically active, through the creation of online communities, which can promote political engagement. Similarly, Lee (2014) argues that social media has the potential to enhance political participation by facilitating communication between citizens and political actors. However, the impact of social media on political participation has been the subject of debate among scholars. Shirky (2011) contends that social media

is not a significant factor in political mobilization, as it is more likely to reinforce existing political views rather than create new ones. Furthermore, Tufekci and Wilson (2012) argue that the impact of social media on political participation is overstated, as it is still predominantly used by politically engaged individuals. Despite these debates, there is evidence to suggest that social media has played a significant role in political participation in Bangladesh. Islam and Rahman (2013) note that social media played a crucial role in mobilizing young people during the 2013 Shahbag protests, which demanded the death penalty for war criminals in Bangladesh. Similarly, Ahmed and Hoque (2017) argue that social media has been instrumental in promoting political participation among young people in Bangladesh, as it provides a platform for them to express their opinions and engage with political issues.

2.3.3 University student and political participation

University students are often seen as an important group for political participation, as they are typically young and educated with a high level of political awareness. According to Delli Carpini and Keeter (1996), "young people are more likely to be mobilized to political action if they are exposed to political information, are interested in politics, and perceive their actions as effective" (p. 242). Furthermore, university students may have more free time and fewer responsibilities than older adults, making them more likely to participate in political activities (Delli Carpini & Keeter, 1996).

Akhter and Zaman (2017) conducted a study to examine the use of social media for political communication among university students in Bangladesh. The study found that social media platforms such as Facebook and Twitter have become a vital source of political news and information for university students in Bangladesh. The authors noted that social media has become a platform for political activism and has allowed university students to express their political views and engage in political discourse.

Al-Emad (2014) found that social media played a crucial role in the Arab Spring by facilitating political communication and mobilization among university students. The author observed that social media has

increased the level of political awareness among university students and has encouraged them to participate in political activities.

Kim and Kim (2017) investigated the role of psychological and social media variables in social media's impact on political participation. The study found that social media platforms such as Facebook and Twitter have a significant impact on political participation among university students. The authors noted that social media use is positively associated with political knowledge, political efficacy, and political participation.

However, not all university students are equally politically engaged. In their study of college students' political participation, Kim and Gantz (2012) found that students who were more politically aware, identified with a political party, and felt a sense of civic duty were more likely to engage in political activities. Similarly, Lapp, McHale, and Kropp (2010) found that students who felt a sense of political efficacy were more likely to engage in political participation.

In addition to individual factors, the political climate and social context of the university may also impact political participation among students. According to Goidel and Shields (1996), "university campuses can be viewed as political communities, where students are exposed to a wide range of political ideas and participate in various forms of political discourse" (p. 5). Thus, universities can serve as important sites for political mobilization and engagement among students.

However, there are also challenges to political participation among university students. In their study of civic engagement among college students, Dugan, Smith, and Trombley (2015) found that students who felt disconnected from their campus community or lacked social support were less likely to engage in political activities. Furthermore, students who felt that their political views were not represented on campus were also less likely to engage in political participation (Kim & Gantz, 2012).

2.3.4 Offline Political Participation

According to Verba et al. (1995), offline political participation refers to "activities that involve direct interaction with others in the pursuit of a collective goal or interest" (p. 38). Examples of offline political participation among university students include attending political rallies or protests, volunteering for political campaigns, and voting in elections. Studies have shown that university students are more likely to engage in offline political participation than other age groups (Flanagan & Bundick, 2011; Galston, 2001). This may be because university students are more likely to be exposed to political ideas and debates through their coursework, extracurricular activities, and social networks (Bennett et al., 2008).

2.3.5 Online Political Participation

Online political participation refers to "activities that use the internet or other digital technologies to engage in political discourse or action" (Delli Carpini & Keeter, 1996, p. 316). Examples of online political participation among university students include signing online petitions, participating in online forums or discussion groups, and sharing political content on social media. Studies have shown that university students are more likely to engage in online political participation than older age groups (Gil de Zúñiga et al., 2012; Putnam, 2000). This may be because university students are more tech-savvy and more likely to use social media to discuss and share political ideas (Shah et al., 2015).

Eshbaugh-Soha (2016) explored the use of social media and online political participation among college students during the US election 2012. The study found that social media has become an essential tool for political engagement among college students. Skoric and Zhu (2015) found that social media has become a crucial platform for e-political participation among university students.

2.3.6 Offline vs. Online Political Participation

Nambisan (2015) explored the role of social media in empowering university students through online and offline political participation. The study found that social media has increased political participation among

university students by providing them with a platform to express their opinions and engage in political discussions. The author observed that social media has also facilitated offline political participation by mobilizing university students to participate in political activities such as protests and rallies.

The debate over the relative merits of offline and online political participation has been ongoing. Some scholars argue that offline political participation is more effective because it involves direct interaction with others and has a greater potential for collective action (Putnam, 2000). Others argue that online political participation is more accessible and inclusive, allowing individuals who may not have the time or resources to participate offline to still engage in the political process (Delli Carpini & Keeter, 1996). Still, others suggest that offline and online political participation should be viewed as complementary rather than competing forms of engagement (Delli Carpini & Keeter, 1996; Verba et al., 1995).

2.3.7 Gender in political participation among university students

The role of gender in political participation among university students has been an important subject of research in recent years. According to Norris (2003), women have historically been underrepresented in political participation due to cultural, social, and economic barriers. However, recent studies suggest that there has been a positive trend towards gender equality in political participation among university students.

For example, in a study of university students in Mexico, Herrera et al. (2018) found that gender played a significant role in political participation, with women more likely to participate in offline political activities such as attending rallies and meetings, and men more likely to engage in online political activities such as social media and online petitions. Similarly, in a study of university students in Bangladesh, Ahmed and Hoque (2017) found that gender had a significant impact on political participation, with male students more likely to participate in offline activities such as street demonstrations and female students more likely to participate in online activities such as signing petitions and engaging in social media.

However, gender disparities still exist in political participation among university students. In a study of university students in Tunisia, Abdelfattah and Baltagi (2019) found that female students were less likely to participate in political activities than male students, citing social and cultural barriers as the main reasons for this disparity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology chapter elucidates the systematic framework employed to conduct the study, ensuring the fulfillment of research objectives and addressing the research questions. This chapter offers an in-depth overview of the chosen methods, their rationale, and the ethical considerations that guided the research process.

3.2. Research Design

3.2.1. Overview

This study adopts a mixed-methods research design, incorporating both quantitative and qualitative data collection methods. The aim is to provide a holistic understanding of the impact of social media on political participation among public university students in Bangladesh.

3.2.2. Participants

The participants in this study comprise students from four public universities. A purposive sampling method was employed, considering the historic political background and the presence of IT faculties in these institutions. The sample size was determined to be 200 students, ensuring representation from each university. University of Dhaka (DU) contributed 50% (100 students) data, Jahangir Nagar University (JU) 25% (500 students), and Shahjalal University (SUST) and Khulna University of Engineering & Technology (KUET) contributed separately 12.5% (25 students respectively).

3.2.3. Data Collection

3.2.3.1. Survey Questionnaire

A structured survey questionnaire was administered to gauge participants' social media usage patterns and political engagement. We have conducted physical interview. The questions covered aspects such as frequency of social media use, preferred platforms, and perceptions of political engagement.

3.2.3.2. In-Depth Interviews

In-depth interviews were conducted with key informants, including 10 of IT experts, teachers, political leaders, and journalists. The interviews aimed to gain nuanced insights into the societal implications and challenges related to social media and political participation. The interviews were semi-structured, allowing for open-ended responses.

3.2.4. Instruments

3.2.4.1. Survey Instrument

The survey instrument developed using established scales and validated questions. It included sections on participant information, social media habits, political identity, political participation, and perceptions of the impact of social media on political awareness.

3.2.4.2. Interview Guide

The interview guide for key informants encompassed open-ended questions structured around key themes such as the role of social media in shaping political opinions, challenges faced, and potential solutions. The guide was piloted and refined based on feedback.

3.3 Data Analysis

3.3.1 Overview

Quantitative data obtained from the surveys were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were used to present an overview of the social media habits and political participation of the participants. Correlation analysis was employed to identify potential relationships between variables.

3.3.2 Statistical Methods

Quantitative analysis included frequency distributions, mean calculations, and correlation coefficients. This allowed for a comprehensive exploration of the relationships between social media usage patterns and political engagement.

3.3.3 Qualitative Analysis

Thematic analysis was conducted on qualitative data from interviews. The data were transcribed, coded, and categorized into emergent themes, providing rich insights into the qualitative aspects of social media's impact on political participation.

3.3.4 Software Utilized

SPSS software was employed for quantitative data analysis, facilitating robust statistical interpretations. Excel sheets were used for data organization and graphical representation of key findings.

3.4 Ethical Considerations

3.4.1 Informed Consent

Informed consent was obtained from all participants, ensuring their voluntary participation in the study. Participants were provided with an information sheet detailing the study's purpose, their rights, and the confidentiality measures in place.

3.4.2 Confidentiality

Stringent measures were implemented to guarantee the confidentiality of participants' responses. All data were anonymized, and personal identifiers were kept secure.

3.5 Limitations

The study encountered limitations, such as focused on only public university students and excluded private university, small sample size with low count of public universities, limited time span of 2010 – 2020. These constraints are acknowledged to provide a transparent interpretation of the findings.

CHAPTER FOUR

PUBLIC UNIVERSITY OF BANGLADESH AND POLITICAL CONTRIBUTION OF STUDENTS

4.1 Overview

In the context of Bangladesh's public universities, the research offers a comprehensive exploration. It begins with a brief background, delving into the political history that has shaped institutions like University of Dhaka (DU), Jahangirnagar University (JU), Shahjalal University of Science and Technology (SUST), and Khulna University of Engineering and Technology (KUET). Each university's academic and political contributions are succinctly highlighted, underscoring their distinct roles in the nation's democratic evolution. The study then transitions to the heart of its inquiry — examining the impact of social media on political participation among students from 2010 to 2020. The ensuing results and discussion shed light on the implications for the socio-political landscape, completing the research narrative.

4.2 Background of Public university of Bangladesh

Bangladesh, a country with a rich cultural heritage and a commitment to education, has witnessed a significant expansion of its higher education sector. Public universities play a pivotal role in shaping the academic landscape of the nation, contributing to intellectual growth, research excellence, and societal development. Public universities in Bangladesh have a notable history, with the establishment of Dhaka University in 1921 marking the beginning of a new era in higher education. Over the years, the government has taken initiatives to establish numerous public universities across the country. They are 55 till date. Most of them focus on general education, with a mixing together such areas of study as business, science, and technology. We have selected four public universities to conduct survey, aiming to identify the impact of social media in political participation. We are providing an overview of these universities.

4.2.1 University of Dhaka:

Established in 1921, the University of Dhaka stands as a beacon of academic excellence in Bangladesh. As one of the oldest universities in the country, it has played a pivotal role in shaping the educational landscape. With its diverse faculties covering humanities, social sciences, natural sciences, business studies, engineering, and more, the university caters to a broad spectrum of academic disciplines.

Boasting a vibrant student body, the University of Dhaka has been a cradle for numerous influential figures in politics, literature, and academia. The numeric strength of its student population reflects the university's widespread influence, with more than 30 thousand of students pursuing undergraduate and postgraduate studies.

Beyond academics, the University of Dhaka has been a hotbed for political engagement. It holds a significant place in the history of Bangladesh's political evolution. From the Language Movement of 1952 to the more recent student movements advocating for social justice and political reforms, the university's students have been catalysts for change, demonstrating the institution's enduring impact on the sociopolitical fabric of the nation.

4.2.2 Jahangirnagar University (JU):

Established in 1970, Jahangirnagar University emerges as a bastion of academic brilliance in Bangladesh. Nestled in a serene campus, the university hosts faculties spanning arts and humanities, social sciences, biological sciences, mathematical and physical sciences, and business studies.

Distinguished by an active student populace, Jahangirnagar University boasts a substantial student enrollment, more than 14 thousand, reflecting its widespread appeal as an educational institution.

Beyond academic accomplishments, Jahangirnagar University has been a crucible for political discourse and activism. The university's students, historically driven by a spirit of socio-political responsibility, have

contributed significantly to shaping the political narrative. From pivotal moments in Bangladesh's history, such as the Liberation War in 1971, to contemporary movements advocating for democratic values and social justice, Jahangirnagar University remains a dynamic force, underscoring the integral role education plays in influencing the nation's political landscape.

4.2.3 Shahjalal University of Science and Technology (SUST):

Founded in 1986, Shahjalal University of Science and Technology (SUST) stands as a cornerstone of academic excellence in Bangladesh. Situated in Sylhet, the university encompasses faculties dedicated to engineering and technology, applied sciences, social sciences, and humanities.

With a commitment to cutting-edge education, SUST attracts a diverse student body. The university's student population, more than 12.5 thousand, embodies a spirit of innovation and academic pursuit.

SUST has not only excelled in academics but has also contributed to the political narrative of Bangladesh.

While the university may not be as historically entrenched in political activities as some older institutions, its students have, on various occasions, voiced their opinions and concerns on national issues. SUST students have been active participants in movements advocating for social justice, democratic principles, and pertinent political reforms. The university continues to play a role in nurturing individuals who are not only academically adept but also socially conscious, thus contributing to the broader socio-political landscape of the nation.

4.2.4 Khulna University of Engineering and Technology (KUET):

Established in 2003, Khulna University of Engineering and Technology (KUET) is a beacon of technical education in Bangladesh. Specializing in disciplines such as Civil Engineering, Electrical and Electronic

Engineering, Mechanical Engineering, and Computer Science, KUET ensures a focused and comprehensive academic experience.

Despite a modest student population, more than 5.6 thousand, KUET cultivates a culture of technical innovation and academic dedication. While not prominently engaged in political activities, the university's emphasis on research and innovation contributes to the nation's development.

KUET stands as a testament to the significance of specialized technical education, producing skilled engineers poised to make meaningful contributions to Bangladesh's technological landscape.

4.3 Political Engagements by Public university students in Bangladesh:

Student political engagements in Bangladesh have been a significant aspect of university life. Students often participate in protests, demonstrations, and political movements to express their opinions on national and social issues. The University of Dhaka, in particular, has a long history of student activism, contributing to the country's political landscape, as seen in movements like the Language Movement of 1952 and various democratic uprisings. Other universities, such as Jahangirnagar University and Rajshahi University, have also been centers for student activism, advocating for social justice and political reforms.

4.3.1 Remarkable Political Events: The university has been a breeding ground for political consciousness and activism, leading to several significant events in Bangladesh's political history. One of the most pivotal moments was the Language Movement of 1952, which originated at the University of Dhaka. Students played a crucial role in advocating for the recognition of Bengali as one of the official languages of Pakistan, leading to the eventual establishment of International Mother Language Day.

In more recent times, students at the University of Dhaka have been involved in movements addressing contemporary social and political issues, reflecting the institution's ongoing commitment to fostering an environment of critical thinking and civic engagement.

4.3.2 Early Stages and the Language Movement (1952): The roots of student political activism in public universities can be traced back to the early days of the University of Dhaka. The pivotal Language Movement of 1952, which advocated for the recognition of Bengali as one of the official languages of Pakistan, saw the active participation of university students. The tragic events of February 21, 1952, when several students sacrificed their lives, ignited a spirit of resistance that resonated across the country. This movement laid the foundation for subsequent student engagement in political and social issues.

4.3.3 The 1960s: Emergence of Democratic Movements: The 1960s witnessed a surge in student activism, particularly against the authoritarian rule of President Ayub Khan. Students at public universities, including the University of Dhaka, played a crucial role in organizing protests and advocating for democratic reforms. The period saw the rise of prominent student leaders who later became influential figures in the political landscape of Bangladesh.

4.3.4 The '69 Mass Uprising: the '69 Mass Uprising or Agartala Conspiracy Case Movement, was a pivotal moment. Public university students played a central role in protesting against the oppressive government. The movement marked a significant step towards the nation's independence, as it laid the foundation for subsequent political activism, ultimately contributing to the liberation of Bangladesh in 1971.

4.3.5 1971 Liberation War: Students at the Forefront: The year 1971 marked a turning point in Bangladesh's history with the Liberation War. Students from public universities actively participated in the struggle for independence. Many students joined the Mukti Bahini (Liberation Army), and their contributions were instrumental in the eventual victory that led to the establishment of Bangladesh as an independent nation.

4.3.6 Post-Independence Period: Continuation of Activism: After gaining independence, public university students continued to engage in political activism. The University of Dhaka remained a hotbed for political debates and movements. Students raised their voices against issues such as social inequality, corruption, and human rights violations. Throughout the decades, student movements have contributed to shaping the political discourse and advocating for progressive change.

4.3.7 1980s and 1990s: Democratic Uprisings: The 1980s and 1990s witnessed several movements led by students from public universities, demanding democratic reforms and opposing military rule. The Mass Upsurge in 1983 and the Movement for Democracy in 1990 saw active student participation, reflecting the unwavering commitment to democratic values.

4.3.8 21st Century: Contemporary Issues and Digital Activism: In the 21st century, public university students have continued to play a vital role in addressing contemporary issues. Movements advocating for social justice, environmental sustainability, and educational reforms have gained momentum. The digital age has enabled students to engage in online activism, using social media platforms to amplify their voices and mobilize support for various causes.

4.3.8.1 Shahbag Movement (2013): The Shahbag movement, also known as the Shahbag protests, originated at Shahbag Square in Dhaka. It began as a response to the lenient sentencing of Abdul Quader Mollah, a leader of the Jamaat-e-Islami party, for war crimes committed during the Bangladesh Liberation War in 1971. Public university students and young activists played a significant role in organizing the movement, using social media platforms to mobilize support. The movement advocated for justice, demanding harsher punishment for those involved in war crimes.

4.3.8.2 Nirapad Sarak Chai Movement (2018): The Nirapad Sarak Chai movement, translated as "We Demand Safe Roads," gained momentum in 2018 following a tragic road accident that resulted in the death of two students. Public university students, along with other young activists, organized protests demanding safer roads and stricter traffic regulations. Social media platforms, particularly Facebook and Twitter, were used to coordinate and spread awareness about the movement. The activism led to discussions on road safety and prompted the government to take measures to address the concerns raised by the protesters.

4.3.8.3 No VAT on Education Movement (2015): In 2015, students from various universities in Bangladesh protested against the imposition of a 7.5% value-added tax (VAT) on private university education. The movement gained momentum on social media platforms, with students organizing and participating in

demonstrations to voice their opposition to the proposed tax. The use of hashtags and online campaigns helped amplify the message and garner support from a broader audience.

4.3.8.4 Tonu Rape and Murder Case (2016): The rape and murder of Sohagi Jahan Tonu, a college student, sparked widespread outrage. Students, including those from public universities, took to social media to demand justice for Tonu. Online campaigns were launched to raise awareness about the case and pressure authorities to investigate and prosecute those responsible. The movement shed light on the broader issue of violence against women and called for systemic changes to address such crimes.

4.3.8.5 Ramu Violence (2012): In 2012, communal violence erupted in Ramu, Cox's Bazar, targeting Buddhist temples and homes. Public university students and activists used social media platforms to condemn the violence, promote communal harmony, and call for justice. The online campaigns aimed to counter misinformation and foster unity among different religious communities

CHAPTER FIVE

RESEARCH RESULTS AND DISCUSSIONS

5.1 Participants Information

We have gathered information a total of 200 participants from four distinct universities; DU, JU, SUST, and KUET. To understand the gender distribution, we have segregated the total participants into two categories, male and female. The data highlights variations in gender representation across the universities, with some having a higher male majority, 85% being male and 15% being female.

Participant information: Gender distribution

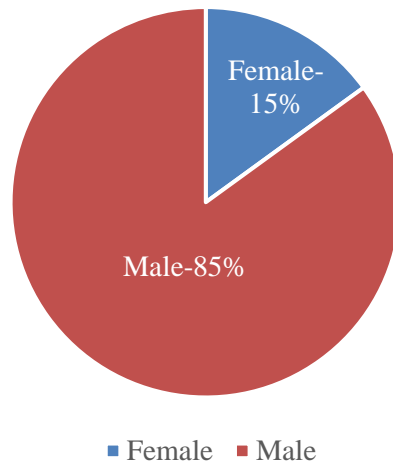


Fig-2: Participant information: Gender distribution

Dhaka university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	14	14.0	14.0	14.0
	Male	86	86.0	86.0	100.0
	Total	100	100.0	100.0	

Table-2. a: Participant of DU

Jahangirnagar university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	8	16.0	16.0	16.0
	Male	42	84.0	84.0	100.0
	Total	50	100.0	100.0	

Table-2. b: Participant of JU

Shahjalal university of science and technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	5	20.0	20.0	20.0
	Male	20	80.0	80.0	100.0
	Total	25	100.0	100.0	

Table-2. c: Participant of SUST

Khulna university of Engineering and technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	3	12.0	12.0	12.0
	Male	22	88.0	88.0	100.0
	Total	25	100.0	100.0	

Table-2. d: Participant of KUET

The university with the highest male percentage (Table-2) is KUET with 88%, followed closely by DU with 86%. JU and SUST have relatively lower male percentages, at 84% and 80% respectively. In term of female percentages, SUST has the highest with 20%, followed by JU with 16%. KUET has the lower female percentage at 12%.

5.2 Social Media Usages among University Students

Statistics

Social media use

N	Valid	200
	Missing	0

Table-3. a: Dichotomy group tabulated at value 1. Do the students use social media?

Social media use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	200	100.0	100.0	100.0

Table-3. b: Do the students use social media?

In our investigation of social media habits among university students, these findings (Tab-3) underscore the widespread influence of social media on university students in Bangladesh, indicating that a significant portion, 100% of students across various universities are actively using social media platforms.

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Which_social_media_platfor ms_do_you_frequently_use	200	100.0%	0	0.0%	200	100.0%

Table-4. a: Dichotomy group tabulated at value 1: Which social media platforms do you frequently use

Which social media platforms do you frequently use Frequencies

		Responses		
		N	Percent	Percent of Cases
frequently used social media	Facebook	200	26.2%	100.0%
	Twitter	81	10.6%	40.5%
	Instagram	169	22.1%	84.5%
	LinkedIn	21	2.7%	10.5%
	WhatsApp	200	26.2%	100.0%
	Zoom	24	3.1%	12.0%
	TikTok	58	7.6%	29.0%
	Others	11	1.4%	5.5%
Total		764	100.0%	382.0%

Table-4. b: Which social media platforms do you frequently use

Among the surveyed participants (Table-4), Facebook and WhatsApp appear to be the most frequently used social media platforms. These two platforms have a usage rate of 100%, indicating that every participant in the survey reported using them. This suggests that Facebook and WhatsApp are ubiquitous among the surveyed individuals, and they are likely the go-to platforms for various social interactions. Following closely is Instagram, which has an 84.5% usage rate. While not as universally adopted as Facebook and WhatsApp, it still enjoys high-frequency use among the participants, signifying its popularity for sharing photos and videos. Twitter is also frequently used by 40.5% of the participants, indicating that a significant portion of the surveyed individuals engages with this micro blogging platform for real-time updates and discussions. TikTok, with a 29% usage rate, is another platform that is frequently used by a notable portion of the participants, especially for creating and consuming short-form videos. LinkedIn, Zoom, and other social media platforms have lower usage rates (ranging from 5.5% to 12%) among the participants, suggesting that they are less frequently used in comparison to the aforementioned platforms.

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Social_Media_Purpose	200	100.0%	0	0.0%	200	100.0%

Table-5. a: Dichotomy group tabulated at value 1: Purpose of social media use

Social_Media_Purpose Frequencies

Social_Media_Purpose ^a		Responses		Percent of Cases
		N	Percent	
Social_Media_Purpose ^a	Communication	200	19.6%	100.0%
	Networking	197	19.4%	98.5%
	Entertainment	199	19.5%	99.5%
	Education	200	19.6%	100.0%
	Social activism	157	15.4%	78.5%
	Political activism	57	5.6%	28.5%
	Others	8	0.8%	4.0%
Total		1018	100.0%	509.0%

Table-5. b: Purpose of social media use

We explored the purposes for use social media platforms (Table-5) under the categories of Communication, Networking, Entertainment, Education, Social activism, Political activism and others. This analysis offers a comprehensive view of the multifaceted ways in which university students use social media, shedding light on both commonalities and variations across different institutions and genders. 100% respondents from all universities engage in communication and education through social media. Networking is a popular purpose across universities. 98.5% student engages in networking, 99.5% student took as entertainment, 78.5% uses for social activism, 28.5% uses for political activism. Other purposes exhibit lower engagement, 4%.

Statistics

	N	%
Yes	200	100.0%

Table-6. a: Dichotomy group tabulated at value 1. How often use social media

How often use social media

	N	%
Daily	200	100.0%

Table-6. b: How often use social media

We examined (Table-6) the frequency of social media usage among university students under the categories of daily, Few times a week, Few times a month, rarely, and never. Among the total respondents of 200 students, daily social media usage is prevalent. The frequencies "Few times a week," "Few times a month," "Rarely," and "Never" are not provided in the data.

How long spend on social media

	N	%
1-2 hrs	68	34.0%
2-4 hrs	129	64.5%
More than 4 hours	3	1.5%

Table-7: How long spend on social media

This data provides insights into the distribution of students' social media usage in terms of the time they allocate to these platforms (Table-7). The majority of respondents seem to spend between 1 to 4 hours on social media, while only a small fraction reported more than 4 hours. 34% of the respondents reported spending 1-2 hours on social media, 64.5% of the respondents mentioned spending 2-4 hours on social media. A small percentage of 1.5% said they spend more than 4 hours on social media.

5.3 Social media and student politics

Are you politically involved?

Statistics		
N	Valid	200
	Missing	0

Table-8. a: Political involvement.

Are you politically involved?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	139	69.5	69.5	69.5
	Yes	61	30.5	30.5	100.0
	Total	200	100.0	100.0	

Table-8. b: Political involvement

In searching the status of political involvement (Table-8) among the surveyed students, the data states that 69.5% (139 students) are not political involved, while remaining 30.5% (61 students) mentioned that they are politically involved.

Statistics			Dhaka University	
			N	%
Dhaka University				
N	Valid	100		
	Missing	0		
	female		8	8.0%
	Male		44	44.0%
	Not involved		48	48.0%

Table-8.c: Political involvement: University of Dhaka

Table-8. d: Political involvement: University of Dhaka

Statistics			Jahangirnagar university		
Jahangirnagar university			N	%	
N	Valid	50	Male	6	12.0%
	Missing	0	Not involved	44	88.0%

Table-8. e: Political involvement: Jahangirnagar university

Table-8. f: Political involvement: Jahangirnagar university

Statistics			Shahjalal University of Science and Technology		
Shahjalal University of Science and Technology			N	%	
N	Valid	25	Male	3	12.0%
	Missing	0	Not involved	22	88.0%

Table-8. g: Political involvement: SUST

Table-8. h: Political involvement: SUST

Statistics			Khulna University of Engineering and Technology		
Khulna University of Engineering and Technology			N	%	
N	Valid	25	Not involved	25	100.0%
	Missing	0			

Table-8. i: Political involvement: KUET

Table-8. j: Political involvement: KUET

Comparatively, we can observe that (Table-8) Dhaka University (DU) has the highest percentage of male participants 44 (44% in DU among the valid respondent of 100 and 22% among 200) who are politically active, while SUST has the lowest 3 (12% among the valid respondent of 25 and 1.5% among a total of 200), Jahangirnagar University has 6 (12% among the respondent of 50 and 3% among a total of 200 respondents) and important to note that no participants are active politically in KUET. However, it's also significant that only 8 respondents (8% among the DU valid respondents 100 and 4% among total of 200) female participant from Dhaka University is politically active whereas, no female participants from JU, SUST, and KUET indicated political activity. Overall, male respondents generally show a higher percentage of political activity than female respondents across the universities, and there are significant variations in political activity levels between universities as well.

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Not_involved_in_politics	200	100.0%	0	0.0%	200	100.0%

Table-9. a: Dichotomy group tabulated at value 1. (Reason for not involved in politics)

Reason for not involved in politics Frequencies

		Responses		Percent of Cases
		N	Percent	
Not_involved_in_politics	Lack of political trust	120	31.8%	60.0%
	Current situation of student	134	35.5%	67.0%
	politics			
	Busy with future carrier	69	18.3%	34.5%

Economic situation (Part time job, Tuition)	54	14.3%	27.0%
Total	377	100.0%	188.5%

Table-9. b: Reason for not involved in politics

To finding out why the students are not interested to involve politics, it found that (Table-9) each university has its unique set of challenges that contribute to students' decisions not to engage in political activities. We have surveyed this data under the category of Lack of political trust, Current situation of student politics, Busy with future carrier, Economic situation (Part time job, Tuition) and others.

Among the reasons for not engaging politically, Current situation of student politics is the most common reason given across all universities, with a total of 35.5% of respondents citing this as their primary reason.

The findings reveal that 61 out of the 200 students (30.5%) expressed their political involvement, while the majority, 139 students (69.5%), reported not being involved in politics. Among those who were not involved in politics, the most commonly cited reasons included a lack of political trust (31.8%), dissatisfaction with the current situation of student politics (35.5%), focusing on their future careers (18.3%), and economic factors such as part-time jobs and tuition expenses (14.3%). It appears that none of the respondents mentioned "Others" as a reason for not engaging politically.

Party affiliation Frequencies

Party_affiliation ^a	Responses	Responses		
		N	Percent	Percent of Cases
Bangladesh Students league		41	67.2%	100.0%
Bangladesh Chatradal		10	16.4%	24.4%
Communist party		10	16.4%	24.4%
Total		61	100.0%	148.8%

Table-10. a: Party affiliation

Party affiliation Frequencies: Dhaka University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	8	15.4	15.4	15.4
	Male	44	84.6	84.6	100.0
	Total	52	100.0	100.0	

Table-10. b: Party affiliation: DU

Party affiliation Frequencies: JU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	6	11.5	100.0	100.0
Missing	System	46	88.5		
	Total	52	100.0		

Table-10. c: Party affiliation: JU

Party affiliation Frequencies: SUST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	3	5.8	100.0	100.0
Missing	System	49	94.2		
	Total	52	100.0		

Table-10. d: Party affiliation: SUST

Party affiliation Frequencies: KUET

	Frequency	Percent
Missing System	52	100.0

Table-10. e: Party affiliation: KUET

We examined the political party affiliation of university students (Table-10). Dhaka University (DU) has the highest percentage of students affiliating with political parties, including BSL, Chatradal, and the Communist Party. Among the parties mentioned, BSL has the highest representation among students across all universities, but it's most pronounced in DU. Jahangirnagar University (JU), Shahjalal University of Science and Technology (SUST), and Khulna University of Engineering and Technology (KUET) have limited or no affiliations with the mentioned political parties.

The data reveals that among the students who reported their party affiliation (N=61), a majority of them (67.2%) are affiliated with the Bangladesh Students League. Additionally, a notable proportion of students are affiliated with the Bangladesh Chatradal and the Communist Party, accounting for 16.4% each. Out of a total of 52 students from Dhaka University who participated in the study, the majority are males, constituting 84.6% of the sample, while females make up the remaining 15.4%. In the case of Jahangirnagar University, the gender distribution data is incomplete, with 6 male students (11.5%) having provided their gender information, and the data for the remaining students is missing. Among the 52 students from Shahjalal University of Science and Technology, a small number of male students, specifically 3 (5.8%), have provided their gender information, while gender data for the remaining students is missing. For Khulna University of Engineering and Technology, the data indicates a total of 52 students. However, the provided data pertains to the entire sample, and there is no specific gender breakdown provided.

We examined the frequency of political engagement among university students.

Engagement in party activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	35	17.5	60.3	60.3
	Few times a week	21	10.5	36.2	96.6
	Few times a month	2	1.0	3.4	100.0
	Total	58	29.0	100.0	
Missing	System	142	71.0		
Total		200	100.0		

Table-11: Engagement in party activities

Among the total 200 participants (Table-11), 142 students (71.0%) did not specify their level of engagement in party activities. This indicates that they either did not engage in such activities or chose not to disclose their level of involvement. Among the students who provided details, there is a range of engagement frequencies. 35 students (17.5%) reported engaging in party activities on a daily basis. This group represents the majority among those who disclosed their level of engagement. 21 students (10.5%) mentioned that they engage in party activities a few times a week, indicating a regular but less frequent involvement. A smaller group of 2 students (1.0%) reported engaging in party activities a few times a month, indicating a more occasional level of participation. No respondents from any of the universities reported engaging rarely or never in political activities.

It's important to note that the level of political engagement varies across universities, with Dhaka University having a wider range of time commitments compared to the other universities.

How long spent in political activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hour	5	2.5	8.2	8.2
	1-2 hrs	41	20.5	67.2	75.4
	2-4 hrs	15	7.5	24.6	100.0
	Total	61	30.5	100.0	
Missing	System	139	69.5		
Total		200	100.0		

Table-12: How long spent in political activities

Out of the total of 200 participants, 139 students (69.5%) did not specify the amount of time they spend on political activities (Table-12). This indicates that a significant portion of the students either did not engage in political activities or chose not to disclose the time they dedicate to such activities.

Among the students who provided details regarding the time spent on political activities, the following distribution was observed: 5 students (2.5%) reported spending less than 1 hour on political activities. A larger group of 41 students (20.5%) indicated that they spend 1 to 2 hours on political activities. 15 students (7.5%) reported dedicating 2 to 4 hours to political activities. Among those who did specify, the time spent on political activities varied, with the 1-2 hours category being the most common level of engagement.

We asked the respondents to indicate the factors that play a role in their political engagement. The data reflects the factors that influence political engagement among university students.

Factors_influences_in_political_engagement Frequencies

		Responses		Percent of Cases
		N	Percent	
Factors_influences_in_political_engagement	Glorious history of student politics	61	32.8%	100.0%
	Power politics connectivity	27	14.5%	44.3%
	Ideological factor	52	28.0%	85.2%
	Networking and carrier building	46	24.7%	75.4%
Total		186	100.0%	304.9%

Table-13: Factors influences in political engagement

Glorious history of student politics was cited by 61 respondents, making up approximately 32.8% of the total cases (Table-13). It stands out as a significant factor that has a substantial influence on the political engagement of these students. Approximately 27 respondents, accounting for around 14.5% of the cases, mentioned power politics connectivity as a factor that influences their political engagement. While it is noteworthy, it is cited less frequently compared to other factors. A significant number of respondents, 52 in total (roughly 28.0% of cases), stated that ideological factors play a crucial role in their political engagement. This suggests that having a strong ideological basis is a key motivator for some students' involvement in politics. For 46 respondents, which corresponds to approximately 24.7% of cases, networking and career-building opportunities are factors that influence their political engagement. This indicates that many students see political involvement as a means to enhance their future career prospects. The data provides insights into the multifaceted nature of factors that drive political engagement among university students, with the glorious history of student politics and ideological factors being the most prominent ones.

For which political Activities used social media Frequencies

Which_Activities_use_social_me dia ^a	Responses	Responses		
		N	Percent	Percent of Cases
Voting in elections		200	26.3%	100.0%
Protest		185	24.3%	92.5%
Networking		200	26.3%	100.0%
Motivation		175	23.0%	87.5%
Others used in political activities		1	0.1%	0.5%
Total		761	100.0%	380.5%

Table-14: Social media used for which activities.

In this study (Table-14), we aimed to understand the ways in which social media is employed for different political activities. Participants were asked to specify the political activities for which they utilized social media platforms. The results indicate that social media played a significant role in various political endeavors.

The majority of participants, accounting for 26.3% of the cases, reported using social media for the purpose of voting in elections. This highlights the role of social media as a means of political expression and participation, especially during election periods. A significant portion of the respondents, representing 24.3% of the cases, utilized social media for protest-related activities. This finding underscores the role of digital platforms in facilitating the organization and promotion of political protests and movements. Moreover, the data revealed that 26.3% of the participants used social media for networking purposes within a political context. Social media platforms serve as valuable tools for individuals to connect with like-minded individuals, political groups, and activists. Furthermore, 23.0% of the cases indicated that social media was used for motivational activities related to politics. This suggests that social media can serve as a source of political inspiration and mobilization. Interestingly, a small proportion (0.1%) of the participants reported using social media for other

political activities, emphasizing the diverse ways in which these platforms are leveraged for political engagement. This data provides insights into the multifaceted role of social media in political participation, highlighting its influence on voting, protests, networking, motivation, and other political activities. These findings underscore the significance of social media as a tool for political engagement in the contemporary digital age.

We examined the party position among students involved in politics under the category of leader, worker and supporter.

		Leader			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	21.5	100.0	100.0
Missing	System	157	78.5		
Total		200	100.0		

Table-15. a: social media used by political leader

		Worker			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	8.0	100.0	100.0
Missing	System	184	92.0		
Total		200	100.0		

Table-15. b: social media used by political worker

Supporter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	1.0	100.0	100.0
Missing	System	198	99.0		
Total		200	100.0		

Table-15. c: social media used by supporter

Among the 61 respondents actively engaged in politics, 43 of them (21.5%) hold leadership positions within political organizations (Table-15). 16 respondents (8.0%) mentioned that they actively work as party workers, contributing to various political activities. A smaller portion, specifically 2 respondents (1.0%), identified themselves as political supporters.

We examined the social media platforms used by politically involved university students in leadership, worker and the supporter positions to communicate within their respective parties under the category of Facebook, WhatsApp, twitter, vier and zoom.

Social media used by leader: Facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	43	21.5	100.0	100.0
Missing	System	157	78.5		
Total		200	100.0		

Table-16. a: Facebook used by leader

Social media used by leader: WhatsApp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	21.5	100.0	100.0
Missing	System	157	78.5		
Total		200	100.0		

Table-16. b: WhatsApp used by leader

Social media used by leader: Twitter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	43	21.5	100.0	100.0
Missing	System	157	78.5		
Total		200	100.0		

Table-16. c: Twitter used by leader

Social media used by leader: Viber

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	43	21.5	100.0	100.0
Missing	System	157	78.5		
Total		200	100.0		

Table-16. d: Viber used by leader

Social media used by leader: Zoom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	43	21.5	100.0	100.0
Missing	System	157	78.5		
Total		200	100.0		

Table-16. e: Zoom used by leader

It is notable that (Table-16) the students in leadership position uses only WhatsApp for political communications.

Social media used by worker: Facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	8.0	100.0	100.0
Missing	System	184	92.0		
Total		200	100.0		

Table-17. a: Viber used by worker

Social media used by worker: WhatsApp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	8.0	100.0	100.0
Missing	System	184	92.0		
Total		200	100.0		

Table-17. b: WhatsApp used by worker

Social media used by worker: Twitter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	8.0	100.0	100.0
Missing	System	184	92.0		
Total		200	100.0		

Table-17. c: Twitter used by worker

Social media used by worker: Viber

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	8.0	100.0	100.0
Missing	System	184	92.0		
Total		200	100.0		

Table-17. d: Viber used by worker

Social media used by worker: Zoom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	16	8.0	100.0	100.0
Missing	System	184	92.0		
Total		200	100.0		

Table-17. e: Zoom used by worker

The data revealed (Table-17) that the students in worker position uses only WhatsApp for political communications

Social media used by supporter: Facebook

		Frequency	Percent
Missing	System	200	100.0

Table-18. a: Facebook used by supporter

Social media used by supporter: WhatsApp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	1.0	100.0	100.0
Missing	System	198	99.0		
Total		200	100.0		

Table-18. b: WhatsApp used by supporter

Social media used by supporter: Twitter

		Frequency	Percent
Missing	System	200	100.0

Table-18. c: twitter used by supporter

Social media used by supporter: Viber

		Frequency	Percent
Missing	System	200	100.0

Table-18. d: Viber used by supporter

Social media used by supporter: Zoom

		Frequency	Percent
Missing	System	200	100.0

Table-18. e: Zoom used by supporter

The data has shown (Table-18) that the students involved in politics as supporter uses only WhatsApp in political communication. It is notable that the students irrespective of leader, worker and even the supporter use only WhatsApp for political communications.

5.4 Impact of social media in Political Participation

5.4.1 How has social media impacted:

Among the university students in Bangladesh, it is observed that there is a unanimous consensus that social media has both positively and negatively impacted political participation.

		Statistics			
		Positive	Negative	Both	Don't know
N	Valid	0	0	200	0
	Missing	200	200	0	200

Table-19: How has social media impacted in political participation

A significant portion of male students, constituting 100%, believe that social media has had a dual effect on political engagement, influencing it both positively and negatively (Table-19). Interestingly, no respondents from the student population in any of the universities expressed a perception of solely positive or solely negative impact. Furthermore, there were no students who indicated being unsure about the impact of social media on political participation. This alignment in viewpoints across universities underscores the complex and

multifaceted nature of social media's role in shaping the political involvement of male university students in Bangladesh.

5.4.2 Impacts of social media in political participation

We aimed to explore the various impacts of social media on political participation among university students.

Impacts_of_social_media Frequencies

		Responses		Percent of Cases	
		N	Percent		
Impacts_of_social_media	Fast	199	10.4%	99.5%	
	Rumor spreader	199	10.4%	99.5%	
	Violence	191	10.0%	95.5%	
	Patronize Political movement	197	10.3%	98.5%	
	Offline activities converted to online	200	10.4%	100.0%	
	Criticism increasing	192	10.0%	96.0%	
	Male pattern of information	160	8.4%	80.0%	
	Increasing Information Dependency	188	9.8%	94.0%	
	Increasing numbers of social media politician	188	9.8%	94.0%	
	Party manifesto	200	10.4%	100.0%	
	Others	1	0.1%	0.5%	
	Total		1915	100.0%	957.5%

Table-20: Impacts of social media in political participation

Respondents (Table-20) were asked to identify the specific impacts they observed, and the following results were obtained: A significant portion of respondents (99.5%) recognized social media as a tool for fast organizing political activities and events. A similar percentage (99.5%) noted that social media platforms are often used for the spread of political rumors and information. A substantial percentage (95.5%) acknowledged that social media can sometimes contribute to the spread of violence or heated political discussions. Nearly all respondents (98.5%) agreed that social media is instrumental in patronizing (promoting and supporting) various political movements. All respondents (100%) indicated that social media has played a role in converting traditional offline political activities into online formats. A majority (96%) mentioned that social media platforms have led to an increase in political criticism and debates. Some respondents (80%) recognized that social media can contribute to the dissemination of information with a particular gender bias, especially with regard to political content. A significant portion (94%) believed that students have become increasingly dependent on social media for political information. A majority (94%) noted the emergence of a growing number of politicians who primarily use social media for their political activities. All respondents (100%) identified that political parties use social media as a platform to present their party manifestos and engage with the public. One respondent (0.5%) cited other impacts not covered by the listed categories. These findings highlight the multifaceted role of social media in shaping political participation among university students.

5.4.3 Political Events

5.4.3.1 Shahbag Movement

We tried to collect data represents the awareness of university students in Bangladesh regarding the Shahbag Movement. This movement holds significant historical and political importance in the country's recent past at 2013.

Have you heard about Shahbag Movement?

	N	%
No	32	16.0%
Yes	168	84.0%

Table-21. a: Have you heard about Shahbag Movement?

Participant	Yes	No	Total	%
DU	95	5	100	84.00%
JU	38	12	50	76.00%
SUST	19	6	25	76.00%
KUET	16	9	25	64.00%
Total	168	32	200	84.00%

Table-21. b: Heard Shahbag movements based on universities

The total number of respondents (Table-21) who have heard about the Shahbag Movement across all universities is 84%, while 16% indicate that they have not heard the Shahbag Movement. Among the surveyed universities, Dhaka University (DU) has the highest number of participants, with 95 students (or 47.5% of the total respondents) indicating that they have heard about the Shahbag Movement. This reflects the movement's strong influence and presence on DU campus. Jahangirnagar University (JU) follows with 38 participants (or 19% of the total respondents), demonstrating a relatively lower level of awareness compared to DU. Shahjalal University of Science and Technology (SUST) and Khulna University of Engineering & Technology (KUET) have 19 (9.5% of total) and 16 (8% of total) participants respectively, showing that a smaller proportion of students from these universities are aware of the Shahbag Movement.

The data suggests varying degrees of awareness across different universities, with Dhaka University having the highest awareness and participation rates, possibly due to its central location and historical significance in

political movements. The movement's impact is evident, as a significant portion of students from different universities have heard about the Shahbag Movement.

Media sources about Shahbag Movement	DU	JU	SUST	KUET	Total	%
Social media	11	6	2	0	19	9.5
Electronics media	47	7	8	14	76	38
Print media	66	34	14	3	117	58.5
Others	0	0	0	0	0	0

Table-21.c: Media sources about heard the Shahbag Movement

The data (Table-21) reveals the distribution of media sources through which university students in Bangladesh, from different universities, heard about the Shahbag Movement. This movement played a significant role in shaping political discourse and social awareness during the time period it occurred.

Social Media: A total of 19 students (9.5% of the respondents) across the surveyed universities reported hearing about the Shahbag Movement through social media platforms. Among them, Dhaka University (DU) had 11 students, Jahangirnagar University (JU) had 6 students, and Shahjalal University of Science and Technology (SUST) had 2 students who learned about the movement through social media. Khulna University of Engineering & Technology (KUET) had no respondents in this category.

Electronic media: The largest proportion of students, 76 in total (38% of the respondents), heard about the Shahbag Movement through electronic media. Among the universities, Dhaka University had the highest number of students, 47, who were informed through this medium. Jahangirnagar University had 7 students,

Shahjalal University of Science and Technology had 8 students, and Khulna University of Engineering & Technology had 14 students who learned about the movement through electronic media.

Print Media: Print media was another significant source of information about the Shahbag Movement. A total of 117 students (58.5% of the respondents) reported hearing about the movement through print media. Dhaka University had the highest number of students, 66, who were informed through this medium. Jahangirnagar University had 34 students, Shahjalal University of Science and Technology had 14 students, and Khulna University of Engineering & Technology had 3 students who learned about the movement through print media.

Others: No respondents from any of the surveyed universities mentioned hearing about the Shahbag Movement from sources categorized as "Others."

The data underscores the role of traditional media (both electronic and print) in disseminating information about significant political events such as the Shahbag Movement. While social media platforms also played a role, their influence appears to be relatively lower in this context compared to traditional media channels. It's worth noting that the majority of students across all universities relied on electronic and print media to learn about the movement, reflecting the importance of these mediums in shaping political awareness and engagement among university students in Bangladesh.

To finding out how the students evaluate the Shahbag movement, we have conducted an open question during their interview. The data highlights the multifaceted nature of how university students in Bangladesh evaluated the Shahbag Movement.

Evaluation of Shahbag Movement	DU	JU	SUST	KUET	Total	%
Positive	76	39	17	17	149	74.5%
Politically biased	8	2	2	1	13	6.5%
Historical youth movement	85	39	16	12	152	76%
Great achievement	59	22	11	15	107	53.5%
Against punishment of traitors	56	20	11	11	98	49%

Table-21. d: Evaluation of Shahbag movement

A significant portion of students (Table-21) across all universities, totaling 149 students (74.5% of the respondents), evaluated the Shahbag Movement positively, 76% treated as historical youth movement, 53% for great achievement, 49% look Shahbag movement was against punishment of the '71 war traitor. A few, 6.5% students think the movement is politically biased. While a substantial majority held positive and appreciative perspectives, the data also reflects a range of nuanced viewpoints, showcasing the movement's complex impact on political consciousness and historical interpretation among the surveyed students.

5.4.3.2 Quota Reform Movement

Have you heard about Quota Reform Movement?	Yes	No	%
DU	100	0	50
JU	50	0	25
SUST	25	0	12.5
KUET	25	0	12.5
Total	200	0	100

Table-22. a: Have you heard about Quota Reform Movement?

The Quota Reform Movement held in 2018, which called for changes in the country's quota system for government jobs, was widely recognized 100% among the surveyed students. There were no respondents who reported having no awareness of the Quota Reform Movement.

Media recognition about QRM	DU (M/F)	JU (M/F)	SUST (M/F)	KUET (M/F)	Total	%
Social media	84	41	18	16	159	79.5
Electronics media	24	2	5	9	40	20
Print media	31	13	4	2	50	25
Others	0	0	0	0	0	0

Table-22. b: Media sources about heard Quota Reform Movement

The university students who heard about the Quota Reform Movement in Bangladesh came to know about it through various media channels. A substantial number of students learned about the Quota Reform Movement through social media (79.5%), showcasing the role of digital platforms in disseminating information and mobilizing public awareness. Electronic media and print media (20% and 25% respectively) also played significant roles in reaching out to students and informing them about the movement. The absence of responses in the "Others" category suggests that the provided media sources covered a wide range of avenues through which students were informed about the movement. No respondents from any of the surveyed universities reported having heard about the Quota Reform Movement from other sources.

Evaluation of Quota Reform Movement	Respondents	%
Students right	28	14%
Historical youth movement	31	15.5%
Great achievement	22	11%

Table-22. c: Evaluation of Quota Reform Movement

14% of the students acknowledge the Quota Reform Movement as a significant movement for student's rights. Around 15.5% of the surveyed students believe that the movement's objectives and actions might have been influenced by historical youth movement. Furthermore, approximately 11% of the respondents viewed the Quota Reform Movement as a great achievement.

5.4.3.3 Nirapad Sarak Chai Movements

Participant	Yes	No	%
DU	100	0	50
JU	50	0	25
SUST	25	0	12.5
KUET	25	0	12.5
Total	200	0	100

Table -23. a: Heard about Nirapad Sarak Chai Movements

In this data, the responses of university students regarding their awareness of the Nirapad Sarak Chai Movement are presented. The data is organized into two categories: "Yes" and "No," indicating whether the students have heard about the movement or not. As a result, the total percentage of students who are aware of the Nirapad Sarak Chai Movement across all universities is 100%. This indicates a high level of familiarity with the movement among the surveyed university students, suggesting that it has garnered significant attention and recognition within this demographic.

Media sources about the

Nirapad Sarak Chai Movement	DU	JU	SUST	KUET	Total	%
Social media	99	50	25	25	199	99.5%
Electronics media	15	0	0	0	15	7.5%
Print media	8	10	0	0	18	9.0%
Others	0	0	0	0	0	0.0%
Total	122	60	25	25	232	116.0%

Table -23. b: Media sources about the Nirapad Sarak Chai Movement

Social media played a significant role in spreading awareness about the Nirapad Sarak Chai Movement, with a notable proportion of participants across all universities learning about it through social media (99.5%). Very few students heard about this movement through electronics and print media (7.5% and 9% respectively). None of them mentioned hearing about it from other sources.

Evaluation aspects	DU	JU	SUST	KUET	Total	%
Effective youth movement	17	16	8	6	47	23.5%
Important	12	9	6	5	30	15.0%
Positive	15	12	9	8	44	22.0%
Total	44	37	23	19	121	60.5%

Table -23.c: Evaluation aspects of the Nirapad Sarak Chai Movement

The Nirapad Sarak Chai Movement received a varied but generally positive evaluation 22% across the universities, with a notable proportion considering it an effective youth movement 23% and 15% evaluating it Important.

5.4.3.4 DUCSU

Evaluation aspects	DU	JU	SUST	KUET	Total	%
Effective role in students politics	15	7	5	8	35	17.5%
Role in students' rights	13	8	4	5	30	15.0%
Platform for student's demand	19	5	4	7	35	17.5%
Platform for student politics	21	7	3	3	34	17.0%
Total	68	27	16	23	134	67.0%

Table -24: Evaluation aspects of DUCSU

In connection to the evaluation of the role of DUCSU, we have conducted the open question to the students. The most common evaluation aspects were being a platform for students' demands (17.5%) and effective roles in students' politics (17.5%), followed by student politics (17%) and students' rights 15%. 100% students from all Universities firmly believe that the ongoing DUCSU elections are vital. This unanimous agreement reflects the collective understanding of these students on the importance of DUCSU elections as a significant platform for student representation and engagement in the university's affairs.

5.4.4 Participation in Various Political Events among University Students

Events Participated	DU	JU	SUST	KUET	Total	%
Shahbag protests	8	2	0	0	10	5%
Quota reform	26	6	3	3	38	19%
Nirapad Sarak Chai Movement	13	0	0	2	15	7.5%
DUCSU election	67	0	0	0	67	33.5%

Table -25: Participation in Various Political Events among University Students

Students from public universities experienced active participation in various political events. We wanted to know about their participation on Shahbag movement, Quota reform movement, Nirapad, Sarak Chai Movement and DUCSU election.

Among these events, the DUCSU election garnered the highest engagement, with a total of 67 students from DU taking part, constituting 33.5% of the respondents. The Quota reform movement also saw significant involvement, with 38 students participating (19% of respondents), distributed across DU, JU, SUST, and KUET. The Nirapad Sarak Chai Movement had a moderate level of participation, involving 15 students (7.5% of respondents), primarily from DU and KUET. In contrast, the Shahbag protests saw a lower participation

rate, with 10 students taking part (5% of respondents), mainly from DU and JU. The diverse engagement levels across these events underscore the varying interests and preferences of university students in participating in political activities.

5.4.5 Social Media Linkage to create leadership

Participant	Yes	No	Total
DU	38	62	100
JU	15	35	50
SUST	10	15	25
KUET	12	13	25
Total	75	125	200
%	37.5%	62.5%	

Table -26: Social Media Linkage to creating leadership

Regarding social media, it's been an important debate whether the social media shapes leadership. This research strongly suggests a diversity of opinions among students. Among the participants, 75 students (37.5% of the total) answered 'Yes,' indicating that they believe social media contributes to leadership formation. Conversely, 125 students (62.5% of the total) responded 'No,' expressing a contrary view. The responses vary among the universities, with DU having the highest number of 'Yes' responses (38 out of 100), followed by JU (15 out of 50), SUST (10 out of 25), and KUET (12 out of 25). This data suggests a diversity of opinions among students about whether social media plays a role in shaping leadership.

5.5 Expert insights

These opinions, derived from the collective expertise of the interviewed individuals, aim to provide actionable insights for fostering a positive and responsible environment for political participation on social media among students in public universities in Bangladesh.

5.6 Promoting digital literacy in education: Experts highlighted the need for integrating digital literacy into the education system. Therefore, it is recommended that educational institutions incorporate digital literacy programs into their curriculum to empower students with the necessary skills for responsible social media use.

5.7 Addressing misinformation: Expert emphasized the prevalence of misinformation on social media. To address this issue, it is recommended that there be a concerted effort by educational institutions, media organizations, and policymakers to promote media literacy programs that equip students with critical thinking skills to discern accurate information from misinformation.

5.8 Ensuring privacy and security: Expert discussed the challenges of maintaining privacy and security on social media. Therefore, it is recommended that universities and relevant authorities implement robust cyber security measures to protect students from online threats and ensure a secure online environment.

5.9 Role of universities in promoting responsible use: Experts emphasized the role of universities in promoting responsible social media use. It is recommended that universities take an active role in creating awareness programs, workshops, and campaigns that educate students about the responsible and ethical use of social media platforms.

5.10 Integrating technology into political education: Expert discussed the importance of equipping students with digital skills. Building on this, it is recommended that universities integrate technology-driven educational tools and methods into political science courses, enabling students to harness the potential of social media for constructive political participation.

- 5.11 **Regulatory frameworks for online political content:** Expert highlighted the need for regulatory frameworks to address the spread of false information. It is recommended that policymakers work towards establishing effective regulations that balance freedom of expression with the prevention of misinformation on social media platforms.
- 5.12 **Engaging political parties in responsible online politics:** Expert discussed the increasing reliance of political parties on social media. In light of this, it is recommended that political parties engage in responsible online practices and promote authentic, issue-based discussions to enhance the quality of political discourse.
- 5.13 **Students as influencers:** Expert emphasized that students are not passive consumers but active creators of content. It is recommended that political leaders and parties recognize the influence of students as content creators and engage with them in shaping positive political narratives.
- 5.14 **Preparing for future technological changes:** Expert provided insights into the future of social media. It is recommended that stakeholders in education and politics stay abreast of technological advancements, such as artificial intelligence, and adapt their strategies to the evolving landscape of online political participation.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 CONCLUSION

The study on the impact of social media in political participation among public university students of Bangladesh has revealed crucial insights into the dynamic landscape of political engagement in the age of social media. The analysis through comprehensive survey data and the expert's interviews emerged the following key findings:

The research indicates a high prevalence of social media usage among the student of public universities across universities. The majority of participants acknowledged active involvement in Facebook and WhatsApp. The hypothetical view was that the students mostly use Facebook in political participation. But empirically, they use only WhatsApp in political communication.

The study points out that communication, networking, education, entertainment, social and political activism are the prime field of social media usages. Students use social media daily 1-2 hours to serve their purposes.

69.5% respondents are not involved politically due to lack of political trust, current situation of student politics, busy with future carrier and economic crisis such as part time job, tuition. Rest of them, 30.5% students, majority of male students acknowledged that the criteria of glorious history of student's politics, power politics connectivity, ideological factor, and networking and carrier building influenced them involving into politics.

Students acknowledged that social media has both positive and negative impact. They believe that while social media facilitate fast organizing, patronizing political movement, convey party manifesto, and convert offline activities to online as a positive stance. In contrast, social media pattern information, spread violence and rumor, and seduce to obtaining information.

The research highlights both positive and negative impacts of social media on political participation. While social media facilitates fast organizing, information dissemination, political awareness, and mobilization, it also poses challenges such as rumor and violence, political polarization, and the spread of misinformation.

The study reveals that the recent political events like the Shahbag movement, the Nirapad Sarak Chai movement, The Quota Reform movement, and the DUCSU election emphasized the significant role for student's rights.

In-depth interviews with experts further enriched the findings. Experts acknowledged the transformative power of social media in influencing political participation patterns. They emphasized the need for addressing challenges, such as political polarization, through digital literacy initiatives and responsible online behavior.

In conclusion, the research underscores the dynamic interplay between social media and political participation among university students in Bangladesh. It provides a foundation for understanding the complex relationship between digital platforms and political engagement. Moving forward, it is imperative to harness the positive aspects of social media while mitigating challenges to foster a more informed and engaged student body.

6.2 RECOMMENDATIONS

Building upon the findings of the research on the "Impact of Social Media in Political Participation (2010 – 2020)" among students of public universities in Bangladesh, the following recommendations are proposed for future research endeavors:

6.2.1 Longitudinal Studies on Social Media Impact: Future research should consider conducting longitudinal studies to track changes in social media usage patterns and their impact on political participation among university students over an extended period. This will provide insights into the evolving nature of digital engagement and its long-term effects.

6.2.2 Comparative Analysis Across Demographics: To deepen our understanding of the role of social media in political participation, researchers could conduct comparative analyses across demographic factors such as gender, socio-economic background, and geographical location. This approach may reveal nuanced insights into how different groups of students interact with social media in the political sphere.

6.2.3 Qualitative Exploration of Online Communities: A qualitative exploration of online communities within social media platforms can provide a deeper understanding of how students form political opinions, engage in discussions, and navigate information spaces. Investigating the dynamics of these communities can uncover unique challenges and opportunities for fostering responsible political participation.

6.2.4 Impact of Social Media Education Programs: To assess the effectiveness of educational initiatives, future research could evaluate the impact of digital literacy and responsible social media use programs implemented in universities. Understanding how such programs influence students' behavior and attitudes towards online political engagement will contribute to refining educational strategies.

6.2.5 Global Comparative Studies: Expanding the scope of research to include a global perspective can offer valuable comparative insights. Comparing the experiences of university students in Bangladesh with those in other countries can shed light on universal trends, regional variations, and potential cross-cultural influences on social media's role in political participation.

6.2.6 Ethical Implications of Social Media Research: Given the dynamic nature of social media platforms and evolving ethical considerations, future research should delve into the ethical implications of studying online behavior. This includes considerations around user consent, privacy, and the responsible use of data, ensuring that research practices align with evolving ethical standards.

6.2.7 Innovative Strategies for Responsible Online Engagement: Researchers could explore innovative strategies and interventions aimed at promoting responsible and constructive online political engagement. This may involve experimental interventions within university settings to test the effectiveness of novel approaches in mitigating issues such as misinformation and polarization.

6.2.8 Intersectionality and Social Media Participation: Considering the intersectionality of identities, researchers should explore how factors like race, ethnicity, and cultural background intersect with social media use in political contexts. Understanding how these intersecting identities influence online political behavior can contribute to a more comprehensive understanding of the subject.

6.2.9 Exploring Alternative Social Media Platforms: As the social media landscape evolves, future research could explore emerging or alternative social media platforms and their impact on political participation. This proactive approach will help anticipate changes in the digital environment and adapt strategies to address new challenges and opportunities.

These future research recommendations aim to further advance our knowledge of the complex dynamics between social media and political participation, offering a roadmap for continued exploration and improvement in fostering informed and responsible civic engagement among university students.

Bibliography

- Boyd, D., Ellison, N. (2008). Social Network Sites: Definition, History, and Scholarship, *Journal of Computer-Mediated Communication*, 13(1), 210-230. doi:10.1111/j.1083-6101.2007. 00393.
- NapoleonCat. (2023). Facebook users in Bangladesh. [https://napoleoncat.com/blog/facebook-users-in-bangladesh/#:~:text=There%20were%2057%20499%20300,group%20\(25%20700%20000\).](https://napoleoncat.com/blog/facebook-users-in-bangladesh/#:~:text=There%20were%2057%20499%20300,group%20(25%20700%20000).)
- Castells, M. (2015). "Networks of Outrage and Hope: Social Movements in the Internet Age." John Wiley & Sons.
- Valenzuela, S., Park, N., Kee, K. (2008). Lessons from Facebook: The Effect of Social Network Sites on College Students' Social Capital, Submitted to the 9th International Symposium on Online Journalism, Austin, Texas, April 4-5. Retrieved from <https://online.journalism.utexas.edu/2008/papers/Valenzuela.pdf>
- Quintelier, E., Vissers, S. (2008). The Effect of Internet Use on Political participation: An Analysis of Survey Results for 16-Year-Olds in Belgium, *Social Science Computer Review Winter*, 26(4), 411-427. Doi: 10.1177/0894439307312631
- Merriam, Webster (2020). Merriam-Webster's Collegiate Dictionary. Merriam-Webster, 2020.
- Barker, Chris. Cultural Studies (2016): Theory and Practice. SAGE Publications, 2016.

Creswell, John W (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

SAGE Publications, 2014.

Matarasso, François, (2019). *A Restless Art: How Participation Transforms People and Communities*.

Calouste Gulbenkian Foundation, 2019.

Oxford English Dictionary (2022). "Social Media." Oxford University Press, 2022.<https://www.oed.com/>

Smith, Jane. (2018). *Digital Dialogues: The Evolution of Online Communication*. XYZ Press.

McLuhan, Marshall. (1964). *Understanding Media: The Extensions of Man*. Routledge. Shirky, Clay. (2008).

Here Comes Everybody. Penguin Books.

Turkle, Sherry. (2011). *Alone Together*. Basic Books.

Gladwell, Malcolm. (2010). "Small Change: Why the Revolution Will Not Be Tweeted." *The New Yorker*.

October 4, 2010.

Turner, Alex. (2017). *Networked Revolutions: The Power of Online Movements*. Publisher: Oxford University

Press.

Boyd, danah. (2014). *It's Complicated*. Publisher: Yale University Press.

Verba, S., & Nie, N. H. (1972). *Participation in America: Political democracy and social equality*. University

of Chicago Press.

Verba, S., Schlozman, K. L., & Brady, H. E. (1995). *Voice and equality: Civic voluntarism in American politics*. Harvard University Press.

Almond, Gabriel A., and Verba, Sidney. *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Princeton University Press, 1963.

Bennett, W. Lance, and Segerberg, Alexandra. *The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics*. Cambridge University Press, 2013.

Verba, Sidney, Nie, Norman H., and Kim, Jae-on. *Participation and Political Equality: A Seven-Nation Comparison*. Cambridge University Press, 1978.

Fuchs, Christian (2017). *Social Media: A Critical Introduction*. SAGE Publications.

Bennett, W. Lance, Segerberg, A. (2011). *Digital Media and the Personalization of Collective Action*, *Information- Communication and Society*, 14.6

Castells, M., Cardoso, G.(2005). *The Network Society: From Knowledge to Policy*, Johns Hopkins Center for Transatlantic Relations, Washington.

Castells, Manuel. (1996)*The Rise of the Network Society: The Information Age: Economy, Society, and Culture, Volume I*. Oxford: Basil Blackwell

Baran, Stanley J., Davis, Dennis K.(2006) *Mass Communication Theory: Foundations, Ferment, and Future*, Communication Faculty Book Publications.

Ball-Rokeach, Sandra J., DeFleur, ML. (1976). A dependency model of mass- media effects, *Communication Research*, 3(1): 3– 21. doi:10.1177/009365027600300101

McLuhan, Marshall. (1964). *Understanding Media*, Routledge & Kegan Paul, London.

Green, Leila (2001). *Technoculture: From Alphabet to Cybersex*, Crow's Nest: Allen & Unwin

Postman, N. (1992). *Technology: The Surrender of Culture to Technology*, Vintage, New York.

Innis, Harold. (1951). *The Bias of Communication*, University of Toronto Press, Toronto.

Williams, Raymond (1974). *Television: Technology and Cultural Form*, Routledge, London and New York.

Bennett, W. Lance. (2012). The Personalization of Politics: Political Identity, social media, and Changing Patterns of Participation. *The Annals of the American Academy of Political and Social Science*, 644.1

Fenton, N., Barassi, V. (2011). Alternative Media and Social Networking Sites: The Politics of Individuation and Political Participation. *The Communication Review* 14.

Inglehart, R. (1977). *The silent revolution: Changing values and political styles among western publics*, Princeton, Princeton University, New Jersey.

DeSanctis, G., Poole, M. S. (1994). Capturing the Complexity in Advanced Technology Use: Adaptive Structuration Theory. *Organization Science*, 5.

Pollock. (1983). The Participatory Consequences of Internal and External Efficacy, *Western Political Quarterly*.

- Bimber, Bruce, C. Marta, C. Lauren, G. Rachel. (2014). Digital Media and Political Participation: The Moderating Role of Political Interest across Acts and Over Time. *Social Science Computer Review*.
- Chadwick, Andrew. (2013). *The Hybrid Media System: Politics and Power*, Oxford University Press, New York
- Schlozman, K. L., & Verba, S. (1979). Inequalities of voice. *Journal of social issues*. Vol. 35(4), 129-150.
- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. Simon and Schuster.
- Kędra, J., Laajalahti A., Sommier, M., & Uotila, P. (2016). A competent participant in the new media landscape: Promoting an interdisciplinary perspective. In Kramp, L., Carpentier, N., Hepp, A., Kilborn, R., Kunelius, R., Nieminen, H., Tosoni, S. (Eds). *Politics, civil society and participation: Media and communications in a transforming environment*. Vol. 12, (pp. 107 – 119).
- McClurg, S. D. (2003). Social networks and political participation: The role of social interaction in explaining political participation. *Journal of Political Research Quarterly*. Vol. 56(4), 448-65.
- Castells, Manuel. (2010). *The rise of the network society*. Vol. 1. The information age: Economy, society, and culture. (pp. 28 – 76). West Sussex, UK: Blackwell Publishing Ltd.
- Patrut, B., & Patrut, M. (Eds.). (2014). *Social media in politics: Case studies on the political power of social media*. Volume 13. Cham Heidelberg, New York, Dordrecht, London: Springer.
- Mahmud, A., & Amin, R. (2017). Use of social networking media in political participation: A study on Dhaka university students. *Journal of Sociology and Anthropology*. Vol. 5(6), 481-488.

- Ahmed, M. (2014). Impact of mass media in creating political concern in Bangladesh. *Journal of Communication and Media Technologies, Vol. 4, Issue. 2, April. 13*
- Shaw, A. (2016). Role of social media in social mobilization, (with special reference to shahbag and hokkolorob movements). *Global Media Journal – Indian Edition, Summer Issue, June, Vol.7, No. 1.*
- Dimitrova, D. V., & Matthes, J. (2018). Social media in political campaigning around the world: Theoretical and methodological challenges. *Journalism and Mass Communication Quarterly. Vol. 95, no.2, 333-342.*
- Loader, B. D., Vromen, A., & Xenos, M. A. (2014). The networked young citizen: social media, political participation and civic engagement. *Information, Communication & Society. Vol. 17(2), 143-150.*
- Lee, J. K. (2014). The effects of social media on political participation. *Korean Journal of Broadcasting and Telecommunication Studies, 28(2), 39-71.*
- Shirky, C. (2011). The political power of social media. *Foreign Affairs, 90(1), 28-41.*
- Tufekci, Z., & Wilson, C. (2012). Social media and the decision to participate in political protest: Observations from Tahrir Square. *Journal of Communication. Vol. 62(2), 363-379.*
- Islam, M. T., & Rahman, M. (2013). Social media and the Shahbag protest in Bangladesh. *Global Journal of Human Social Science. Vol.13(4), 1-8.*
- Ahmed, R., & Hoque, S. F. (2017). Social media and political participation among the youth in Bangladesh. *Asian Journal of Political Science, 25(4), 572-588.*

Delli Carpini, M. X., & Keeter, S. (1996). What Americans know about politics and why it matters. Yale University Press.

Akhter, N., & Zaman, T. (2017). Use of social media for political communication among university students in Bangladesh. *Journal of Asian and African Studies*, 52(3), 344-355.

Al-Emad, N. A. (2014). The Arab Spring and its impact on the concept of political participation among Jordanian university students. *Journal of International and Area Studies*, 21(2), 77-91.

Kim, Y. M., & Kim, K. J. (2017). Social media and political participation: the role of psychological and social media variables. *Behaviour & Information Technology*, 36(10), 1068-1080.

Kim, J., & Gantz, W. (2012). Political participation and college students: A look at the role of informational and motivational factors. *Journal of Broadcasting & Electronic Media*, 56(4), 525-540.

Lapp, M. T., McHale, J. P., & Kropp, F. R. (2010). College students' political participation: A model examining direct and indirect voting behavior, political activism, and political persuasion. *Journal of Applied Social Psychology*, 40(11), 2869-2892.

Goidel, R. K., & Shields, T. G. (1996). Making a difference on campus: Factors influencing the level of political participation among college students. *Social Science Quarterly*, 77(4), 902-920.

Dugan, J. P., Smith, C. L., & Trombley, W. B. (2015). Civic engagement among college students: An exploratory study. *Journal of College Student Development*, 56(7), 671-681.

- Flanagan, C., & Bundick, M. (2011). Civic engagement and the transition to adulthood. *The Future of Children, 21(1), 135-157.*
- Galston, W. A. (2001). Political knowledge, political engagement, and civic education. *Annual Review of Political Science, 4(1), 217-234.*
- Bennett, W. L., Wells, C., & Freelon, D. (2008). Communicating civic engagement: Contrasting models of citizenship in the youth web sphere. *Journal of Communication, 58(1), 139-157.*
- Gil de Zúñiga, H., Jung, N., & Valenzuela, S. (2012). Social media use for news and individuals' social capital, civic engagement and political participation. *Journal of Computer-Mediated Communication, 17(3), 319-336.*
- Shah, D. V., McLeod, D. M., & Yoon, S. H. (2015). *Communication, context, and community: An exploration of print, broadcast, and internet influences.* Routledge.
- Eshbaugh-Soha, M. (2016). Social media use and online political participation among college students during the US election 2012. *Journal of Political Marketing, 15(2-3), 243-264.*
- Skoric, M. M., & Zhu, Q. (2015). Gauging e-political participation among university students. *Computers in Human Behavior, 45, 102-110.*
- Nambisan, S. (2015). Rising wave of social media: empowering university students through online and offline political participation. *Journal of Political Marketing, 14(1-2), 34-49.*
- Norris, P. (2011). *Democratic deficit: Critical citizens revisited.* Cambridge University Press.

Herrera, V. M., Jara, C., & Lutz, G. (2018). Political interest, online discussion, and gender: The moderating effect of discussion valence on women's engagement in political talk. *Journal of Information Technology & Politics*, 15(1), 57-70.

Abdelfattah, D., & Baltagi, B. H. (2019). Gender differences in political participation: Evidence from Egypt. *Applied Economics*, 51(22), 2427-2441.

APPENDIX

APPENDIX-1: SURVEY QUESTIONNAIRE (STUDENTS)

Research Title: Impact of social media in Political Participation (2010 – 2020): A

Study on Students of Public Universities of Bangladesh

Survey Questionnaire

Section 1: Participant Information

1.1 Gender:----- 1.2 Age:-----1.3 Universty:----- 1.4 Academic Year:-----1.4

Subject-----

Section 2: Social Media Usage

2.1 Do you use any social media? (Please provide tick mark)

Yes No

2.2 Which social media platforms do you frequently use? (Please provide tick marks)

Facebook Twitter Instagram LinkedIn

Whatsapp Zoom TikTok Others (Please specify)-----

2.3 For what purposes do you use social media platforms? (Please provide tick marks)

Communication Networking Entertainment Education

Social activism Political activism Others (Please specify)_____

2.4 How often do you use social media platforms? (Please provide tick mark)

Daily Few times a week Few times a month Rarely Never

2.5 How long do you spend on social media platforms per day? (Please provide tick mark)

- Less than 1 hour 1-2 hours 2-4 hours More than 4 hours

Section 3: Social Media and Student Politics

3.1 Are you politically involved? (Please provide tick mark)

- Yes No

3.2 If you answered NO to quest. 3.1, please describe why you are not involved in politics.
(Please provide tick marks)

- Lack of political trust
 Current situation of student politics
 Busy with future carrier
 Economic situation (Part time job, Tution)
 Others (Please describe)_____

3.3 If you answered YES to quest. 3.1, please provide the name of your political party.

3.4 How frequently do you engage in political activities in Bangladesh? (Please provide tick marks)

- Daily Few times a week Few times a month Rarely Never

3.5 How long do you spend on political activities per day? (Please provide tick mark)

- Less than 1 hour 1-2 hours 2-4 hours More than 4 hours

3.6 In your opinion, what factors influenced you to involve in politics in Bangladesh.
(Please provide tick marks)

- Glorious history of student politics in Bangladesh
 Power politics connectivity
 Ideological factor

- Networking and carrier building
- Others (please specify): _____

3.7 Please provide for which political activities the public university students use Social Media in Bangladesh (Please provide tick marks)

- Voting in elections
- Protest
- Networking
- Motivation
- Others (please specify): _____

3.8 If you are politically involved, please describe your position in party.
(Please provide tick marks)

- Leader Worker Suporter

3.9 If you answered “Leader” to quest. 3.8, Please describe which social media do you use to communicate to workers and how.

3.10 If you answered “Worker” to quest. 3.8, Please describe which social media do you use to communicate to leaders/workers and how.

3.10 If you answered “Suporter” to quest. 3.8, Please describe which social media do you use to communicate to leaders/workers and how.

Section 4: Impact of Social Media on Political Participaton

4.1 In your opinion, how has social media impacted in political participation among university students in Bangladesh? (Please provide tick marks)

- Positive impact Negative impact Both Don't know

4.2 In your opinion, What are the impact of social media in political participation among university students in Bangladesh? (Please provide tick marks)

- Fast organizer
 Rumor spreader
 Violence
 Patronize Political movement
 Party manifesto exposor
 Offline activities converted to online
 Criticism increasing
 Male pattern of information
 Increasing Information Dependency
 Increasing numbers of social media politician
 Others (please specify): _____

4.3 Have you heard about Shahbag Movement? (Please provide tick mark)

- Yes No

4.4 If you answered YES to question 4.3, please provide from which media did you hear about Shahbag Movement. (Please provide tick mark)

- Social media Electronics media Print media Others

4.5 How can you evaluate Shahbag Movement? Please provide your opinion.

4.6 Have you heard about Quota Reform Movement? (Please provide tick mark)

Yes No

4.7 If you answered YES to question 4.6, please provide from which media did you hear about Quota Reform Movement. (Please provide tick mark)

Social media Electronics media Print media Others

4.8 How can you evaluate Quota Reform Movement? Please provide your opinion.

4.9 Have you heard about Nirapad Sarak Chai Movement? (Please provide tick mark)

Yes No

4.10 If you answered YES to question 4.9, please provide from which media did you hear about Nirapad Sarak Chai Movement. (Please provide tick mark)

Social media Electronics media Print media Others

4.11 How can you evaluate Nirapad Sarak Chai Movement? Please provide your opinion.

4.12 How can you evaluate the role of DUCSU? Please provide your opinion.

4.13 Do you think continuation of DUCSU election is necessary?

Yes No

4.14 Which are the following events you have participated? (Please provide tick marks)

Shahbag protests

Quota reform

Nirapad Sarak Chai Movement

DUCSU election

4.15 Do you think social media creates leadership image?

Yes

No

4.16 If you answered YES to question 4.15, please provide how social media creates leadership image.

APPENDIX-2: SURVEY QUESTIONNAIRE (EXPERTS)

Research Title: Impact of social media in Political Participation (2010 – 2020): A Study on Students of Public Universities of Bangladesh

1. Introduction

1.1. Can you please introduce yourself and describe your background?

1.2. Can you please provide your experience related to the impact of social media on political participation among students of public universities in Bangladesh?

2. Understanding political participation among public university students

2.1. What are the reasons behind public university students' involvement in politics in Bangladesh?

2.2.. In your opinion, how do social media platforms influence the political participation of public university students in Bangladesh?

2.3. What are the positive impacts of social media on the political participation of public university students in Bangladesh?

2.4. What are the negative impacts of social media on the political participation of public university students in Bangladesh?

3. Effect of social media on political participation among public university students

3.1. How do you think social media has affected political polarization among public university students in Bangladesh?

3.2. What are the major challenges that public university students face in terms of political participation through social media in Bangladesh?

3.3. How can these challenges be addressed to improve political participation among public university students in Bangladesh?

3.4. In your opinion, what measures should be taken to ensure responsible use of social media for political participation among public university students in Bangladesh?

4. Conclusion

4.1. Based on your expertise and experience, what do you think are the potential implications of social media on political participation among public university students in Bangladesh in the future?

4.2. Do you have any further comments or suggestions regarding the topic of social media's impact on political participation among public university students in Bangladesh?

Thank you for your opinion.

