USE OF SOCIAL MEDIA BY PUBLIC AND PRIVATE UNIVERSITY STUDENTS: A DEMOGRAPHIC COMPARISON

Thesis submitted to the Department of Information Science and Library Management, University of Dhaka, as a partial fulfillment of the requirements for the degree of Masters of Arts

BY
EXAMINATION ROLL NO. – 4736
REGISTRATION NO. HA-3328
EXAM. SESSION 2010-2011

**Department of Information Science and Library Management
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DEDICATED

TO

MY PARENTS AND YOUNGER BROTHER

ACKNOWLEDGEMENTS

I would like to pay my heartiest thanks, unbound gratitude, sincere appreciation, and deep sense of respect to my *Supervisor* for her enormous support, guidance, valuable suggestions and affection throughout this research work. I am really grateful to her as she volunteered her time and expertise to review my papers again and again. Without her direction, constant inspiration, valuable advice, constructive criticisms, stimulation and consideration, the accomplishment of this work would not be possible.

I am also greatly obliged to all of my respected teachers whose patience and support appeared infinite. Their cordial cooperation, encouragement, serenity and suggestion helped me a lot at every step of the thesis.

I am warmly indebted to the librarians of public and private universities for their timely help, collaboration, valuable advice and endless support. Without their cooperation, data collection would not be possible so easily.

I would like to thank the respondents of public and private university who contributed valuable feedback and provided information to help shape my research work. I am also thankful to my classmates and other students of Department of Information Science and Library Management for proving important research information.

My husband helped me a lot in Excel and graph work which was very important to explore the result of the study. I am also grateful to him for giving valuable time from his busy schedule, emotional support and inspiration. I believe that the endless trust of my parents and younger brother on me has made me successful to complete the work. They have always made me feel that if I take anything seriously does it successfully. So I am thankful to my family.

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INTRODUCTION &

BACKGROUND

Chapter 1

INTRODUCTION & BACKGROUND

1.1 Introduction

This is the era of social media like Facebook, Twitter, LinkedIn, Blogs, YouTube, etc. that bombard people from all directions. Social media has become indispensable in all sphere of life. It has emerged as a vital communicating approach for students and general users blessed by modern tools and technologies. Internet has made all forms of social media available to people connected with network all over the world. Along with technologies different forms of social media are being changed dramatically day by day. Facebook, Twitter, YouTube and LinkedIn have become the first choice of young generation. They spend a lot of time with social media sites than anything else. Social media is becoming increasingly sophisticated, showing potential as an effective platform for a variety of collaborative activities, including learning as well as education in a web based environment. Besides, adult people enjoy leisure time very much on these sites.

Social media gives opportunity to people to share their findings, researches, articles, videos, audios, photographs, songs, views, opinions and other personal professional artwork. People can update status and share their feelings and also get comments from these sites. Nowadays, movies are realized and all kinds of advertisements are displayed through social media. News update is also a common feature on social media sites. Thus people can make themselves up-to-date of all information throughout the world. Students get benefit from social media by reading on computer screen and they have the opportunities to download necessary tutorials or other materials available online. Social media provides a platform to promote activities, receive feedback and start conversation with participants. Educational institutions are now beginning to embrace social media and realizing the potential power and implications for using it as a component of their overall marketing mix. Shy students get an opportunity to express their questions, problems, findings, etc that they feel embarrass to reveal in front of others. Thus students get socialize most with teachers and classmates freely sharing own findings and capturing valuable new ideas from others using social media.

The use of social media encourages free-flowing just-in-time interactions and these interactions can enhance social presence in online courses. It is hard to get through a day without being faced with some sort of social media. It provides space and opportunities for students and faculty to engage in social activities. "Facebook" and other social media tools are part of the "social glue" that helped students settle into university life. Social networking sites have become immense virtual communities comprising innumerable sub-communities, where students join more easily and in which they sometimes interact more frequently than at the physical campuses that they inhabit. The social media has the potential to fundamentally change the way people think about teaching and learning. Students are substantial users of the internet and programs like Facebook, YouTube, and search engines, etc. In case of library, students can send requests for books using social media and they can ask reference questions to reference librarian without any hesitation there. Throughout a library YouTube account it is possible to make informative videos about library services and databases and create a virtual tour of the building for distance educated students. Hence social media use in education sector has continued to increase day by day. The future will be full of surprises and that surely will include more technological advances.

There is no doubt that social media have become very popular in recent years because of the increasing proliferation and affordability of internet enabled devices such as personal computers, mobile devices and other more recent hardware innovations such as internet tablets. Meanwhile, online social media sites have a significant role on daily digital interaction for more than half billion users around the world; in addition, Social media sites are a type of online communities that have grown tremendously in popularity over the past years. Online social networks (OSNs) and social media such as Facebook, Google+ and Twitter enable people to stay in touch with their contacts, reconnect with old acquaintances, and create new relationships with other people based on shared features such as communities, hobbies, interests, and overlaps in friendship circles (Abdirizaq & Ibrahim, 2012).

The concept of Social Media is top of the agenda for many business executives today. Decision makers, as well as consultants, try to identify ways in which firms can make

profitable use of applications such as Wikipedia, YouTube, Facebook, Second Life, and Twitter (Kaplan and Haenlein, 2010).

In recent years, social media has become ubiquitous and important for social networking and content sharing. Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Examples include Facebook, Blog, Digg, Twitter and JISC listservs on the academic side. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agendas in topics that range from the environment and politics to technology and the entertainment industry. Social media can also be construed as a form of collective wisdom (Asur & Huberman, 2010).

As the availability of user-generated content increases, the task of identifying high-quality content in sites based on user contributions—social media sites— becomes increasingly important. Social media in general exhibit a rich variety of information sources: in addition to the content itself, there is a wide array of non-content information available, such as links between items and explicit quality ratings from members of the community. Popular user generated content (or social media) domains include blogs and web forums, social bookmarking sites, photo and video sharing communities, as well as social networking platforms such as Facebook and YouTube, which offers a combination of all of these with an emphasis on the relationships among the users of the community. Social media content has become indispensable to millions of users. In particular, community question/answering portals are a popular destination of users looking for help with a particular situation, for entertainment, and for community interaction (Agichtein, 2008).

1.2 Background of Social Media

The term 'social media' by the name of 'social software' first appeared in the 1990s, although some of its concepts were discussed long before under different names. Today it is broadly used to describe software that supports communication and interaction (Shirky 2003), feedback by the group, the creation of social networks (Boyd 2003), and collaboration. Typical social media include wikis, social networking tools, social

bookmarking tools, and weblogs. The use of social media tends to be driven by a bottom-up approach, starting from the individuals' desire to affiliate and to connect with each other (Baumgartner, Boyd & Allen, 2006, 2003, 2004).

The late 1990s saw a popularity surge in homepages, today's equivalent would be the weblog, or blog. The era of corporate web pages and e-commerce started relatively recently with the launch of Amazon and eBay in 1995, and got a right ticking-off only 6 years later when the dot-com bubble burst in 2001. The current trend toward Social Media can therefore be seen as an evolution back to the Internet's roots, since it retransforms the World Wide Web to what it was initially created for: a platform to facilitate information exchange between users.

The era of social media, as we understand it today probably started about 20 years earlier, an early social networking site that brought together online diary writers into one community. The term ''weblog'' was first used at the same time, and truncated as ''blog'' a year later when one blogger jokingly transformed the noun ''weblog'' into the sentence ''we blog.'' The growing availability of high-speed Internet access further added to the popularity of the concept, leading to the creation of social networking sites such as MySpace (in 2003) and Facebook (in 2004). This, in turn, coined the term ''Social Media,'' and contributed to the prominence it has today. The most recent addition to this glamorous grouping has been so-called ''virtual worlds'': computer based simulated environments inhabited by three dimensional avatars. Perhaps the best known virtual world is that of Linden Lab's Second Life (Kaplan & Haenlein, 2009).

Since the release of the first social media as social networking sites (SNS) in 1997, the growth of these online communities has skyrocketed. Familiar examples of social media include Facebook and MySpace, but there are hundreds of services that cater to a variety of populations (Boyd & Ellison, 2007). Social media now mediates a vast array of communication between adolescents. (Ito et al., 2010).

The inception of online social platform began in the late 1970s with the bulletin board system, which were online meeting places for groups of people to communicate and share files common and games with each other. It was a simple interface that allowed people with interests to discuss and share ideas. The online platform i.e social media may

have changed from the bulletin board system to Friendster to Myspace and, now, to Facebook, but the theme of social interaction remains the same. Humans are social creatures, and it was only a matter of time before technology caught up with our nature. Social media such as Facebook and others are popular among young preprofessionals, offering a new way to communicate, network, and share information. (Giordano & Giordano, 2011).

The first recognizable social media site launched in 1997. SixDegrees.com allowed users to create profiles, list their Friends and, beginning in 1998, surf the Friends lists. Each of these features existed in some form before SixDegrees, of course. Profiles existed on most major dating sites and many community sites. Classmates.com allowed people to affiliate with their high school or college and surf the network for others who were also affiliated, but users could not create profiles or list Friends until years later. SixDegrees was the first to combine these features (Boyd & Ellison). SixDegrees promoted itself as a tool to help people connect with and send messages to others. While SixDegrees attracted millions of users, it failed to become a sustainable business and, in 2000, the service closed (Weinreich, 2007).

The next wave of social media began when Ryze.com was launched in 2001 to help people leverage their business networks. Ryze's founder reports that he first introduced the site to his friends—primarily members of the San Francisco business and technology community, including the entrepreneurs and investors behind many future social media (A. Scott, 2007). In particular, the people behind Ryze, Tribe.net, LinkedIn, and Friendster were tightly entwined personally and professionally. They believed that they could support each other without competing (Festa, 2003). In the end, Ryze never acquired mass popularity, Tribe.net grew to attract a passionate niche user base, LinkedIn became a powerful business service, and Friendster became the most significant, if only as "one of the biggest disappointments in Internet history" (Chafkin, 2007).

Friendster launched in 2002 as a social complement to Ryze. It was designed to compete with Match.com, a profitable online dating site (Cohen, 2003). Friendster was designed to help friends-of-friends meet, based on the assumption that friends-of-friends would make better romantic partners than would strangers. Friendster gained traction among

three groups of early adopters who shaped the site—bloggers, attendees of the Burning Man arts festival, and gay men (boyd, 2004)—and grew to 300,000 users through word of mouth before traditional press coverage began in May 2003. The "Fakesters" outraged the company, who banished fake profiles and eliminated the "most popular" feature (boyd, in press-b). While few people actually created Fakesters, many more enjoyed surfing Fakesters for entertainment or using functional Fakesters (e.g., "Brown University") to find people they knew. The active deletion of Fakesters (and genuine users who chose non-realistic photos) signaled to some that the company did not share users' interests. Many early adopters left because of the combination of technical difficulties, social collisions, and a rupture of trust between users and the site (boyd, 2006b).

From 2003 onward, many new social media sites were launched, prompting social software analyst Clay Shirky (2003) to coin the term YASNS: "Yet Another Social Networking Service." Most took the form of profile-centric sites, trying to replicate the early success of Friendster or target specific demographics. While socially-organized sites solicit broad audiences, professional sites such as LinkedIn, Visible Path, and Xing (formerly openBC) focus on business people. "Passion-centric" sites like Dogster help strangers connect based on shared interests. Furthermore, as the social media and user-generated content phenomena grew, websites focused on media sharing began implementing SNS features. Examples include Flickr (photo sharing), Last.FM (music listening habits), and YouTube (video sharing) (Boyd & Ellison).

MySpace was begun in 2003 to compete with sites like Friendster, Xanga, and AsianAvenue, according to co-founder Tom Anderson; the founders wanted to attract estranged Friendster users. MySpace differentiated itself by regularly adding features based on user demand (boyd, 2006b) and by allowing users to personalize their pages. This "feature" emerged because MySpace did not restrict users from adding HTML into the forms that framed their profiles; a copy/paste code culture emerged on the web to support users in generating unique MySpace backgrounds and layouts (Perkel, in press).

Unlike previous social media, Facebook was designed to support distinct college networks only. Facebook began in early 2004 as a Harvard-only social media (Cassidy, 2006). To join, a user had to have a harvard.edu email address. Beginning in September 2005, Facebook

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expanded to include high school students, professionals inside corporate networks, and, eventually, everyone. Another feature that differentiates Facebook is the ability for outside developers to build "Applications" which allow users to personalize their profiles and perform other tasks, such as compare movie preferences and chart travel histories. Hence, Facebook was extremely popular with 845 million users worldwide in 2012. Now Facebook is used to maintain existing offline relationships or solidify offline connections, as opposed to meeting new people (Ellison, Steinfield & Lampe, 2007).

Table 1: Launching year of social media

Name of social media	Year of Launching
Social software	1990s
SixDegrees.com	1997s
Ryze.com	2001
Friendster	2002
MySpace	2003
Facebook	2004
YouTube	2005
Bebo	2005
Twitter	2006
Google Buzz	2010
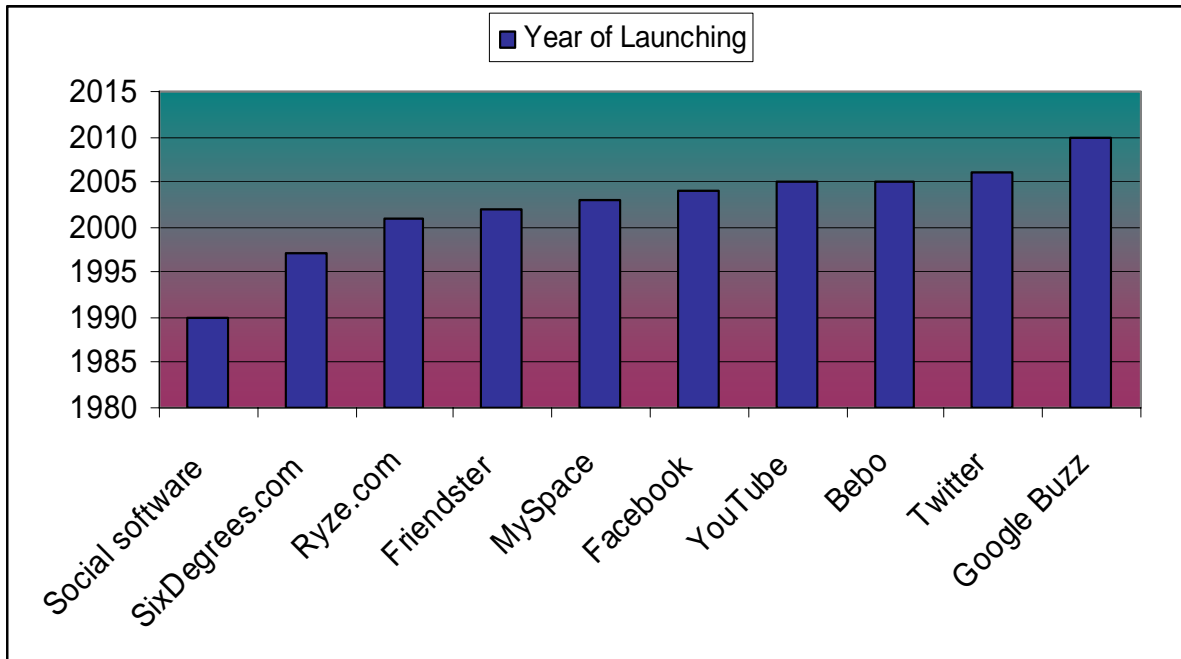
Figure1: Launching year of social media services

YouTube, founded in 2005, is the world's most popular online video community. Each day, two billion videos are viewed. During every minute, 24 hours of video is uploaded. The user base is broad in age range, 18-55, evenly divided between males and females, and spanning all geographies. Fifty-one percent of users go to YouTube weekly or more often, and 52 percent of 18-34 year-olds share videos often with friends and colleagues (Case & King, 2011).

Another social media service that has grown dramatically in adoption is Twitter. Twitter, launched in July 2006 and named by eWeek as one of the top 20 technologies that changed the decade, is the dominant microblogging social media service. Twitter is based in San Francisco but is used by individuals in nearly every country in the world. Twitter is available in more than 20 languages such as English, French, German, Italian, Japanese, and Spanish. ComScore estimates that Twitter.com attracted 139 million unique visitors worldwide in May, 2011, a 54% annual increase, with 200 million tweets per day. Twitter traffic was up 12.5% attracting an estimated 27 million unique visitors in May, 2011. Twitter announced in August of 2011 that it had over 100 million active users worldwide, half of whom log in daily and 40% that had not tweeted in the prior month. Twitter defines an "active user" as anyone who logs into Twitter once a month. According to a post on Google+ by FT tech and media reporter Tim Bradshaw (via

Twitter's Rachel Bremer), Twitter also revealed that it was processing 230 million tweets a day, a 100% increase since the start of the year. In terms of demographics, a Pew Internet & American Life Project July 2011 survey found that 16% of individuals ages 12 to 17 use Twitter, an increase from 8% in 2009. Moreover, one in five 18-29 year olds are using Twitter. As a result, Twitter has changed the business of celebrity endorsements (Case & King, 2012).

Google Buzz was built in 2010 directly into Gmail as a competitor to popular social networking sites such as Twitter and Facebook. It is designed to set users up with the people they email the most and focuses on a sharing experience of photos blogs, videos and links which can be shared publicly or privately. However, this site has been criticized due to problems with its privacy setting, and for the fact that it is built into Gmail. This fundamental function has been questioned, suggesting that users may not want to create personal profiles, blog or communicate with the same people they email(Shelly,2010).

1.3 Aims and objectives

The main aim of this study is to analyze the use of social media by public and private university students regarding their academic and other purposes. The objectives of this study are to:

1. find out the level of awareness about social media among students;
2. identify the motives and goals of using social media;
3. assess the rate of using social media among public and private university students;
4. identify the role of social media over the students to fulfill their academic needs;
5. observe the demographic comparison of using social media among public and private university students; and
6. understand the level of satisfaction of using social media form student's singular point of view.

CHAPTER-2

LITERATURE REVIEW

Chapter 2

LITERATURE REVIEW

This chapter describes literature review contributed by a number of authors. A comprehensive literature review is a prerequisite to generate new knowledge and fulfill the need of current research work. It also provides a basis for theoretical framework of the study and interpretation of findings. There are a huge range of literatures on social media, very few of which were allied to the current research.

2.1 Social Media

Social media is generally used to describe collaborative media creation and sharing on a fairly large scale (that can include social networking sites (SNS) but also other participatory media activities such as news blogs) but can be extended to include smaller user-generated content networks or micro-communities (i.e. the 'small media' aspect of the current media environment), and things that sometimes fall outside SNS such as blogs/vlogs, podcasts, wikis, game modding.

The rapid uptake of both social media and SNS practices by young people signifies an important shift in young peoples" use of the net primarily for information and entertainment to one of communication. Young people are consuming, producing, sharing and remixing media. This has led to the claim that today"s young people are „produsers" they actively produce and consume media (Bruns 2008). This participatory media environment enables young people to engage in creative content production, empowering them with new means of creating and sustaining connections with others. It has also opened up new debates on how to conceptualize and promote what has come to be termed cybercitizenship (Bennett, 1998, 2003 & Coleman, 2005).

Social media sites such as Facebook, MySpace and Twitter can all be great fun and they are becoming ever increasingly popular. Computers, laptops, mobile camera phones, iPods and various types of technology and electronic devices allow us instant and convenient access to the Internet and each other. Social networking sites make it very easy for people to share information but likewise it makes it very easy for people to seek information as well. Most sites allow you to customize your 'privacy settings' therefore you should pay close attention to the permissions you set and who you allow to view your user profile (Staffordshire University, 2010).

Corporations are increasingly adopting social media as a primary communication tool. According to Gartner, by 2014, social networking services will replace electronic mail as the primary vehicle for interpersonal communication by as many as 20% of business users

The most popular online network is Facebook, with 96 percent of all university students saying they use it on a typical day. The least used social media platform is LinkedIn, with 10 percent of students using it daily. Facebook and YouTube are the most commonly used social media platforms at the university, allowing the researchers to measure heavy and light usage to compare with grades. While not enough students consider themselves to be heavy users of the other platforms, the researchers measure their light usage compared to grades and found similar patterns to the users of the two main platforms (Martin, 2010).

Social media can be used as a platform to draw traffic to the university's traditional websites or departmental blogs. Admissions departments can use social media as a marketing tool by setting up traditional web advertisements and also setting up university fanpages where students and members of the community can check in to view current events. Universities can have as many fanpages as they desire, ranging from the more traditional school and department pages to the nontraditional pages for such things as a university mascot, sculpture on campus, school songs, local foods or traditions, or other features. A unique opportunity in social networking may present itself for universities if they are willing to think creatively (Giordano & Giordano, 2011).
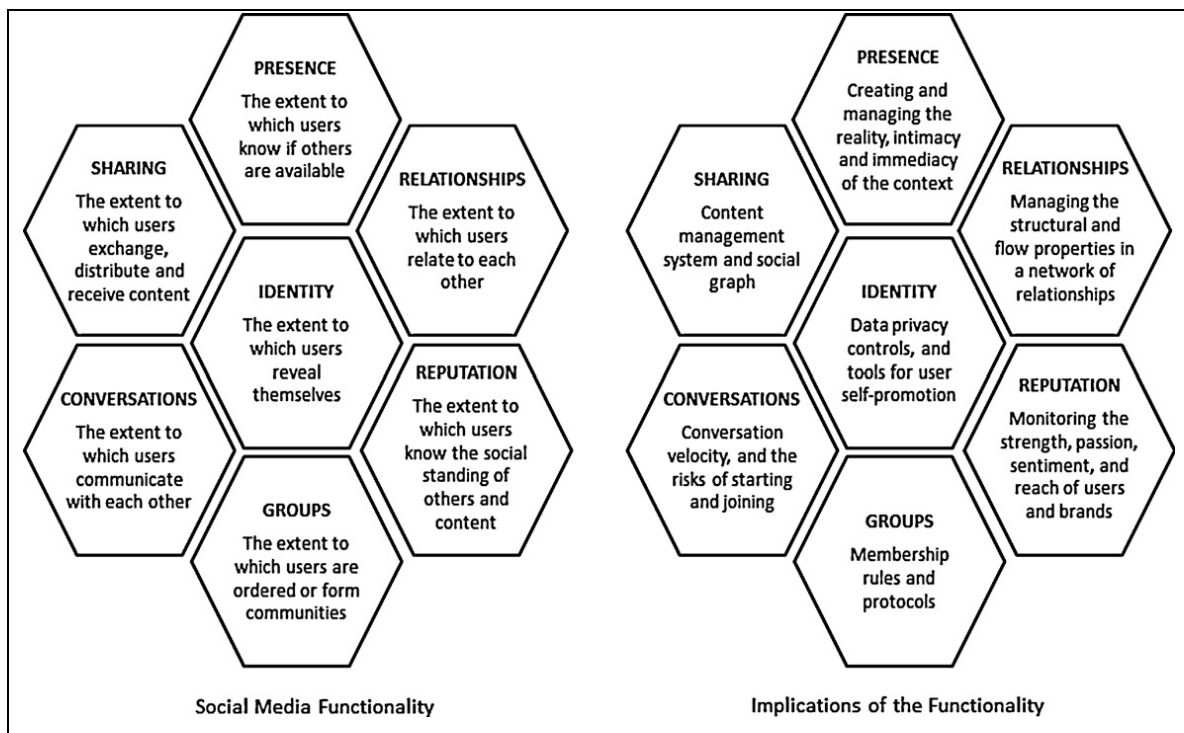
Figure 2: The honeycomb of social media (Kietzmann, J. H. *et al.*, 2011).

The context of Information Communication Technology (ICT) is changing dramatically. Today, social media such as Facebook and YouTube are used ubiquitously in the general population, and Virtual Worlds are becoming increasingly popular in business, for example via simulations in Second Life. However the capacity of Virtual Worlds is underutilized in educational contexts (Dreher et al., 2009).

2.2 Concept of Social Media

According to Kaplan and Haenlein "social Media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content."

Boyd & Ellison defined social media sites as "web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of

other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site."

NYC Department of Education Social Media Guidelines (2012) defined social media as "any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, internet websites, internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Google+, and Flickr.2."

Professional social media is a work-related social media activity that is either school-based (e.g., a DOE principal establishing a Facebook page for his/her school or a DOE teacher establishing a blog for his/her class), or non-school-based (e.g., a DOE office establishing a Facebook page to facilitate the office"s administration of a Chancellor"s Regulation).

Personal social media use is a non work-related social media activity (e.g., a DOE central administrative employee establishing a Facebook page or a Twitter account for his/her own personal use)."

Gunawardenaa *et al.* (2010) defined social media as the "practice of expanding knowledge by making connections with individuals of similar interests."In the web 2.0 environment, social media is linked to technological services and software that make it possible for people to communicate with others from anywhere, at any time. Social media are online spaces that can be customized to a large extent by their users, providing space for personal profiles, which users complete in order to make connections with others. They also defined this technology as "tools that facilitate collective intelligence through social negotiation when participants are engaged in a common goal or a shared practice."

Smart Service Queensland (SSQ) (2010) argued that social media can be characterized by:

relationships

user participation

user-generated content

collaboration

multi-directional conversations

highly accessible and scalable publishing

operation and availability.

National Student Nurses' Association, Inc. (2012) stated that "social media can be defined as web-based and mobile platforms for user generated content that create interactive and highly accessible, and often public, dialogues."

Social media has been defined by Giordano, C. and Giordano, C. (2011) as "online spaces that allow individuals to present themselves, articulate their social networks, and establish or maintain connections with others."

Pottsville Area School District (2011) said "social media includes websites that incorporate one or more of the following:

Blogs – are web logs or journals where authors and users can post textual, audio, or video content, and where some permit others to post comments on their blogs.

Microblogs – are websites and spaces that allow users to post short blog entries. Twitter is an example.

Social networks – are websites where users can create customized profiles and form connections with other users based on shared characteristics and interests.

Media sharing – are websites where users post and share videos, audio files and/or photos as well as tag them to enable searchability. Examples include YouTube, Flickr, Picasa, and Google Video.

Wikis – are resources or documents edited collaboratively by a community of users with varying levels of editorial control by the website publisher. Wikipedia is an example.

Virtual worlds – Web or software-based platforms that allow users to create avatars or representations of themselves, and through these avatars to meet, socialize and transact with other users.

"Social media is a set of technologies, such as wikis, blogs, microblogs, social bookmarking, tagging and tag clouds, social feedback, forums, idea engines, answer marketplaces, prediction markets, and virtual worlds that facilitate mass collaboration. It is an umbrella term covering websites, technology, applications or tools that enable active and participatory publishing and interaction between individuals over the internet."

2.3 Types of Social Media

According to NYC Department of Education Social Media Guidelines (2012), the most common types of social media are -

Blogs - Short for „web-logs", these are sites that can function as ongoing journals with multiple entries. Typically, entries are categorized with „tags" for easy searching. Most blogs allow for reader comments. Examples: *Blogger, Wordpress, TypePad.*

Micro-Blogs - These blogs allow for shorter content posts, typically with a limited set of typed characters allowed. Micro-blogs can be used for status updates and to quickly communicate information to „friends" or „followers." Examples: *Twitter*, *Tumblr.*

Networking - These sites allow people to connect with each other around common interests, pursuits and other categories. Examples: *Facebook, LinkedIn, Google+, Ning.*

Photo/Video - These sites allow people to share videos, images, slideshows and other media. Often these sites allow viewers to comment and share posted content. Examples: *YouTube*, *Vimeo*, *Flickr."*

National Student Nurses' Association, Inc. (2012) stated that social media platforms may include (but are not limited to) the following:

Blogging – Blogger, LiveJournal, Xanga;

Microblogging – Dailybooth, Foursquare, Google Buzz, Posterous, Tumblr, Twitter;

Postcasting - Blubrry;

Social networking – Bebo, Facebook, Google+, LinkedIn, MySpace, Orkut;

Social news sharing – Digg, Reddit;

Social bookmarking/social tagging – Delicious, Diigo, Google Reader, StumbleUpon

Video hosting – Vimeo, YouTube.

Kaplan & Haenlein (2010) have provided a classification of social media by social presence or self disclosure. This classification is shown in Table 2.

Table2. Classification of Social Media by social presence/media richness and self-presentation/self-disclosure

		Social presence/ Media richness		
		Low	Medium	High
Self-presentation/ Self-disclosure	High	Blogs	Social networking sites (e.g., Facebook)	Virtual social worlds (e.g., Second Life)
	Low	Collaborative projects (e.g., Wikipedia)	Content communities (e.g., YouTube)	Virtual game worlds (e.g., World of Warcraft)

Kaplan & Haenlem (2010)

- Blogs
- Social networking sites
- Virtual social worlds
- Collaborative projects
- Content communities
- Virtual game world

2.4 Features of Different Social Media Sites

Nyangau & Bado (2012) consented that the emergence of social media has revolutionized the practice of communication in two fundamental ways. First, social media have made it possible for one person to send an instant message to millions of others worldwide. Second and perhaps more important, social media make it possible to establish a two way communication channel between the sender and receivers or simply between receivers or "followers" outside the control of the original sender. Social media, therefore, transcend the traditional bureaucracy when it comes to marketing or seeking information from an institution.

Dwyer *et al.* (2007) reported that social media such as LinkedIn, Facebook, Cyworld, Bebo BlackPlanet, Dodgeball, and YouTube have attracted millions of users, many of whom have integrated these sites into their daily practices. A social media service focuses on building online communities of people who share interests and/or activities. The websites allow users to build on-line profiles, share information, pictures, blog entries, music clips, etc. After joining a social media site, users are prompted to identify others in the system with which they have a relationship. The label for these relationships differs depending on the site- popular terms include "Friends," "Contacts," and "Fans." Most social media require bi-directional confirmation for Friendship (Folorunso *et al.*, 2010).

Wang & Braman (2009) acknowledged, although the barrier between inside and outside the classroom has been difficult to overcome, new social media forms today are starting to break down that barrier and enable dialogue. Social networks, instant messaging, blogs, and virtual worlds not only allow conversation but rely on it. These popular social media services feature high levels of participation, numerous contributions and discussions, and even detailed debates. Virtual worlds come in lots of flavors, but they all share four characteristics: 1. persistence, 2. multi-user, 3. avatars, and 4. wide area network. These characteristics can be powerful for teaching and learning.

Wagner & Ip (2009) described, social media e.g. Virtual worlds, computer based simulated environments, in which users interact via avatars, provide an opportunity for the highly realistic enactment of real life activities online. Unlike computer games, which have a predefined purpose, pay off structure, and action patterns, virtual worlds can leave many of

these elements for users to determine. One such world, Second Life (SL), is frequently used as platform for revenue generation, information and knowledge sharing, and learning. As a learning environment, Second Life appears to be particularly amenable to action learning, where learners are not simply observers, but plan, implement, observe, and draw conclusions from their actions.

Nielsen/NetRatings (2000) reported that a global leader in internet media and market research reported that the top ten social media sites collectively grew 47 percent, increasing from an unduplicated unique audience of 46.8 million in April 2006, reaching 45 percent of active Web users. MySpace, which has attracted significant media attention, topped the list with 38.4 million unique visitors and a remarkable year-over-year growth rate of 367 percent. Blogger took the second spot, garnering 18.5 million unique visitors and growing 80 percent year-over-year, followed by Classmates Online with 12.9 million unique visitors and a 10 percent year-over-year increase (Bausch & Han, 2006).

Others who researched on social media include Boyd and Ellison (2007), who described features of social media and propose a comprehensive definition for it. They presented a perspective on the history of social media, discussing key changes and developments. Ellison et al (2007) also examined the relationship between the use of Facebook, a popular online social media site, and the formation and maintenance of social capital. In addition to assessing bonding and bridging social capital, they explored a dimension of social capital that assesses one's ability to stay connected with members of a previously inhabited community, which was called - maintained social capital. Regression analyses was conducted on results from a survey of undergraduate students (N=286), which suggested a strong association between use of Facebook and the three types of social capitals, with the strongest relationship being the bridging social capital. In addition, Facebook usage was found to interact with measures of psychological well-being, suggesting that it might provide greater benefits for users experiencing low selfesteem and low life satisfaction. Their results demonstrated a robust connection between Facebook usage and indicators of social capital, especially of the bridging type that Internet use alone did not predict social capital accumulation, but intensive use of Facebook did.

Boyd (2007) consented social media sites are based around profiles, a form of individual (or, less frequently, group) home page, which offers a description of each member. In addition to

text, images, and video created by the member, the social media profile also contains comments from other members, and a public list of the people that one identifies as friends within the network. Because the popularized style of these sites emerged out of dating services, the profile often contains material typical of those sites: demographic details (age, sex, location, etc.), tastes (interests, favorite bands, etc.), a photograph, and an open-ended description of who the person would like to meet. Profiles are constructed by filling out forms on the site. While the forms were designed to control the layout of the content, some sites accidentally left open a technological loophole and their forms accepted (and then rendered) HTML and CSS code. Capitalizing on this loophole, participants can modify the look and feel of their profiles. By copying and pasting code from other websites, teens change their backgrounds, add video and images change the color of their text, and otherwise turn their profiles into an explosion of animated chaos that resembles a stereotypical teenagers' bedroom.

The default profile is publicly accessible to anyone, but most social media services have privacy features that allow participants to restrict who can see what. For example, some sites allow participants to make their profiles Friends-only (and sets this as the default for those who indicate they are 14 or 15 years old) while Facebook gives profile-access only to people from the same school by default. After creating a profile, participants are asked to invite their friends to the site by supplying their email addresses. Alternatively, they can look at others' profiles and add those people to their list of Friends. Most social network sites require approval for two people to be linked as Friends. When someone indicates another as a Friend, the recipient receives a message asking for confirmation. If Friendship is confirmed, the two become Friends in the system and their relationship is included in the public display of connections on all profiles. 18 These displays typically involve photos and nickname that link to their profile. By clicking on these links, visitors can traverse the network by surfing from Friend to Friend to Friend.

Matt Silverman (2012) evaluated features of social media from education perspective. The features are given below:

1. Some sites allow teachers to control the online environment. With the monitoring and approving content, the dangers associated with social media can be avoided.

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2. Student can critique and comment on each others assignments. They can easily work in teams online, and asking teachers questions or starting a discussion is easy.

3. Social media can invite students and faculty to produce content for both enrolled students and prospective students. This can show the personality of the school. Universities should have a focus and a clear idea on what they want students to see they Google the school.

4. Social sites provide a platform to promote activities, receive feedback and start conversation.

5. Schools can reach out to parents and keep them up to date.

6. Colleges can reach out to potential students who mention them on Twitter or comment on the school's blog.

7. Alumni groups can connect and grow.

8. Social media can engage students and keep them informed. It keeps students interested and gives them information they may not have known about the school.

Lampe, Ellison & Steinfield (2008) acknowledged the fact that social media is becoming more popular across broad segments of internet users. Facebook, in particular, has very broad participation amongst college attendees, and has been growing in other populations as well. The social media sites are increasingly becoming spaces where many users interact over long periods of time. Understanding and designing for sustained use in social computing systems become essential as they become a more prevalent piece of the interaction landscape. From the analysis of one of those sites, Facebook, was found that patterns or use, perception and attitude sometimes change over time, though rarely drastically. Speculating that changes, when they do occur, may result from both changes in the user's social context (such as moving to or from college), and perhaps in response to a major change in features, such as the introduction of the news feed on Facebook.

Schneider (2009) argued that social media became popular between 2004 and 2006, after Facebook and MySpace were created. Facebook has over 500 million members and it is still growing. Approximately "85% of undergraduate students are Facebook users." These numbers are only expected to grow since the number of members continues to grow. And this is not only true for Facebook. Numbers for YouTube closely follow as well. A majority of students use social media for social connections and entertainment, but are also using it for education and professional reasons. (University of New Hampshire, 2009).

2.5 Impact of Social Media on Society

Trubitt & Overholtzer (2009) explained social media services of the electronic variety have become thoroughly embedded in contemporary culture. People have woven these services into their daily routines, using Facebook, Twitter, LinkedIn, online gaming environments, and other tools to build and maintain complex webs of professional and personal relationships. Today, establishing these networks is more important than ever in order to manage changes in technology and expectations in the current economy. The communications makeover of IT organizations begins with understanding the higher education landscape and moving inward in concentric circles.

Ito et al. & Jenkins (2009, 2006) acknowledged the emerging picture of youth and social media suggests that these online communities mediate a wide variety of peer social practices and learning. Teenage users of social network sites appear to be adept in a variety of other technologies such as blogging and multimedia production (Lenhart et al., 2007). A great deal of learning happens between youth in these online communities. Teens negotiate identity, learn social skills, and become subject matter experts through peer teaching in topics that pique their interests (boyd, 2006, 2007, 2009; Horst, Herr-Stephenson, & Robinson, 2009). Initial studies of Facebook usage among college students suggest that individuals also develop more social capital in these online communities (Ellison, Steinfield, & Lampe, 2007). Youth participation in social network communities may signal the development of important technical skills and social development (AHN, 2011).

Smart Service Queensland (SSQ) (2010) evaluated that the evolution and popularity of social media has made available new techniques for online community engagement and additional avenues for consultation and interaction with citizens and communities in ways that can facilitate dialogue, creativity, collaboration and participation. Comments made through official social media accounts are representative of the agency and made by those authorized to do so. Uses can include: publishing messages, uploading content (text, images, video), and responding to communication from others.

Hiltz & passerini (2007) told social media is a type of virtual community that has grown tremendously in popularity over the past few years. When people join social media sites, they begin by creating a profile, then make connections to existing friends as well as those they

meet through the site. A profile is a list of identifying information. It can include a real name, or a pseudonym. It also can include photographs, birthday, hometown, religion, ethnicity, and personal interest. Members connect to others by sending a 'friend' message, which must be accepted by the other party in order to establish a link, 'Friending' another member gives them access to each others' profiles. Members use these sites for a number of purposes. The main motive is communication and maintaining relationships. Popular activities include updating others on activities and whereabouts, sharing photos and archiving events, getting updates on activities by friends, displaying a large social network, presenting an idealized persona, sending messages privately, and posting public testimonials.

Wang & Braman (2009) pointed out the use of social media in a descriptive way. Social media like Second Life is a three dimensional (3D) electronic environment where members can socialize, hold virtual meetings, or conduct economic transactions. Utilizing virtual environments like Second Life is believed to provide educators with a new medium for teaching and information dissemination that bypasses the normal boundaries associated with traditional online and face to face interactions.

Yang (2003) said the social media approach holds that the behavior of an individual is affected by the kinds of relations, or technical ties, and networks more than by the norms and attributes that an individual possesses. The social, informational, or material resources that two individuals exchange characterize their ties. In social network analysis, these resource exchanges are termed "relations." Some positive and negative relations are assumed to be related to an individual's performance. Researchers empirically demonstrated that friendship and advice relations were positively related to a student's academic performance and an employee's job performance. On the other hand, the effects of an adversarial network were negatively related to performance. It seems worthwhile to investigate the effects of the three social networks on student performance online and offline.

Sigman (2009) stated social scientists recently reported that in less than two decades "the number of people saying there is no one with whom they discuss important matters nearly tripled". The number of both kin and non-kin confidants is described as "dramatically smaller" (McPherson *et al*, 2006). Britains now spend approximately 50 minutes a day interacting socially with other people (ONS, 2003). Couples now spend less time in one

another's company and more time at work, commuting, or in the same house but in separate rooms using different electronic media devices.

Huang *et al.* (2010) narrated the communication forums of the social media are many and varied and include applications such as instant messaging, email, and chat rooms as well as Internet sites such as blogs, SNS, photo and video sharing sites such as YouTube, and virtual reality environments such as Second Life. The mechanism of socialized Internet improves close interpersonal relationships and provides nonverbal communication media such as multimedia audio-visual objects, images, pictures, and other diverse media. By communicating and sharing with others through resourceful media, interpersonal interaction becomes closer.

Ismail (2010) told social media can be oriented towards work-related contexts (e.g. LinkedIn.com), romantic relationship initiation (the original goal of Friendster.com), connecting those with shared interests such as music or politics (e.g. MySpace.com), or the college student population (the original incarnation of Facebook.com) (Ellison, Steinfield & Lampe, 2007).Social media is known to be able to bridge the cultural gap and build trust among students and members of the faculty. It is also a platform for knowledge sharing when the students start to accept that the interaction among members within the site could support their learning activities.

Giordano (2011) narrated that the social media platform is about being social, allowing students a virtual meeting space to connect with alumni, establish school pride, announce reunions, sporting events, talk about group projects, and interact with the diverse groups from across the world which will have profound social/emotional benefits to students. The internet has grown into a larger part of the social domain, and social media sites are today's meeting halls and community centers. The popularity of the Internet has led to increased usage of social media . A recent survey by the Neilson Media Group found that "three of the world's most popular brands online are social-media related (Facebook, YouTube and Wikipedia) and the world now spends over 110 billion minutes [per month] on social networks and blog sites." It is no longer a question if students are using the Internet, but how often and in what capacity. Interacting online has become an extension of everyday life by offering ways to associate with others on campus with similar interests, values, or goals.

2.6 Social Media in Health Profession

Chou *et al.* (2009) argued forms of social media present different opportunities for health communication efforts. In particular, social media attracts the largest portion of Internet users and are likely to continue to grow, making them an obvious target for maximizing the reach and impact of health communication and eHealth interventions. In addition, recent growth of social media is not uniformly distributed across age groups. New health communication prjmlograms aiming to utilize social media must first consider the age of the targeted population. The data also prompt a rethinking of the connection between technologies and health disparities since the findings point to the fact that social media are penetrating individuals of different demographics at the same rate. Opportunities for narrowing the health disparities gap exist through effective use of social media as communication and health promotion platforms. These media will not enable targeted communication messages but may have the capacity to reach a wider audience than traditional media have been able to reach.

Giordano (2011) admitted, social media has several implications for higher education and the health professions. It has been shown to improve student skills in technology and creativity, as well as their communication skills by facilitating access to new and diverse ideas of people they wouldn't be able to meet in person. Social networking online rather than face-to-face allows students to quickly make and keep connections, which is important in the fast paced, diverse world of the Health Professions.

Student Nurses' Association, Inc. (2012) argued that social media allows student nurses to interact with colleagues when separated by geography or other factors. Student nurses can build on relationships, and develop a professional presence online. Social media can benefit health profession in a variety of ways, including fostering professional connections, promoting timely communication between peers, and educating and informing members and future members about the role of professional nursing organization for nursing students. Social media use is an efficient way to bring nursing and healthcare issues to individuals who are not familiar with current nursing and healthcare trends. Student Nurses' Association Inc. suggested the following benefits of social Media:

- Social media provides an outlet for professional networking, building new relationships and fostering existing relationships.

- Social media can be an excellent tool for exchanging knowledge among peers and classmates.

- New dialogues and the sharing of nursing and healthcare information, including research and best practices, can be more fluid through social media platforms.

- Social media presents an opportunity to fine tune one's online professional presence, while contributing to a continued positive image of nursing profession.

Giordano & Giordano (2011) said the internet is increasingly a part of everyday life by facilitating networking opportunities and offering ways to associate with others who have similar interests, values, or goals. An online survey was administered to 644 first-year students and 413 graduating students via Surveymonkey to investigate their media preferences, to gauge if they are active on social media, and to evaluate how they responded to advertisements. Students were in the following health professions: biotechnology, couple and family therapy, medicine, nursing, occupational therapy, physical therapy, public health, radiologic and imaging sciences, and pharmacy. Results indicate that students prefer online media as their primary source of information. The majority of students were using Facebook, and very few were using Twitter or LinkedIn or other social networking sites. Understanding social media usage has several implications for educating, connecting with, and researching health professions students from all stages of their academic career.

2.7 Social Media in Industry

Kaplan & Haenlein (2009) claimed that today, everything is about Social Media. Some industry gurus claim that if you do not participate in Facebook, YouTube, and Second Life, you are not part of cyberspace anymore. Social Media allow firms to engage in timely and direct end-consumer contact at relatively low cost and higher levels of efficiency than can be

achieved with more traditional communication tools. This makes Social Media not only relevant for large multinational firms, but also for small and medium sized companies, and even nonprofit and governmental agencies. Using Social Media is not an easy task and may require new ways of thinking, but the potential gains are far from being negligible.

Dell, for example, states that its use of Twitter——a micro blogging application that allows sending out short, text-based posts of 140 characters or less——has generated $1 million in incremental revenue due to sales alerts. Some firms may even be too successful for their own good, as illustrated by Burger King's ''Whopper Sacrifice'' campaign: In December 2008, the fast food giant developed a Facebook application which gave users a free Whopper sandwich for every 10 friends they deleted from their Facebook network. The campaign was adopted by over 20,000 users, resulting in the sacrificing of 233,906 friends in exchange for free burgers. Only one month later, in January 2009, Facebook shut down Whopper Sacrifice, citing privacy concerns. Who would have thought that the
price of a friendship is less than $2 a dozen?

Boyd and Ellison (2007) described, the social media sites associated to a particular region differs, hence the reason for joining these sites differs from one person to another. Although, social media sites have been in existence for quite a while, its adoption in Africa has recently increased. These are built for users to interact for different purposes like business, general chatting, meeting with friends and colleagues, etc. It is also helpful in politics, dating, with the interest of getting numerous advantages with the people they meet. Recently, the use of social media has increased overtime in Africa with the improvement in technology and the use of mobile phone to surf the web and statistic have shown that 90% of people on the internet at one point in time or the other are visiting social media.

Smart Service Queensland (SSQ) (2010) affirmed professional use of social media is based on the area of expertise and association with other practitioners in that field. Personal use of social media is defined as individual or private use and not attributable as an official or professional use. Twitter is a free microblogging and a social media site where users send and read messages known as tweets. Tweets are text and links of 140 characters or less and appear on the author's profile page and within the feed of all subscribers to the author. Facebook's mission is to give people the power to share and make the world more open and connected. Millions of

people use Facebook everyday to keep up with friends upload an unlimited number of photos, share links and videos, and learn more about the people they meet.

2.8 Academic Use of Social Media

Matt Silverman (2012) seemed that schools are on a short list of organizations that have been notoriously slow to adopt emerging tech. But within the last few years, as social media becomes more integral to students' lives, educational institutions are finally catching on, and catching up. When it comes to higher education, there are not only opportunities for digital learning, but digital marketing too. Some schools have taken the reigns on both sides, with mixed results.

Nyangau and Bado (2012) explained social media services were originally designed for college students to build and maintain a network of friends. Facebook is an example of a social media that was initially designed for college students. Later on, however, the site became popular outside of higher education and was made available to anybody with an email address. Other sites such as Twitter and LinkedIn soon followed. As the use of these sites expanded to include high school students, admissions officers began to look for ways to use them as marketing tools to connect with and recruit potential students.

Ismail (2010) seemed, social media sites are technologies that enable public articulation of social networks. They allow more than the public articulation of social networks; in each service, a user creates a richly detailed personal profile (Stutzman, 2006). Facebook, as well as other social media sites, can be used as a platform for collaboration of course contents. It can link the students in a 'Group' to related articles, websites, social bookmarks, videos and blogs, to expand the students' knowledge and support learning activities. The 'Group' could be used to announce latest updates on the course assessments and class activities, and to encourage discussion among students regarding the difficult topics and finding friends to form groups for their group assignments.

Nealy (2009) said that college students across the nation are chronicling their lives on Facebook and other social networks such as Twitter with photos, videos, instantaneous status updates and blog entries that highlight their thoughts, opinions, interests and dislikes.

Facebook, one of the largest social media in the country with 175 million users, connects "friends" around the world and allows them to digitally share their lives. In fact, the site is so popular many faculty members and university administrators have joined its ranks. And, while the underlining purpose of the social network may be to connect and share, some college students may be disclosing too much in the eyes of academic leadership. Facebook did not create a new layer of responsibility for students, says Dr. BJ Fogg, director of the Persuasive Technology Lab at Stanford University. Prior to Facebook, inappropriate information or compromising photos could be leaked in e-mails or blogs.

Rhoades *et al.* (2008) claimed, research has shown that many students are utilizing social media to search out information and assist with completing class assignments. Many college students have described the Internet as a functional tool that helps them to communicate with professors, conduct research, and access library materials. As more and more students and educators use the Internet as a source for information in the classroom, it is important to monitor students' attitudes and usage to ensure students know how to use technology effectively by recognizing credible sources and utilizing the correct technology for each situation. Findings indicate that these students indicate believing that the Internet is easy to understand, important, beneficial, believable, and accurate.

Ganster & Schumacher (2009) mentioned, Facebook, a popular social media web site, provides libraries with the opportunity to develop an outreach presence and information portal within an online community. In December 2007, librarians at the State University of New York at Buffalo began exploring the use of Facebook Pages to virtually reach out to patrons and market library services. Based on user response and Page statistics, librarians found the use of Facebook Pages provided a welcome extension of services and a unique form of outreach that reached beyond the campus community. Through a University at Buffalo Libraries Page on Facebook, librarians can update and inform students, faculty, and staff of new events, workshops, library services, and resources. Librarians at the University at Buffalo maintain an active online community that reaches more than 300 fans. Fans provide discussion and feedback regarding library services, offering a more interactive extension of the Libraries homepage.

Pempek, Yermolayeva & Calvert (2009) evaluated, millions of contemporary young adults use social media. Students use Facebook approximately 30 min throughout the day as part of

their daily routine. Students communicate on Facebook using a one-to-many style, in which they are the creators disseminating content to their friends. Even so, they spend more time observing content on Facebook than actually posting content. Facebook is used most often for social interaction, primarily with friends with whom the students has a pre-established relationship offline. In addition to classic identity markers of emerging adulthood, such as religion, political ideology, and work, young adults also use media preferences to express their identity. Social media is used for the development of identity and peer relationships.

Giordano & Giordano (2011) consented social media has also become a viable business and marketing tool for colleges to recruit prospective students, maintain relationships with current students, and keep in contact with alumni, faculty, and interested members of the community.

Violino (2009) agreed that the latest trend in education is social media. As this phenomenon continues to grow, community colleges are getting into the act, launching online initiatives and harnessing the technology to communicate, promote, and conduct important school business. School administrators believe that social media can lure students, spread the word about educational opportunities and programs, and promote achievement on campus. A social media page can be created to communicate course offerings, deadlines, events, and other information to current and prospective students. The college can also launch its own Facebook page with similar objectives.

Junco & Cole (2008) said today's college students, the Net generation, have woven technology into their everyday repertoire of communication and connection tools. They use the Internet, e-mail, instant messaging, blogs, and social networking Web sites like Facebook and YouTube at higher rates than individuals from any other generation.

Dreher *et al.* (2009) repeated that there are particular pedagogical advantages in utilizing emerging technologies such as Virtual Worlds in Integrated Software (IS) education. For instance, Second Life offers an intrinsically motivating, safe, and low cost environment in which to learn IS related skills such as programming, requirements analysis, systems development, project management, and business process modeling.

Wang & Braman (2009) stated social media, the unique platform, not only provides educators with traditional online teaching conventions but also allows for simulated social interactions,

which are essential to student-teacher relations in the classroom. The integration of Second Life activities improves students' learning experience, higher learning motivation and better performance.

Li & Pitts (2009) argued, the use of Web based learning technologies has increased dramatically over the past decade providing new opportunities and avenues for students to interact with their professors virtually using computer mediated communication (CMC) technologies. The use of virtual office hours as a medium for students to communicate with their professors using a Web 2.0 technology, namely Facebook's instant messaging (IM) client ihas become very helpful. Students' use of virtual office hours is not significantly different from their use of traditional office hours; however, students in classes that offered virtual office hours report higher levels of satisfaction with office hours than students in classes that offered only traditional face to face office hours.

Giordano (2011) stated that implementing social media on a wide scale at university would result in more technologically savvy individuals and would serve as another avenue for communication. More importantly, it can draw traffic to the University, department, or program's traditional websites or blogs. It is a low-cost, viral way of getting the word out about school events and programming, and can be used to keep students informed of new classes, special lectures, holiday hours, special events, and even emergency notices. A unique opportunity in social media may present itself for university administrators if they are willing to think creatively.

Robbins & Bell (2008) said students can use their avatar to express themselves in a way that is similar to their profile on a social media, resembling who they are in real life. Also, the ability to mix students from all over the world in one virtual world means that campuses can begin to blend classes from different subject areas as well as different campuses.

Greenhow (2009) narrated that today, information and communication technologies such as Facebook, YouTube, and Twitter are some of the most popular technologies available on the Internet, with millions of users worldwide. Research is still trying to discover how people use them, for what purposes, and in what settings, and investigate how they may be shaping the ways they think, work, and communicate. Social bookmarking sites, such as Delicious, Diigo, and CiteULike, can provide the resources to facilitate a scholarly approach to teaching where

teachers concerned with developing research based best practices can collectively assemble, annotate, recommend, and share scholarly resources, such as books, journal articles, websites, and contacts. Social media, such as Facebook, Classroom 2.0, Ning, and Twitter, can be used to garner collective emotional support and recognition for one's creative practices. These technologies function as social learning resources and spaces for new literacy practices.

Martinez, Wartman & Lynk (2009) said in the era of such online spaces as Facebook, Instant Messenger, Live Journal, Blogger, Web Shots, and campus blogs, college students are using these resources and other online sites as a social medium. Inevitably, this medium presents students with ethical decisions about social propriety, self disclosure and acceptable behaviour.

Stollak (2011) said over the years, social media among college students has become more and more popular. It is a way to make connections, not only on campus, but with friends outside of school. Social media is a way that helps many people feel as though they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of students are being affected by how much time is being spent on these sites (Choney, 2010)**.** The use of social media, such as Twitter and Facebook, in the classroom is growing, as is student time spent on exploring such sites.

Yang (2003) said the impact of the social media on education is an important issue that has caught both educators' and practitioners' attention in recent years. According to Harasim, three new modes of education delivery make online education distinctive. They are (1) adjunct mode: using networking to enhance traditional face-to-face education or distance education; (2) mixed mode: employing networking as a significant portion of a traditional classroom or distance course; (3) pure online mode: relying on networking as the primary teaching medium for the entire course or program. Among these three education delivery modes, the pure online mode has caught the most attention. Several successful cases or critical factors of pure online education have been reported

2.9 Negative Effects of Social Media

Patient Rambe (2012) said social media perceivably distracts the less academically motivated students from learning. Watters (2011) bemoans educators' erroneous assumption that instant messaging encourages off-task behavior in class, the same way the exchange off-topic messages and informally passing of "notes" can be disruptive. Given the ubiquity of social media-enabled phones at South African universities coupled by student's "texting culture," the aforementioned practices conceivably generate chaos and lack of concentration. The volume of tweets exchanged, student's limited attention spans, loss of context as information flows across different interactants and platforms are some drawbacks of social media communication (Fincham, 2011).Similarly, despite Facebook's potential to foster peer-based academic networking and collaborative inquiry, Selwyn (2007) documents its use by academically challenged students to contest asymmetrical educator-student offline relations, and its affordance of backstage opportunities for such students to be disruptive and challenging (ibid).

Professional Advisory of Ontario College (2011) said the use of the Internet and social media, despite best intentions, may cause members to forget their professional responsibilities and the unique position of trust and authority given to them by society. The dynamic between a member and a student is forever changed when the two become "friends" in an online environment. Members should never share information with students in any environment that they would not willingly and appropriately share in a school or school--related setting or in the community. Online identities and actions are visible to the public and can result in serious repercussions or embarrassment. As the Office of the Privacy Commissioner of Ontario notes, users may intend to share their online existence solely within their own network, but in theory anyone can access the users' musings, photos and information. Further, the words can be altered, forwarded and misquoted. Criminal and Civil Law Implications Inappropriate use of electronic communication and social media can also result in a member being criminally charged and convicted or facing civil action. Examples of actions and resulting charges are:

- making inappropriate online comments that lead to civil actions, such as defamation;

- disclosing confidential information about the school, students and colleagues, thus breaching workplace privacy policies and provisions *;*

- posting the work of others without proper attribution, raising copyright violation issues;

- breaching a court ordered publication ban;

- inciting hatred against an identifiable group;

- using technology to harass a student, colleague or others;

- exchanging or forwarding compromising photos, videos or audio recordings of students leading to charges of possession or distribution of child pornography.

- Inappropriate online, e-mail and telephone conversations between members and others, including students, colleagues, parents/guardians, employers, family and friends, expose members to the possibility of disciplinary action.

Nemetz, P. *et al.* (2012) said in general, students enjoy the social aspects of social media but find it less relevant to their jobs, education, and the world. Age is negatively correlated with "Social Engagement" (r=-0.196, p<0.01) and "Educational Utility" (r=-0.087, p<0.10), suggesting older students are less favorable than younger students about the social aspects of social media and about faculty using Facebook for educational purposes. Students, in general, view the social aspects of social media more favorably than they view the utilitarian aspects. Less independent (more connected) students, however, view social networking as more important for purposes of utility – more important to their jobs, to their education, and to the world. When social media is used for educational purposes, less independent students are significantly more willing to experience professors' presence. When professors stray past social boundaries and invade students' social space, however, more connected (less independent) students are more upset than independent students. "

Staffordshire University (2010) described, it may seem difficult to believe but as a student on a professional award it is possible to do all of the following with just one click:

- disgrace yourself
- ruin your reputation
- upset your family, friends and colleagues
- lose your job
- break the law
- get sued
- contravene professional standards of conduct
- discredit the university
- compromise your fitness to practice
- destroy your career aspirations
- breach the policies of organizations where you gain work experience
- damage the reputation of the profession and public trust and confidence
- be discontinued from your studies
- jeopardize your future

In the mass media numerous instances of people's indiscretions are found relating to the inappropriate use of social media, the consequences of which for some have been very serious and even catastrophic. This has become an important issue for all individuals and levels of society, particularly employers, businesses, professions and organizations. Unfortunately, social media also has a sinister side and there are examples of stalking, identity and data theft, racial hatred and bullying and harassment.

Pottsville area school district (2011) argued a social media blunder is a critical problem with the potential to injure students, employees, guests, and others, to lose confidential information and data. Where Users place their communication in "privacy" marked social media, they cannot expect that their information will not be disclosed by a person within their "private marked group". Such information may be disclosed by others within the "private group", or the information may be discovered as part of the discovery process in litigation, or it may be disclosed by other means.

Figure 3: Studies in Japan indicate that social networks are an important predictor of mortality risk (Sigman, 2009)

Smart Service Queensland (SSQ) (2010) seemed the official use of social media has the potential to compromise compliance with legislation, particularly in regard to accessibility, privacy and recordkeeping. Content contributed by anyone may infringe upon the rights of others in areas such as defamation, intellectual property and fraud. Due to the seriousness of these risks and the association with official government business, the official use of social media must be subject to a risk assessment. Social media sites may collect and use information from profiles and sites may use your details for third party research. Social media sites may have royalty-free license on intellectual property to use, copy, reproduce, adapt, modify, publish, transmit, display and distribute your content. Social media sites can reclaim the account if inactive for more than six months. It is advised to not create a social media profile with no intention of using it. Users will be frustrated by finding the account inactive if they are interested in the following or joining your group. Twitter terms and conditions state that they can reclaim accounts that have been inactive for more than six months. If incorrect information is delivered through a social media application, deletion is not always the best option as the content may have already been viewed by users and possibly saved.

There are significant privacy, intellectual property, copyright and disclosure risks associated with the ill-considered use of social media, however, the implementation of regulatory actions may also undermine the social and emerging educational utility of social media for young people. Inevitably the burden of dealing with the risks of social media must necessarily fall on the development of educational strategies designed to equip young people with the skills and tools to manage their own personal information, and respect the privacy of others, including their teachers.

CHAPTER-3

RESEARCH METHODOLOGY

Chapter 3

RESEARCH METHODOLOGY

This chapter describes the methodology used in this research to make a comprehensive work. The following methods have been adopted to gather student's opinions on social media:

3.1 Participants

The participants of this study were the students of four universities including two public and two private universities. They were from all faculties and all academic years of University of Dhaka, Bangladesh University of Engineering and Technology (BUET), Eastern University and Daffodil International University. Both male and female participants took part in this survey.

3.2 Questionnaire Design

To meet the objectives of the research a questionnaire was prepared, which includes various technical questions. The questionnaire was made with simple, direct and familiar words keeping respondents in mind. It was created to measure student's acquaintance with internet and social media as well as their preferences of various social media services using both close ended and open ended questions. There were also questions about likelihood of using social media for academic purpose. The questionnaire contained information pertaining to the respondent's basic demographic data such as gender, age, department, academic year, university and social background, etc. There were questions about familiarity with computers and skills and expertise of the students to use computers for their academic and other purposes. The questionnaire included the frequency of using of social media during communicating with eight categories of social groups (e.g. friends, family, classmates, course teachers, professional, people from abroad, people who send request, strangers), favourite social media services, duration and time generally preferred to spend on social media site(s) and their main purpose of using social media. Academic use of social media was included in this questionnaire such as -- searching reading materials, learning course curriculum, viewing class

schedule, communicating course teacher, collaborating in higher education courses, getting course related lessons and using online discussions tool that included both students and teachers. The survey also included 7-point Likert scale items regarding student's perceptions and preferences concerning multiple aspects of social media in an academic setting. Respondent's satisfaction of using social media for their diverse purposes and the reason for not using social media such as –uninterested, have no time, do not know how to enjoy, etc were also gave importance in this questionnaire.

The perception of the value of social media was assessed using three items:

    a) Survey items regarding student perceptions and preferences;

    b) Survey items in which students rated the likelihood of participation in various activities;

    c) Responses to open ended items;

3.3 Questionnaire Survey

Total 140 questionnaires were distributed among the students of four universities (public and private). Among them 105 were returned and accepted for the study.

3.4 Data Analysis

In order to determine demographic comparison among student's opinions on using social media in academic purposes, collected data have been analyzed. The data analysis has been carried out using SPSS statistical analysis software.

CHAPTER-4

RESULTS OF THE STUDY

Chapter 4

RESULTS OF THE STUDY

This chapter presents the result of the survey on use of social media by public and private university students. The data collected through survey questionnaire were inputted to Excel and then analyzed using SPSS software. Descriptive statistics were used to analyze demographic characteristics of the students in relation to their social media sites use. The calculated frequency and percentage were narrated from the collected data form respondents.

4.1 University

The questionnaires were submitted to four public and private universities students. The largest group of respondents was from Bangladesh University of Engineering and Technology (BUET), followed by Eastern University, University of Dhaka. The lowest response was received from the students of Daffodil International University (DIU). The table 1 shows most students (34%) were from BUET and lowest number of students (19%) was from DIU. The data on students University categories is given bellow in Table 1.

Table 3: Categories of selected Universities

University	Frequency	Percentage
Daffodil International University	20	19 %
University of Dhaka	24	23 %
Eastern University	25	24 %
Bangladesh University of Engineering and Technology	36	34 %
Total	105	100 %
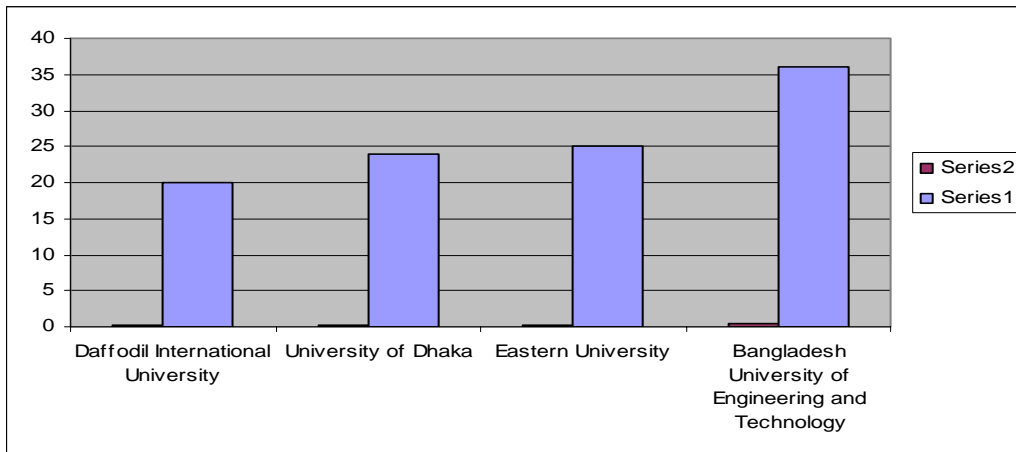
Figure 4: University – wise student respondents

4.2 Respondents

A total 103 out of 120 students of four universities responded to the survey questionnaire. All the faculties of four universities have been incorporated in the survey. The survey shows that most of the responses were obtained from faculty of Arts followed by Business Administration, Architecture and Planning, Electrical & Electronic Engineering, Civil Engineering. The questionnaire also states that lowest responses came from faculty of Mechanical Engineering. The data on faculty wise student's responses is given bellow in Table 2.

Table 4: Faculty-wise distribution of respondents

Faculty	Frequency	Percentage
Faculty of Business Administration	20	19 %
Faculty of Arts	24	23 *%*
Faculty of Law	4	4 %
Faculty of social sciences	4	4 %
Faculty of Mechanical Engineering	2	2 %
Faculty of Engineering	5	5 %
Faculty of Electrical & Electronic Engineering	15	14 %
Faculty of Civil Engineering	11	10 %
Faculty of Architecture and Planning	3	3 %
Faculty of Science and Information Technology	17	16 %
Total	105	100%
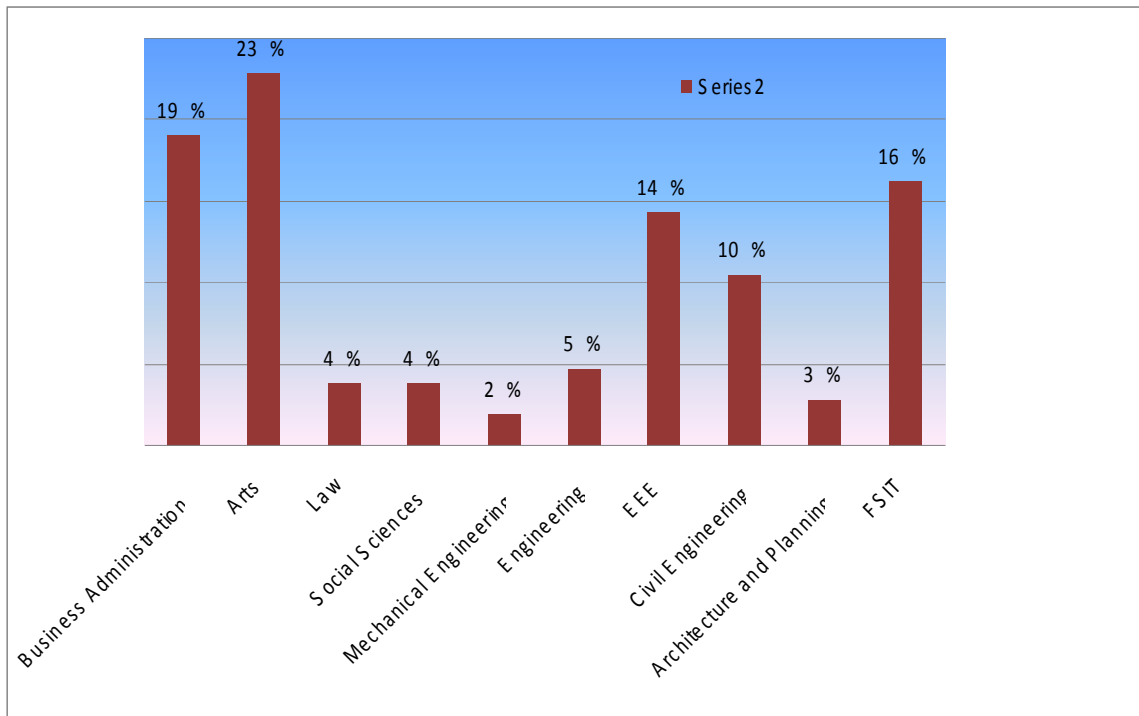
Figure 5: Faculty- wise student respondents

4.3 Academic Year

The largest group of respondents was second year students. Significant responses were also acquired from first year, third year & fourth year students. The lowest responses among all students were received from master's students. The data received from all academic year students is shown in Table 3.

Table 5: Respondent's academic year

Year	Frequency	Percentage
1st year	28	27 %
2nd year	35	34 %
3rd year	22	21 %
4th year	12	11 %
Masters	8	8 %
Total	105	100 %
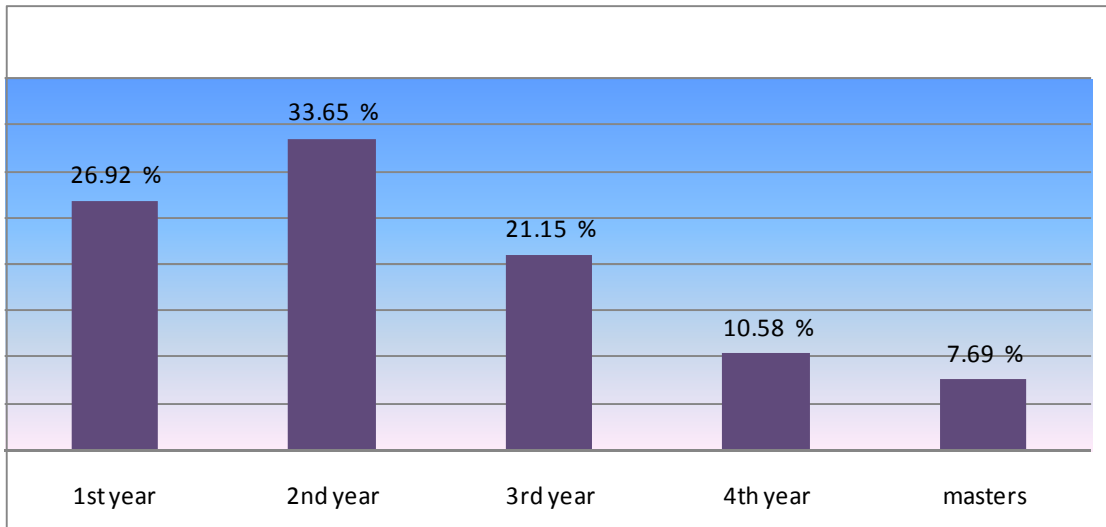
Figure 6: Respondent's year of studies

4.4 Gender of Student Respondents

From total 105 respondents, 75 (71%) were male and 30 (29%) were female students. The survey shows that maximum was received from male students. Table 3 below shows gender distribution of the students.

Table 6: Gender distribution of respondents

Gender	Frequency	Percentage
Male	75	71%
Female	30	29%
Total	105	100%
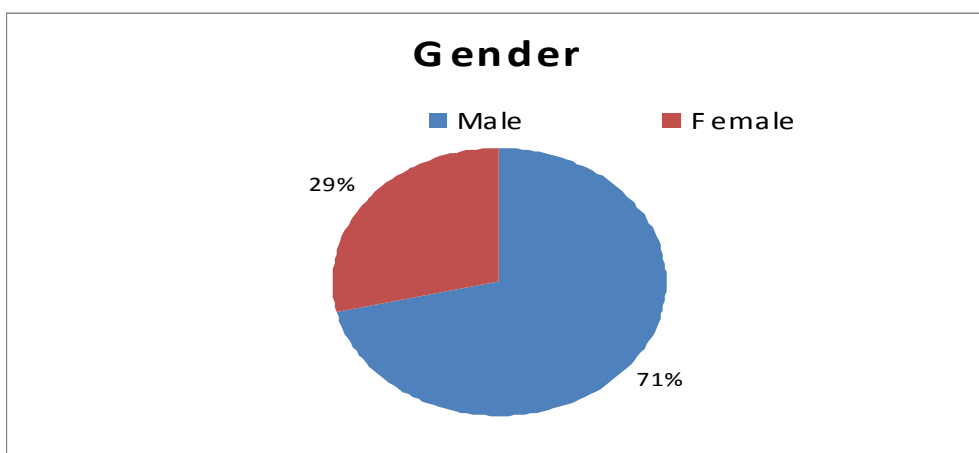
Figure 7: Gender distribution

4.5 Age Distribution

The questionnaire included four categories of age groups in relation to students. The largest group of respondents (56%) was from 21-24 age categories. They were followed by the age groups of 17-20 and 25-29 respectively. Different age categories of student respondents are shown below in Table 5.

Table 7: Age distribution of respondents

Age	Frequency	Percentage
17-20 years	37	35 %
21-24 years	59	56 %
25-29 years	9	9 %
More than 30	0	0%
Total	105	100
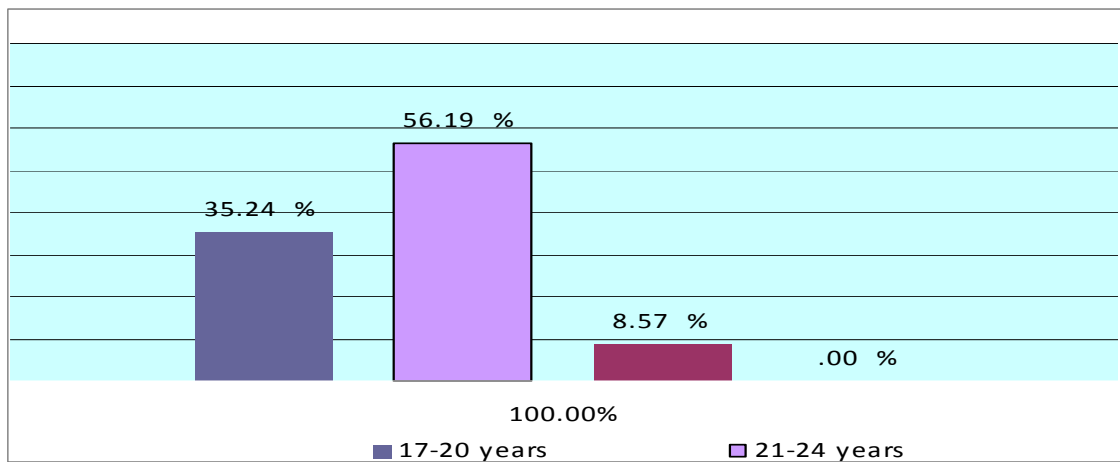
Figure 8: Distribution of age groups of respondents

4.6 Respondent's Area of Residence

Students came from different areas of the country responses to the questionnaire regarding to their residence. There were four categories of areas such as village, town, capital, metropolitan city. The major parts of the students were from capital (50%) which was the half of total respondents. A sufficient amount of students were from town (20%)

and metropolitan city (20%). The rest (10%) of the students were from village. Table 6 shows the distribution of student's social background.

Table 8: Distribution of area of residence of students

Area	Frequency	Percentage
Village	10	10 %
Town	21	20 %
Metropolitan city	21	20 %
Capital	53	50 %
Total	105	100 %
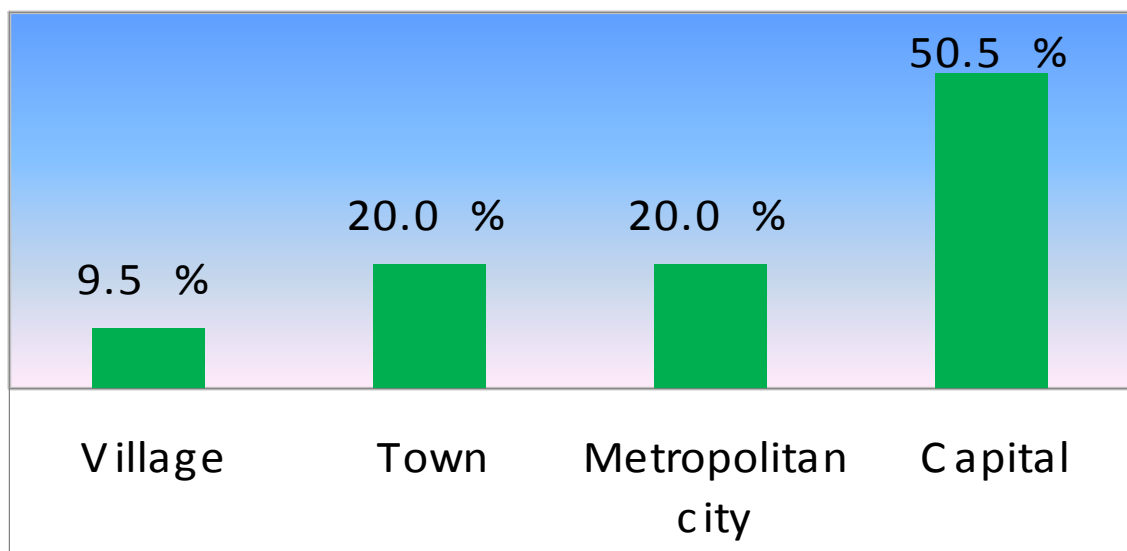
Figure 9: Distribution of resposdent's area of residence

4.7 Computer Literacy

The survey shows that most of the students(42%) familiar with computers from one to five years followed by six to one years (29%) and eleven to fifteen years (23%). Only 1% student familiar with computer from more than 20 year. Computer literacy rate is shown in Table 7.

Table 9: Familiarity with computers

Computer literacy	Frequency	Percentage
1-5 year	44	42%
6-10 year	30	29 %
11-15 year	24	23 %
16-20 year	6	6 %
More	1	1%
Total	105	100 %
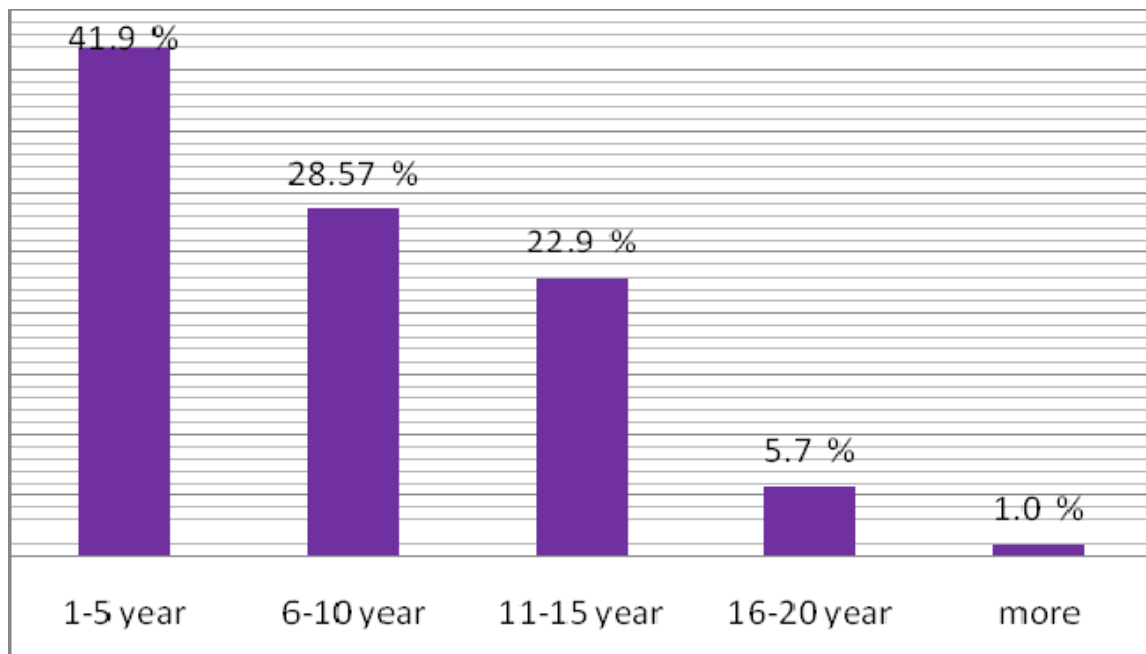
Figure 10: Distribution of computer literacy

4.8 Personal Rating of Computer Skill

Table 8 reveals the computer efficiency of students. It shows most students (48%) were advanced in computer operating. A notable numbers of students (45%) had computer efficiency equivalent to intermediate level. The lowest numbers of students were novice (8%).

Table 10: Distribution of personal rating of computer skills

Computer skills	Frequency	Percentage
Novice	8	8 %
Mediator	47	45 %
Advanced	50	48%
Total	105	100 %
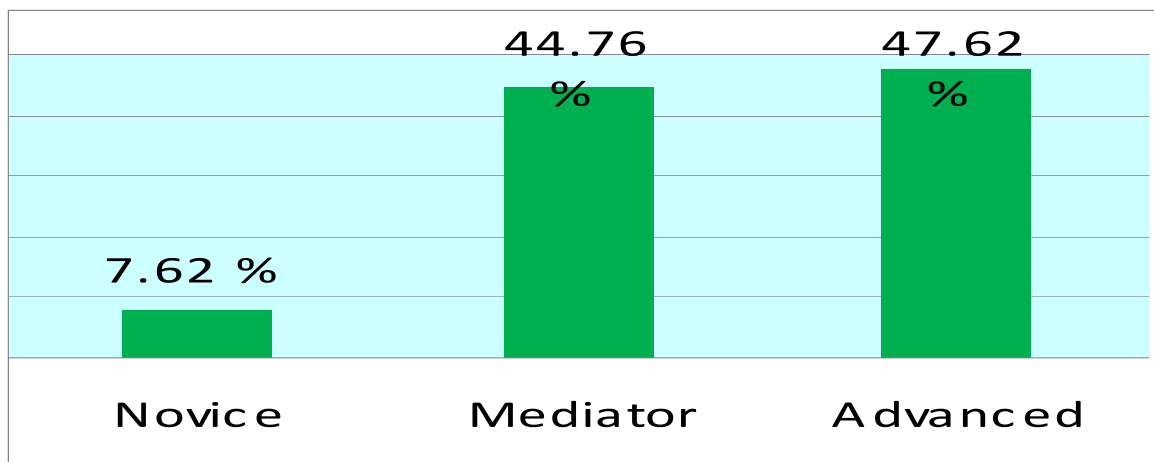
Figure 11: Computer skill of respondents

4.9 Medium for Internet Access

Table 9 reveals that cell phone or IPhone were mostly used by the students to access internet due to cell Phone is on hand of each person. Therefore students also use desktop, game console and portable gaming device respectively.

Table 11: Internet access medium

Medium	Frequency	Percentage
Cell phone	1.97	0.63%
Desktop	1.9	0.38%
Game console	1.1	0.62%
Portable gaming device	1.42	0.56%
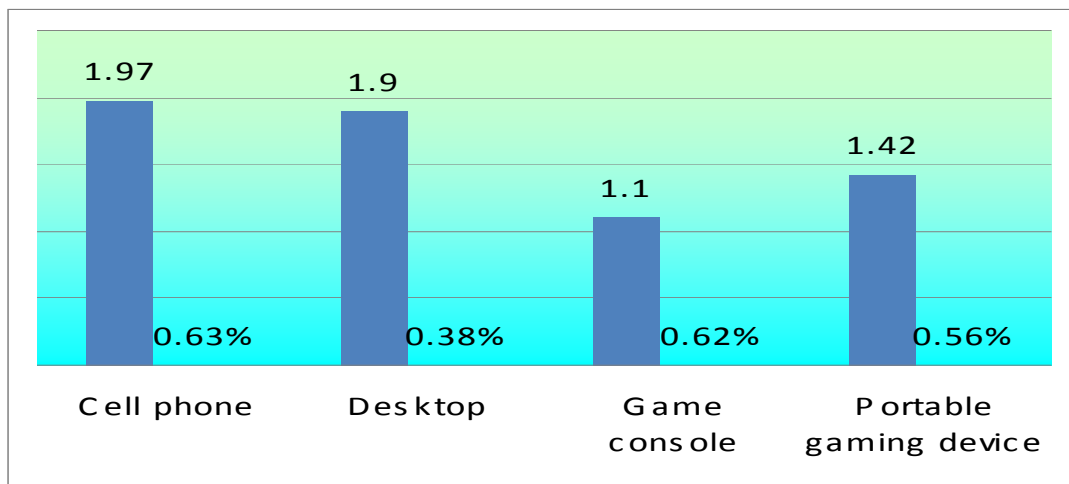
Figure 12: Rating for internet access medium

4.10 Type of Internet Connection

The questionnaire included seven types of internet connections. Among all types, most users have Broadband connections (30%) to access internet at home. Students also most used to with modem connections (27%) as well because of their portability and cheapness. The subsequent parts of total students have WiMAX (20%) and Wi-Fi (18%) connections according to their responses. Some users have dial-up telephone line connections (2%) where another responded to other (3%).Table 10 describes the variations among a range of connections used by respondents.

Table 12: Status of network connections (multiple responses)

Internet connection modes	Frequency	Percentage
Dial-up telephone line	3	2%
Broadband	39	30 %
Cable Modem	36	27 %
Satellite connection	0	0%
Wi-Fi	24	18 %
WiMAX	26	20 %
Other	4	3 %
Total	132	100
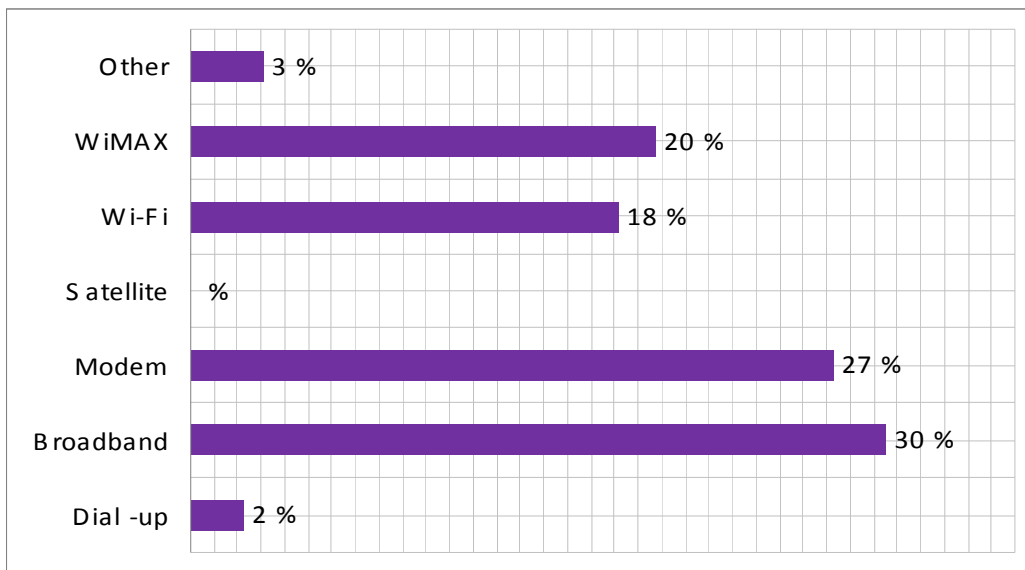
Figure 13: Status of internet connection modes of respondents

4.11 Percentage of Using Social Media

All of total 105 respondents, 97 (92%) students use social media sites where 8 (8%) do not yet use those sites.

Table 13: Percentage-wise distribution of social media usage

Use of social media	Frequency	Percentage
Yes	97	92 %
No	8	8%
Total	105	100 %
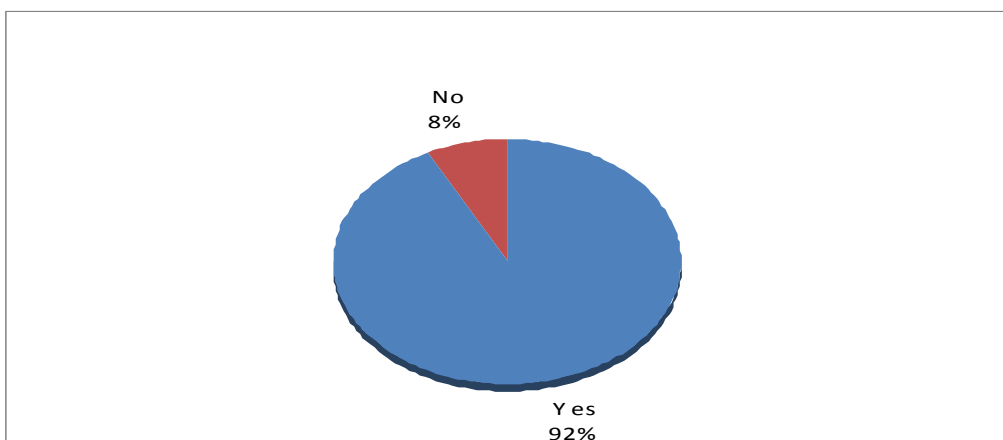
Figure 14: percentage-wise distribution of social media usage

4.12 Profiles Created Online on Social Media Sites by Students

Table 12 shows that the largest group of respondents (92%) has created profile on different social media sites. The very few students (6%) have asserted that they do not have profile online and some students (2%) also don't want to create any profile.

Table 14: profile having on social media sites

Profile on social media sites	Frequency	Percentage
Yes	97	92 %
No	6	6 %
Don't' know	2	2 %
Do not want to reveal	0	0 %
Total	105	100 %
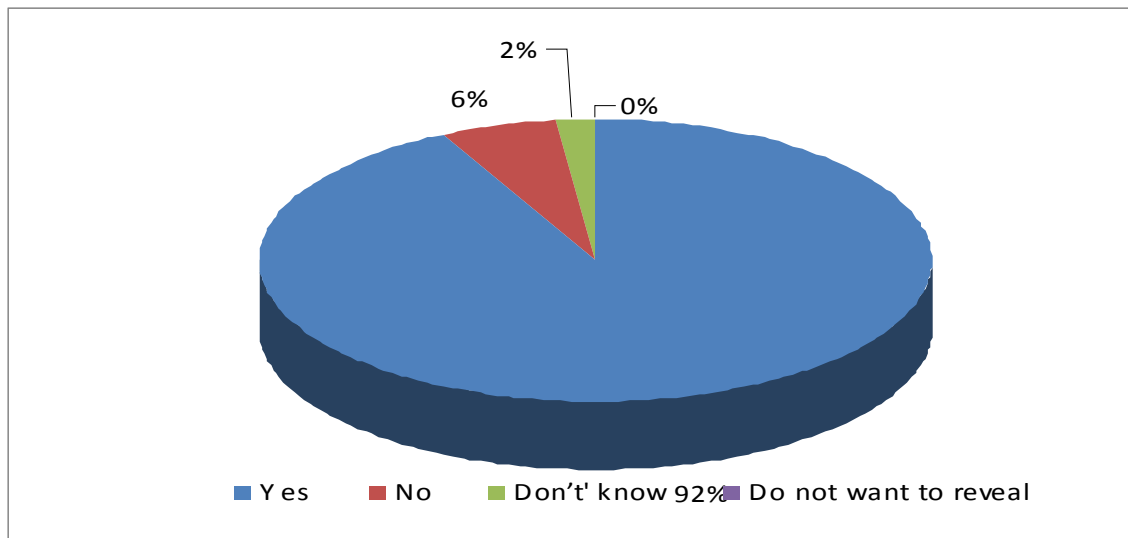
Figure 15: Percentage of having profile online

4.13 Number of Profiles Respondents Having Currently

Table 13 indicates that most of the students (32%) currently have one profile on social media sites. Besides 33 students (31%) have two profiles, 17 students (16%) have three profiles and 15 students (14%) have four or more profiles currently.

Table 15: Number of current Profiles of students

Current Profiles	Frequency	Percentage
One	34	32 %
Two	33	31 %
Three	17	16 %
Four or more	15	14 %
Don't' know	6	6 %
Do not want to reveal	0	0 %
Total	105	100 %
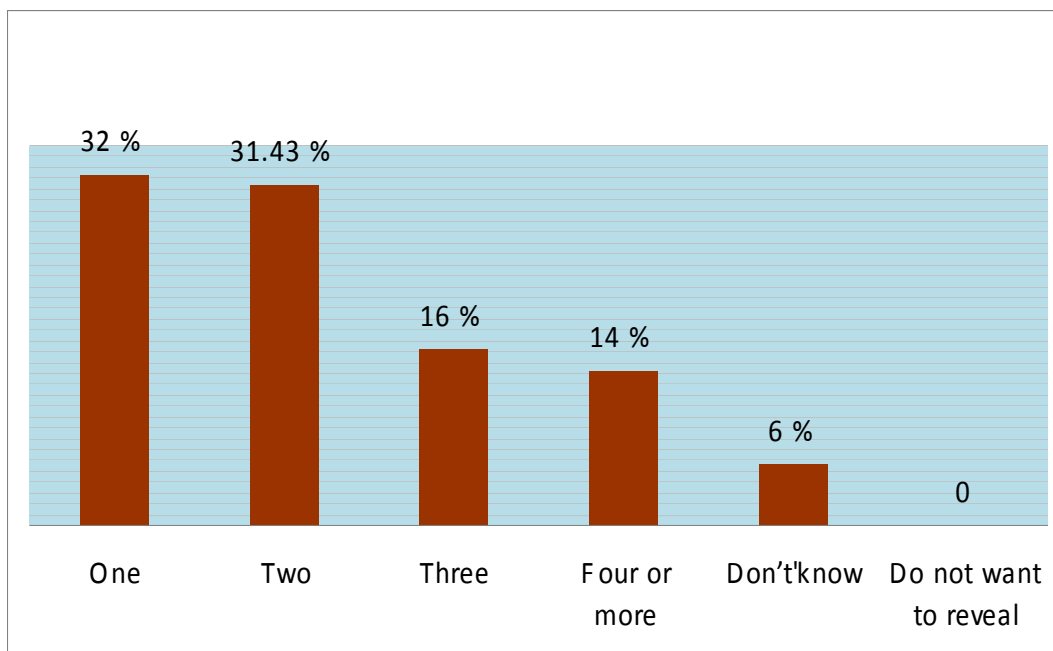
Figure 16: State of current profiles having respondents

4.14 Socialization with Friends Using Social Media Profiles

Among popular social media sites Facebook is such a site, most widely used by 87 public and private university students(48%) to socialize with their friends. Another two well-liked sites Twitter and You Tube are used by 30 (16%) and 26 (14%) students correspondingly. The survey shows that there were no responses regarding to Digg, Bebo and Second Life.

Table 16: The way students socialize with friends (multiple responses)

Way of socialization	Frequency	Percentage
Facebook	87	48 %
MySpace	8	4 %
Twitter	30	16 %
Flickr	9	5 %
YouTube	26	14 %
Linkedin	6	3 %
Blog	10	5 %
Digg	0	0 %
Bebo	0	0 %
Second Life	0	0 %
Other	6	3 %
Total	182	100 %
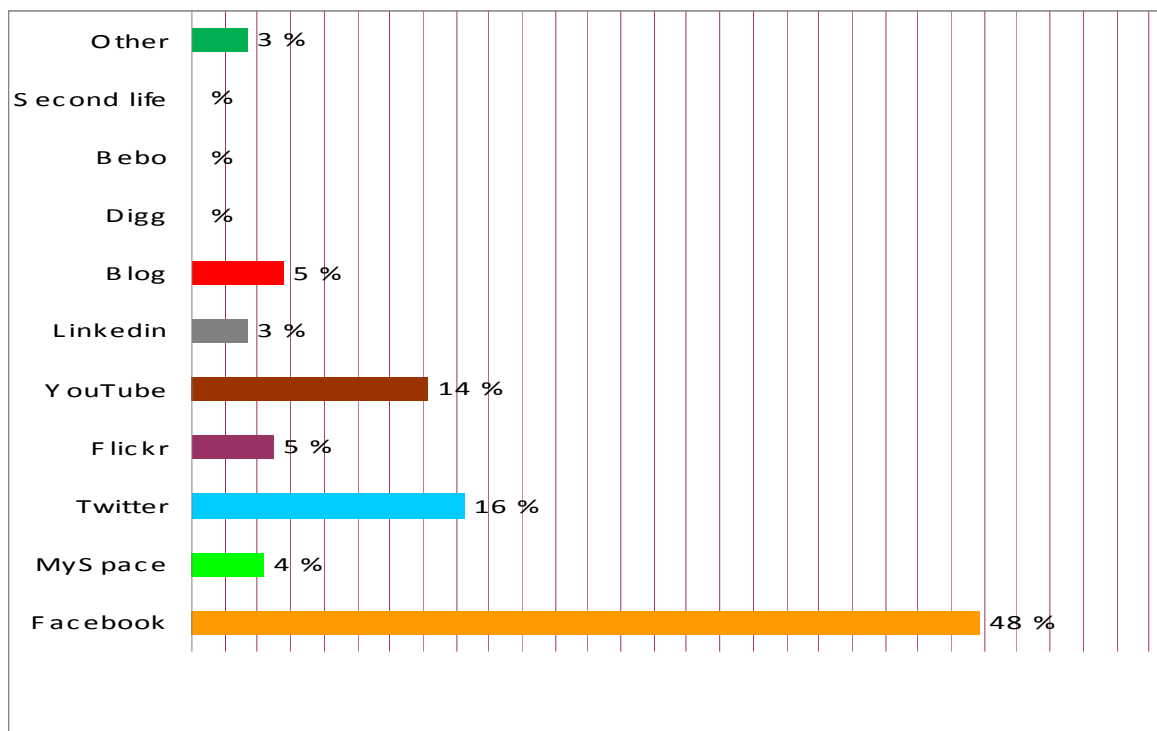
Figure 17: Way of socialization by students

4.15 Student's Favourite Social Media Sites

Table 15 shows that 61 students (60%) revealed Facebook is their favourite social media site to communicate with friends, family and others. There were options to choice more than one item. Students responded to two or three items where Facebook was common choice for them. Google + was also a favourite service for 21 students (20%), a reasonable part of total respondents. There were lowest response (1%) for consulting and strategy.

Table 17: Distribution of favourite social media sites

Favourite services	Frequency	Percentage
Twitter service	7	6%
Facebook service	61	60%
Linkedin service	2	0%
YouTube service	13	13%
Google + service	21	20%
Our Blog service	0	0%
Consulting and strategy	1	1%
Total	105	100
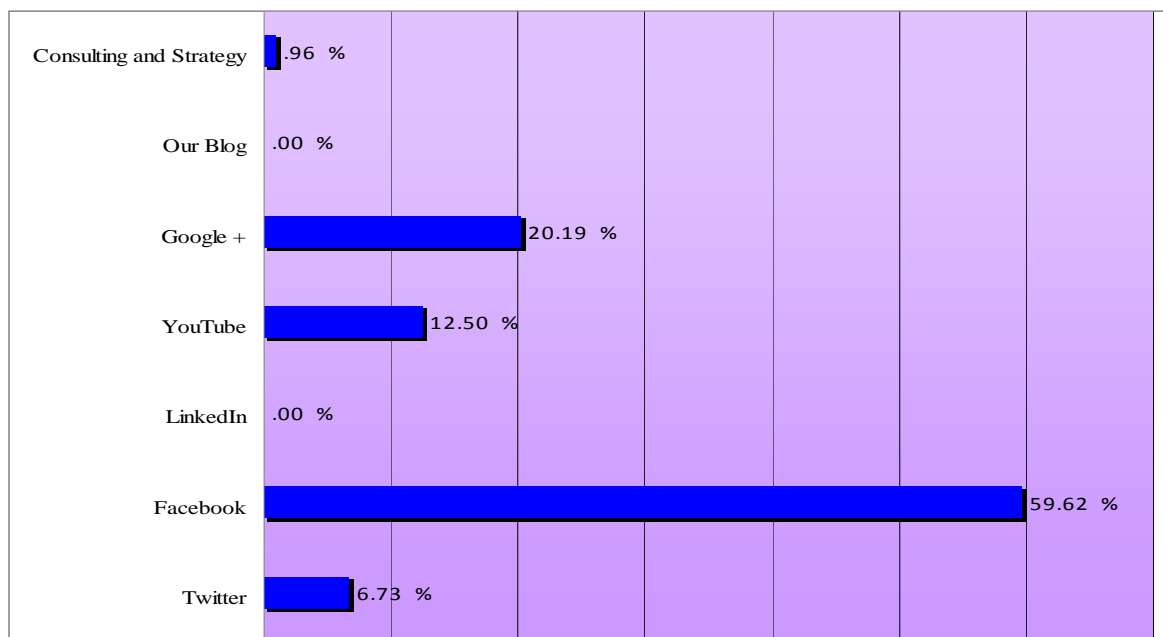
Figure 18: Distribution of student's favourite social media sites

4.16 Length of Using Social Media

Table 16 discloses the durability of using social media services. The largest group of public and private university students (45%) said that they have been using social media for more than 3 years. A fairly large group of students (20%) indicated that they have been using social media for 1-2 years and (19%) have been using for 2-3 years, (8%) have been using 1-6 months and (6%) have been using for 6 months- 1 year. A very few students pointed out that they have been using social media for less than a month.

Table 18: Endurance of using social media

Duration of involvement with social media	Frequency	Percentage
Less than a month	3	3%
1-6 months	8	8%
6 months – 1 year	6	6%
1-2 years	21	20%
2-3 years	20	19%
More than 3 years	47	45%
Total	105	100
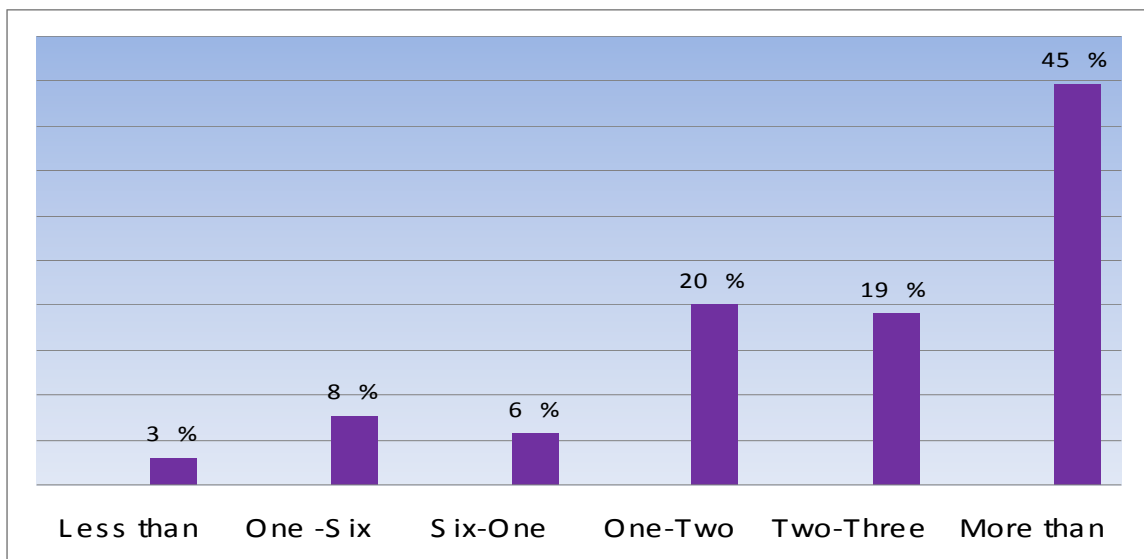
Figure19: Percentage-wise allocation of length of using social media

4.17: Student's Log on Frequencies to Favourite Social Media Sites

Table 17 shows that a largest group of students pointed out that they log on their favourite sites a few times everyday. Among all respondents 57 (55%) consented that everyday they use social media in accordance with their leisure time enabling more connections and associations with family and friends. A sufficient number of respondents (24%) mentioned that they use social media several times in a week, (7%) use at least once in a week, (6%) use once in a month and (6%) use occasionally in that order. Some students (3%) said that they never use social media.

Table 19: Frequency distribution of logging on social media

Log on frequency	Frequency	Percentage
A few times everyday	57	55%
At least once a week	7	7%
Less than once a week	0	0%
Once a month	6	6%
At least occasionally	6	6%
Never	3	3%
Several times a week	25	24%
Total	105	100
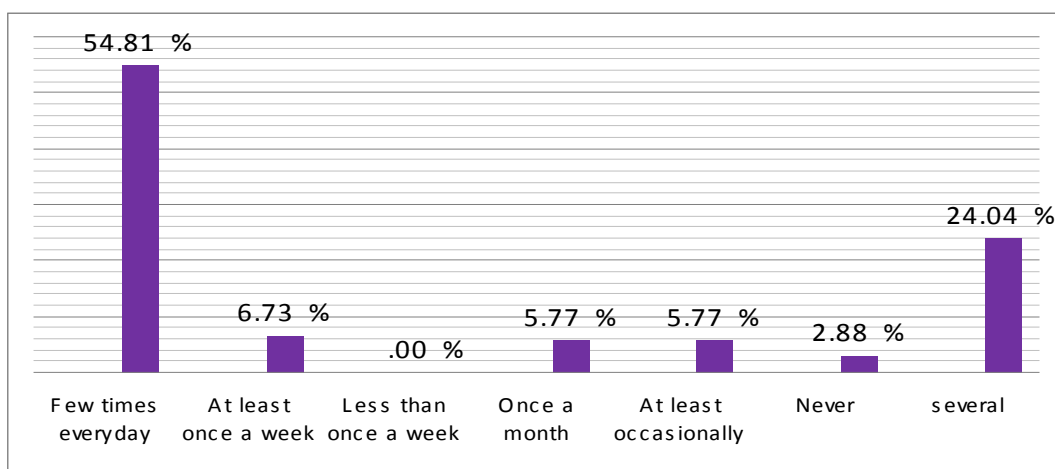
Figure 20: Distribution of log on frequencies to social media

4.18 Preferable Time to Spend on Social Media

Most of the students (54%) prefer to spend time on social media whenever they have time. 31 students (30%) said they prefer to log on favourite site at night. 15 students (14%) use social media at both day and night. Only a few students prefer day time to spend on social media.

Table 20: Period of time to spend with social media

Preferable time	Frequency	Percentage
Day Time	2	2%
At Night	31	30%
Both	15	14%
Whenever I have time	57	54%
Total	105	100
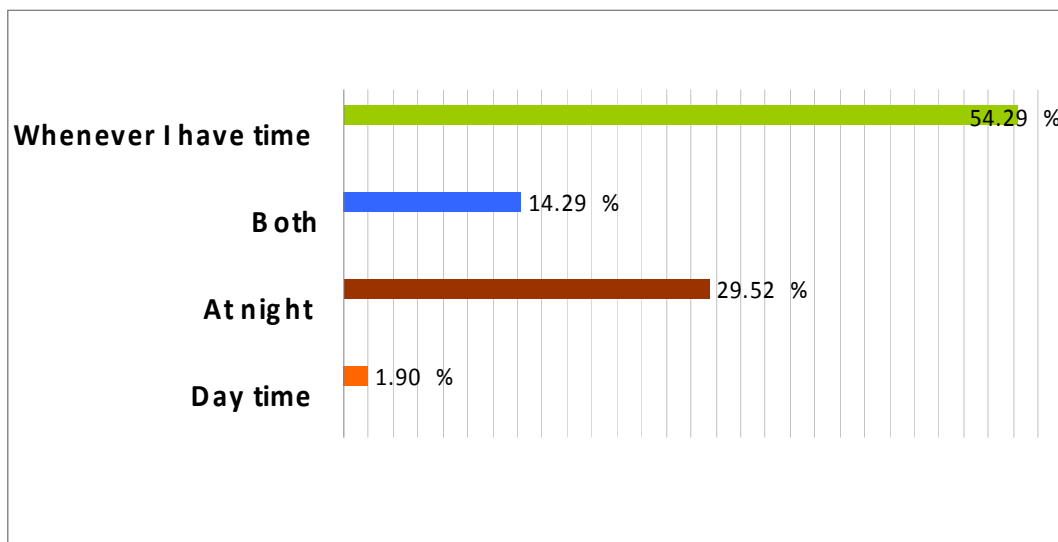
Figure 21: Rating of preferable time to spend on social media

4.19 Duration Students Spend on Social Media

The survey narrates that among total 105 students 40 students (38%) enjoy time logging on social media for one to two hour. Another large part (25%) of the respondents spend time with social media for less than one hour, (16%) students spend two to three hours,

(12%) students enjoy more than four hours and (9%) students get pleasure from three to four hours.

Table 21: Duration students enjoy social media

Duration	Frequency	Percentage
Less than one hour	26	25 %
One to two hour	40	38 %
Two to three hour	17	16 %
Three to four hour	9	9 %
More	13	12 %
Total	105	100
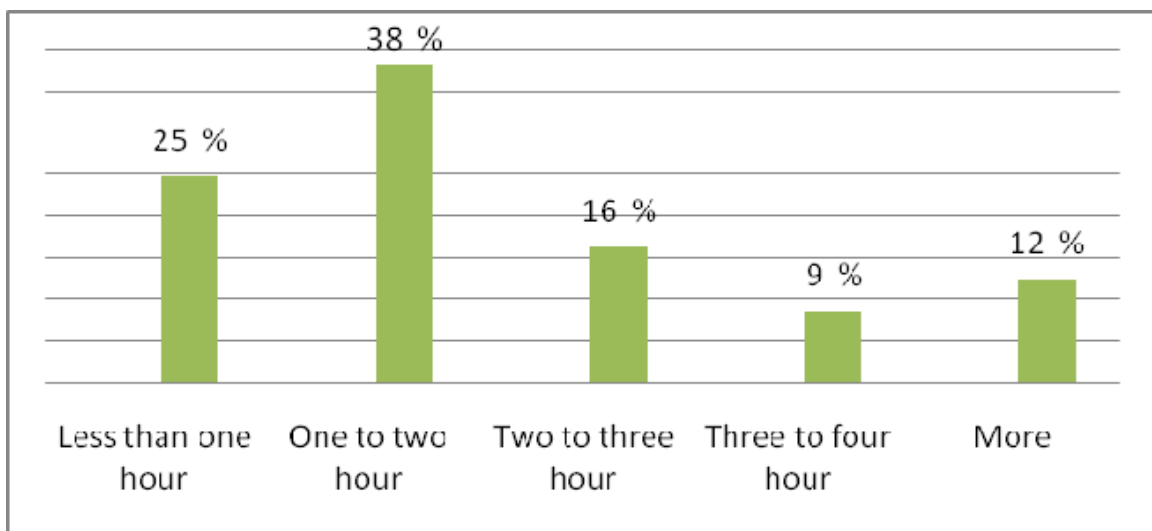
Figure 22: Distribution of time spending on social media

4.20: Most Preferred Community to Socialize Using Social Media

Table 20 shows that students preferred to communicate with their friends mostly using social media. They put nearly same importance regarding their classmates and family where the lowest number (1%) students preferred to socialize with strangers nearly always. The table also indicates 31% students communicate with their classmates fairly open where lowest number (11%) communicates with strangers fairly open. Among all students the highest number (46%) wanted to communicate with people who send

request rarely where the lowest number (8%) students wanted to communicate with friends rarely. A subsequent part of students (60%) never wanted to connect with strangers where only small number of students (2%) never wanted to connect with classmates.

Table 22: Percentage wise distribution of most preferred reasons for using social media

Community	Never	Rarely	Fairly Open	Nearly always	Total
Friends	6%	8%	23%	63%	100%
Family	15%	40%	27%	18%	100%
Classmate	2%	10%	31%	57%	100%
Course Teachers	28%	31%	27%	14%	100%
Professional	33%	41%	22%	4%	100%
People from abroad	25%	37%	28%	10%	100%
People who send request	19%	46%	26%	9%	100%
Strangers	60%	28%	11%	1%	100%
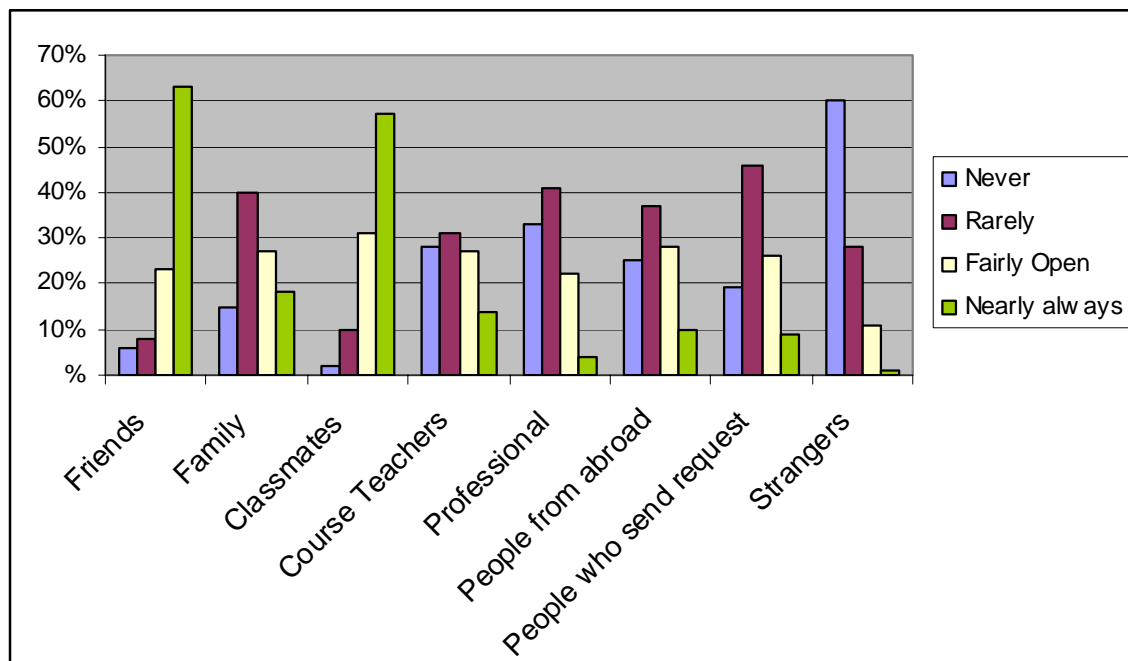
Figure 23: percentage-wise distribution of community students preferred to communicate

4.21 Purpose of Using Social Media

The most students indicated that the main purpose of using social media is to pass leisure time. Besides, they also gave core importance to" send text messages through social media like YouTube or Facebook or other", "add comments to a friend's picture", "take material they find online- like songs, text or images" and "take material find online- like songs, text or images". Other purposes include share something online that they created themselves, such as own artwork, photos, stories or videos, post comments to a friend's page or wall, use Twitter or another service to share updates about yourself or to see updates about others, make new friends. The lowest responses got for write or work on your own blog.

Table 23: Main purposes of using social media (on a 7-point scale)

Different purposes of using social media	Mean	Std. Deviation
Look for information online about a health topic	3.36	1.82
Write or work on your own blog	2.61	1.88
Take material you find online- like songs, text or images	5.28	1.86
Share something online that you created yourself, such as your own artwork, photos, stories or videos	5.10	1.78
Use Twitter or another service to share updates about yourself or to see updates about others	4.36	2.04
Make new friends	4.30	1.97
Send text messages through social media like YouTube or Facebook	5.33	1.83
Look for job opportunities	3.74	2.19
Post comments to a friend's page or wall	4.91	1.90
Add comments to a friend's picture	5.29	1.57
Making new network for business	3.08	1.96
Join groups on a social media	4.14	2.08
Finding a boyfriend or a girlfriend	2.80	2.02
For passing leisure time	5.43	1.87

4.22 Likelihood of Using Social Media for Academic Purpose

Table 21 indicates the likelihood of participation in the use of social media for academic purpose. Students have acknowledged social media as an indispensable object for their education owing to make available course related materials, more materials on higher education and enable group learning by accumulating different community from social groups. Participants were most fastened with social media as to search for more materials on class lectures and access course notes and other materials. Students responded for all items suggested more or less necessary for academic grounds. As shown in Table 21, a large part of students also answered towards sharing tutorials, learning course curriculum online, viewing class schedule and communicating with course teachers. The lowest responses were received for using online discussions tool that included both students and teachers.

Table 24: Likelihood of responses for academic use of social media (on a 7-point scale)

Academic use of social media	Mean	Std. Deviation
Searching for more materials on class lectures	5.38	1.95
Learning course curriculum online	5.07	1.88
Accessing course notes and others materials	5.38	1.69
Sharing tutorials and soft copy of others documents with friends	5.08	1.72
Viewing class schedule	5.03	1.87
Communicating with course teachers	4.08	2.08
Joining online learning groups with friends	3.87	2.20
Getting last updates of class notes online from course teachers	4.31	2.20
Using online discussions tool that included both students and teachers	4.02	2.12
Getting course related lessons using social media	4.98	1.91
Using social media games and quizzes related to course materials	3.27	2.05

4.23 Rating of Student Opinions of Social Media as an Academic Tool

The survey reveals that very students seem that social media would not be helpful to their courses and they do not want to use social media in any academic courses. Most of the students think that social media can improve communication between students and instructors. They also belief that social media can improve communication among students in a course, be useful to the courses and can be used to help students collaborate in higher education courses.

Table 25: Rating of student opinions of social media as academic tool (on 7-point scale)

Social media as academic tool	Mean	Std. Deviation
I think social can be useful in my courses	5.62	1.70
I think social media can improve communication between students and instructors	5.64	1.61
I think social media can improve communication among students in a course	5.63	1.59
I think social media can be used to help students collaborate in higher education courses	5.54	1.55
I do not want to use social media in any of my courses	1.95	1.62
I think social media would be a distraction in hire education courses	3.12	2.06
I would create a separate account in social media for use in my courses	3.55	2.09

4.24 Rating of Students Satisfaction about Social Media

The questionnaire included four categories of satisfaction levels regarding social media. The total of 105 students, 60 students (57%) pointed out that they are fairly satisfied using social media for their academic and other purposes. Also a sufficient number of students mentioned that they are fully satisfied with social media owing to fasten their course curriculum, entertainment and all other activities as they want. Only 4% students mentioned that they are very dissatisfied with social media as well as they do not want to use social media.

Table 26: Ratio of student's satisfaction

Satisfaction levels	Frequency	Percentage
Fully satisfied	34	32 %
Fairly satisfied	60	57 %
Fairly dissatisfied	7	7 %
Very dissatisfied	4	4%
Total	105	100
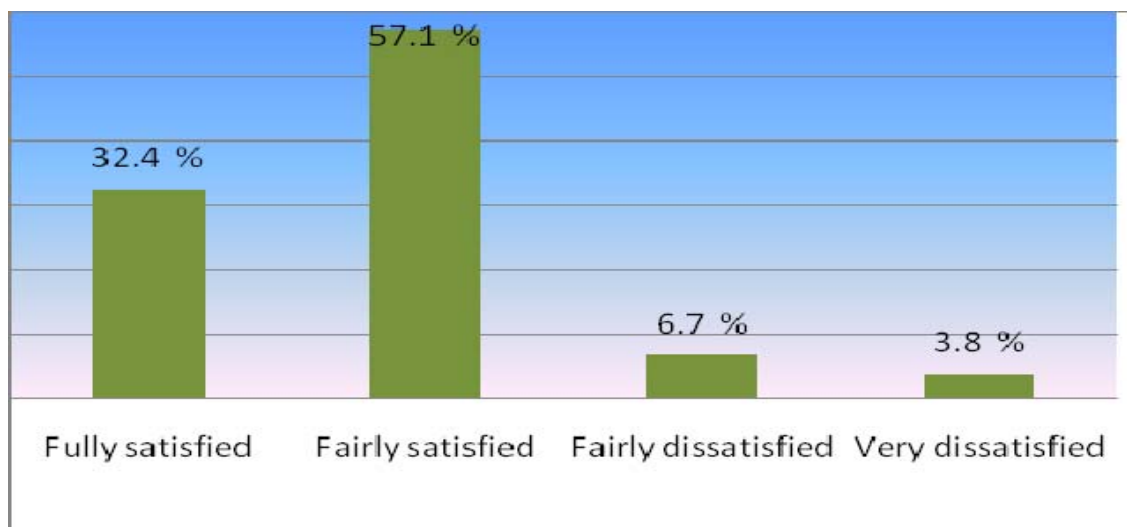
Figure 24: Rating of student's satisfaction level

4.27 Reasons for not Using Social Media Services

Only a very few students do not use social media services. Table 26 shows the reasons for not using social media.

Table 27: Reasons for not using social media services

Reasons	Frequency	Percentage
I am not interested	1	12.50%
I joined once but I don't enjoy doing it	1	12.50%
I don't have time	1	12.50%
I don't know how to join	2	25.00%
It kills time	3	37.50%
Total	8	100.00%

CHAPTER-5

DISCUSSION, PROBLEMS, RECOMMENDATIONS & CONCLUSION

Chapter 5

DISCUSSION, PROBLEMS, RECOMMENDATIONS & CONCLUSION

5.1 Discussion

Data analysis suggests that students are at ease with internet mostly logging on from university and other. Those students who use internet are also likely to use social media sites more or less as their passion or need. They put interest in using social media services for academic purposes including higher education. Students use social media as an academic tool mostly to improve their course related activities and improve communication with each other.

5.1.1 Demographic Characteristics of Participants

The data collected by the survey was on students of two public and two private universities. There was major differences vis-à-vis their opinions on various uses of social media. Most responses concerning internet as well as social media came from BUET followed by Eastern University, University of Dhaka and Daffodil International University. The Faculty of Arts was seen as the top rank towards using social media within which the Department of Information Science and Library management responded most. Among all academic year most responses came from 2nd year students. Male students, were one third of total participants, very much interested about social media belonged the age group of 21-24 years. Most of the students mentioned capital as their social background. The analysis indicates that students from capital are far more advanced in social networking activity than from village.

5.1.2 Respondents Computer Literacy and Internet Access

All the students incorporated into the survey familiar with computers. Most of students are computer literate and they have been using computers for one to five years. The largest group of respondents claimed that they are advanced in computer operating. Also nearly the same number of students' consent that they are mediator and rest are novice. Participants most likely access internet through their cell phone or iPhone. Desktop is also a popular device to students to access internet. At home, respondents prefer to

access internet through Broadband connection as well as modem connection correspondingly. WiMAX and Wi-Fi service are practiced fairly by some students in relation to their convenience.

5.1.3 Student's Involvement with Social Media

Almost all the students use social media as they mentioned in the survey. The majority of participants have one or more than one profiles on their favourite social media sites. Face book is most popular site among greater part of the students. Students who choose more than one sites mentioned Facebook as their first choice. Most students use social media more than three years. Respondents log on favourite sites everyday, whenever they have time usually at night for one to two hours. A vast amount of students confessed that they use social media to communicate with their friends mostly. Some students said they make connections with classmates using favourite sites. Another group yelled at their family, course teachers, and people who send request to them or strangers.

5.1.4 General Use of Social Media

Students seem social media as a mode of entertainment. As a result they use social media for passing leisure time mostly. They can join a group online staying at home. A subsequent part of responded shared that their main purpose is to send text messages to friends through social media like Facebook or other. Students also like to use this as to post comments on friend's page or wall and take material available online like songs, texts, video and images. Other purposes include sharing own artwork, updates, photos, making new friends and also finding girlfriend or boyfriend.

5.1.5 Academic Use of Social Media

Social media has become one of the most powerful tools enabling higher education. Students extremely prefer to use social media for searching more materials on regular courses and similarly accessing course notes and other materials. A group of students like to use the sites for sharing tutorials, softcopy of documents with friends and viewing class schedule. Through facebook or other sites last updates concerning holidays, special occasions such as class party, friend's birthday or any other activity can reach to each and every person connected with social media. There are several options to communicate with teachers like chat, message, etc. through this media. Many students commented that

they want to be in touch with teachers as it increases strong relationship between both students and teachers.

5.1.6 Usefulness as an Academic Tool

Now days there are many universities where academic activities are done virtually. Learners from one part of the world can be regular students of a university online. The largest number of student think social media can improve communication between students and instructors. Another large part of the student thinks that it also improves communication among them involved in a course. Consequently students sense it as useful as collaborating in higher education. A few numbers of students do not want to use social media thinking them as destructive in higher education. However, Social media has been accepted as a life support of true education.

5.2 Problems

Social medial can only be used by any type of network connection. Most of the students like to use social media through wireless connection. Due to lack of financial capability user less wants to pay for network connection. Moreover use of social media needs any type of communication technology which is also pricey. Nowadays, people use social media for the purpose of harmful activities that can cause negative effects on education of young students. Besides, students and teachers are being engaged with sexual elements more and more which is breaking the social bonding.

5.3 Recommendations

Social media have become first choice of students among modern communicating tools. Social media is knocking the door for potential progress in education, health, culture, economy and ethnicity. Now a day's student more involved with social media than all social groups. They are more concerned about upcoming trends of communication. Social media has been proved to be as an academic tool also. It can improve all possible ways of self-education and organizational learning. However, the following recommendations to foster the use of social media for academic purposes are given below:

5.3.1 Student Perspective

Most students use social media for passing leisure time and communicate with their friends. They should take advantage of dynamic features of social media. Many students consented that they use social media through their cell phone or desktop and feel lack of portable gaming device. Students should use new devices and modern technologies to explore all benefits of social media. They should use modem or broadband connection at home and Wi-Fi or other connections at educational institutions. Without any network connection they would not be able to get connect with internet as well as social media. Students should search material on social media beyond course related lessons which would help them to be self-educated. Students can improve knowledge through communication with different categories of people linked in social media sites. Social media should be as virtual learning school to students since teachers from all around the world can join this school. Students can share own culture, tradition and ethnicity with like minded people. Moreover social media have provided opportunity for respondents to log in anywhere anytime without considering the geographical area.

5.3.2 Social Background Perspective

Many students came from village were not advanced in social networking activity. On the other hand, student from capital or metropolitan city were more advanced in that activity. The reason behind this situation is less involvement with computer as well as internet of students. When students would be more involved with internet access, would be more advanced in networking activity on social media.

5.3.3 Perspective of Student Awareness

Students waste large part of time by chatting giving comments on friend's picture or wall, updating status and finding boyfriend or girlfriend. They are not more aware of educational aspects of social media. Although who use social media for searching course related materials and class schedules, they do not aware of online discussion group, electronic learning group, quizzes, student and instructor conversation, debate topics, dialogue, etc. Students should utilize social media as their learning tool more as entertainment. To build students bright future and better professional life, favourite sites like facebook, YouTube or as such should take with more concern.

5.3.4 Perspective of Information Institutions

Information institutions should adopt modern technologies to make best use of social media. They should attract students towards latest and updated social media services through these technologies. Education institution should provide sufficient number of computers and internet access facilities enabling the proper utilize of social media within lab, central library and seminar library.

5.3.5 Technology Perspective

Professionals use technology less and in different ways than their students do, lagging in their use of technology for newer forms of communication. Indeed, there is an inverse relationship between age and going online, having high-speed access at home, using the Internet for academic research, text messaging, using social media, instant messaging, reading and creating blogs, and downloading music and videos. It is important for professionals to be familiar with the technology that students use, especially since newer technologies can be used in ways that increase student engagement and ultimately improve educational outcomes.

5.3.6 Further Research

This study included overall use of social media by public and private university students. More research is needed to define academic use of social media by students. Furthermore, it is also important to investigate how can social media be beneficial for professionals throughout their work. The survey lacks information regarding any specific social media service. Thus, Further research is needed to take into account the importance of a single social media site to fulfill academic needs of students.

5.4 Conclusion

Because an important period of time of daily life has been spent on the Internet, the way people communicate has recently changed. One of the most important reasons for this change is social media. One can not imagine and online life without social media. It has become so popular amongst youth that it might one day replace physical networking. Social media has evolved as a great medium to connect with millions of people with similar interests. Apart from finding long –lost friends, one can also look for job, business opportunities on forums, communities etc. Besides, there are chat rooms where

users can meet new and interesting people. Some of them may even end up finding there life partners.

It can be seen that the most adhesive users of social media, have gained an increasing global quality, are students. Today, it is almost required students should use social media for research or the purpose of gathering resources. Even teachers can give assignments to students that require extensive research on the internet. Students can have access to latest researches in field of medicine, technology and so one using social media. Moreover, social media is dynamic enough to allow universities to create a channel of communication all their own.

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APPENDIX

QUESTIONNAIRE

The Questionnaire

Use of Social Media by Public and Private University Students: a Demographic Comparison

1. Personal information

1.1 Name:………………………………

1.2 Faculty:…………………………………..

1.3 Department:…………………………….

1.4 Academic year/semester:

1.5 Gender: ☐Male ☐Female

1.6 Age Groups:

☐17-20 years ☐21-24 years ☐25-29 years ☐More than 30 years

1.7 Area of residence :

☐Village ☐Town ☐Capital ☐Metropolitan city

2. Other information

2.1 Familiarity with computers:

☐1-5 Year ☐6-10 Year ☐11-15 Year ☐16-20 Year ☐More

2.2 What you would like to say about your computer skill?

☐Novice (not really comfortable using computer)
☐Mediator (comfortable using a computer)
☐Advanced (have developed some expertise and enjoy using computer)

2.3 Do you ever use internet from your [insert in order]?

a. Cell phone or a Blackberry, iPhone or other device	☐Yes	☐No	☐Do not want to reveal
b. A desktop or laptop computer	☐Yes	☐No	☐Do not want to reveal
c. Game console	☐Yes	☐No	☐Do not want to reveal
d. Portable gaming device	☐Yes	☐No	☐Do not want to reveal

2.4 At home, what type of internet connection do you have ?

    ☐Dial-up telephone line
    ☐Broadband
    ☐A cable modem
    ☐Satellite connection
    ☐Wi-Fi
    ☐WIMAX
    ☐Other (if any please specify)   ☐

3. Information on Social Media

3.1 Do you use social media sites?   ☐Yes   ☐No

3.2 Have you ever created your own profile online that others can see on any social media sites like MySpace, Facebook, LinkedIn or other?

    ☐Yes
    ☐No
    ☐Don't know
    ☐Do not want to reveal

3.3 How many social media sites do you currently have a profile on?

    ☐One
    ☐Two
    ☐Three
    ☐Four or more
    ☐Don't know
    ☐Do not want to reveal

3.4 What is the specific way (s) you socialize or communicate with your friends using social media profile (you can choose more than one option)?

☐Facebook	☐MySpace
☐Twitter	☐Flickr
☐YouTube	☐LinkedIn
☐Blog	☐Digg
☐Bebo	☐Second Life
☐Other (please specify)	

3.5 What is your favourite social media service?
  ☐ Twitter service
  ☐ Facebook service
  ☐ Linkedin service
  ☐ YouTube service
  ☐ Google+ service
  ☐ Our Blog service
  ☐ Consulting and strategy

3.6 How long have you been using social media?

  ☐ Less than a month
  ☐ 1-6 months
  ☐ 6 months to 1 year
  ☐ 1 -2 years
  ☐ 2-3 years
  ☐ More than 3 years

3.7 How often do you use all different ways of social media ?

  ☐ A few times everyday
  ☐ Several times a week
  ☐ At least once a week
  ☐Less than once a week
  ☐ Once a month
  ☐At least occasionally
  ☐ Never

3.8 Which time do you generally prefer to spend on your favourite social media site (s)
   (you can choose more than one option)?

  ☐ Daytime
  ☐ At night
  ☐ Both
  ☐ Whenever I have time

3.9 How much time do you spend on social media sites?

  ☐ Less than one hour
  ☐ One to two hour
  ☐ Two to three hour
  ☐ Three to four hour
  ☐ More

3.10 Please indicate people you socialize with most, using social media?

	Never	Rarely	Fairly often	Nearly always
Friends	☐	☐	☐	☐
Family	☐	☐	☐	☐
Classmates	☐	☐	☐	☐
Course Teachers	☐	☐	☐	☐
Professional	☐	☐	☐	☐
People from abroad	☐	☐	☐	☐
People who send request	☐	☐	☐	☐
strangers/people you do not know earlier	☐	☐	☐	☐

3.11 Why do you use social media (1 being the lowest use and 7 being the highest use)?

	1	2	3	4	5	6	7
a) Look for information online about a health topic	☐	☐	☐	☐	☐	☐	☐
b) Write or work on your own blog	☐	☐	☐	☐	☐	☐	☐
c) Take material you find online – like songs, text or images	☐	☐	☐	☐	☐	☐	☐
d) Share something online that you created yourself, such as your own artwork, photos, stories or videos	☐	☐	☐	☐	☐	☐	☐
e) Use Twitter or another service to share updates about yourself or to see updates about others	☐	☐	☐	☐	☐	☐	☐
f) Make new friends	☐	☐	☐	☐	☐	☐	☐
g) Send text messages through social media like MySpace or Facebook	☐	☐	☐	☐	☐	☐	☐
h) look for job opportunities	☐	☐	☐	☐	☐	☐	☐
i) Post comments to a friend's page or wall	☐	☐	☐	☐	☐	☐	☐
j) Add comments to a friend's picture	☐	☐	☐	☐	☐	☐	☐
k) Making new network for business	☐	☐	☐	☐	☐	☐	☐
l) Join groups on a social media`	☐	☐	☐	☐	☐	☐	☐

m) Finding a boyfriend or a girlfriend ☐ ☐ ☐ ☐ ☐ ☐ ☐

n) For passing leisure time ☐ ☐ ☐ ☐ ☐ ☐ ☐

4. Academic use of social media

4.1 Frequency of responses to likelihood of participation in the use of social media for academic purpose(1 being the lowest use and 7 being the highest use):

	1	2	3	4	5	6	7
Searching for more materials on class lectures	☐	☐	☐	☐	☐	☐	☐
Learning course curriculum online	☐	☐	☐	☐	☐	☐	☐
Accessing course notes and other materials	☐	☐	☐	☐	☐	☐	☐
Sharing tutorials and soft copy of other documents with friends	☐	☐	☐	☐	☐	☐	☐
Viewing class schedule	☐	☐	☐	☐	☐	☐	☐
Communicating with course teachers	☐	☐	☐	☐	☐	☐	☐
Joining online learning group with friends	☐	☐	☐	☐	☐	☐	☐
Getting last updates of class notes online from course teachers	☐	☐	☐	☐	☐	☐	☐
Using online discussions tool that included both students and teachers	☐	☐	☐	☐	☐	☐	☐
Getting course related lessons using social media	☐	☐	☐	☐	☐	☐	☐
Using social media games and quizzes related to course material	☐	☐	☐	☐	☐	☐	☐

4.2 Average ratings of students opinions of social media as an academic tool(1 being the lowest use and 7 being the highest use):

	1	2	3	4	5	6	7
I think social media can be useful in my courses	☐	☐	☐	☐	☐	☐	☐
I think social media can improve communication between students and instructors	☐	☐	☐	☐	☐	☐	☐
I think social media can improve communication among students in a course	☐	☐	☐	☐	☐	☐	☐
I think social media can be used to help students collaborate in higher education courses	☐	☐	☐	☐	☐	☐	☐
I do not want to use social media in any of my courses	☐	☐	☐	☐	☐	☐	☐
I think social media would be a distraction in higher education courses	☐	☐	☐	☐	☐	☐	☐
I would create a separate account in Social media for use in my courses	☐	☐	☐	☐	☐	☐	☐

5. How much satisfied you are with the social media services?

☐ Fully satisfied   ☐Fairly satisfied   ☐ Fairly dissatisfied   ☐Very dissatisfied

6. If you do not use social media, what is the reason?
   ☐ I am not interested
   ☐ I joined once but I do not enjoy doing it
   ☐ I do not have time
   ☐ I do not know how to join
   ☐ Others