

Impact of social media on students in Daffodil International University

BY

Bashir Ahmed Abdulle

ID: 172-25-604

This Report Presented in Partial Fulfillment of the Requirements for the Degree of Masters of
Science in Computer Science and Engineering

Supervised By

Ms. Nazmun Nessa Moon

Assistant Professor

Department of CSE

Daffodil International University



DAFFODIL INTERNATIONAL UNIVERSITY

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APPROVAL

This Thesis titled “**Impact of social media on students in Daffodil International University**” submitted by Bashir Ahmed Abdulle to the Department of Computer Science and Engineering, Daffodil International University, has been accepted as satisfactory for the partial fulfillment of the requirements for the degree of Master of Science in Computer Science and Engineering and approved as to its style and contents. The presentation has been held on 07 May 2018.

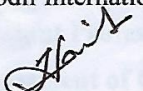
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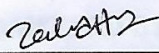
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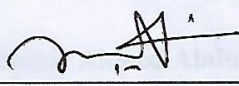
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Associate Professor and Associate Head
Department of Computer Science and Engineering
Faculty of Science & Information Technology
Daffodil International University

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Md. Zahid Hasan
Assistant Professor & Coordinator of MIS
Department of Computer Science and Engineering
Faculty of Science & Information Technology
Daffodil International University

Internal Examiner



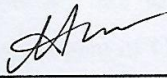
Dr. Mohammad Shorif Uddin
Professor
Department of Computer Science and Engineering
Jahangirnagar University

External Examiner

DECLARATION

I hereby declare that, this thesis has been done by me under the supervision of **Ms. Nazmun Nessa Moon, Assistant Professor, Department of CSE, Daffodil International University**. I also declare that neither this thesis nor any part of this thesis has been submitted elsewhere for award of any degree or diploma.

SUPERVISED BY:



Ms. Nazmun Nessa Moon
Assistant Professor
Department of CSE
Daffodil International University

SUBMITTED BY:



Bashir Ahmed Abdulle
ID: 172-25-604
Department of Computer Science and Engineering
Daffodil International University

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DEDICATION

I dedicate my dissertation work to my family and many friends. A special feeling of gratitude to my loving parents, to my mother **Madina Mohamoud** a strong and gently soul who taught me to trust in Allah, believe in hard work and that so much could be done with little. To my father **Ahmed Abdulle** for earning an honest living for us and for supporting and encouraging me to believe in myself. Also I need to thank my brother **Mohamed Ahmed** for his encouragement.

ABSTRACT

Social media is begin once individuals start to speak. Social means that human society, as interference of individuals in teams and word is that the medium of expressions. Most of the styles of Social Media don't seem to be digital. It generates an oversized range of innovations and Social Media is one among the largest inventions of technology that is currently most well-liked and wide used. We tend to outline Social Media as “technologies that created social communication straightforward and alter discussions among its participants”. whereas in our study, the word Social Media means that a web-based mobile application that enables individuals or firms to form, move with, and share new user-generated or current material, in digital atmosphere. due to the web the net and social web together with Facebook, twitter, blogs, sensible phones, and text electronic communication, most students more and more board a world wherever info is access to communication technologies.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Social media is begin once individuals start to speak. Social means that human society, as interference of individuals in teams and word is that the medium of expressions. Most of the styles of Social Media don't seem to be digital. It generates an oversized range of innovations and Social Media is one among the largest inventions of technology that is currently most well-liked and wide used. We tend to outline Social Media as “technologies that created social communication straightforward and alter discussions among its participants”. whereas in our study, the word Social Media means that a web-based mobile application that enables individuals or firms to form, move with, and share new user-generated or current material, in digital atmosphere. due to the web the net and social web together with Facebook, twitter, blogs, sensible phones, and text electronic communication, most students more and more board a world where ever info is access to communication technologies.

Using social media it is different from the students, some students use social media to communicate their family, friends and education purpose such us to get class information, Google classrooms researches about their lessons etc. and they are not face negative results while some of the students use social media chatting watching films sports and so on and they face negative results such us to get it low grade point average (GPA) [1].

1.2 Motivation

Looking at social media trends in Bangladesh and therefore the impacts of those on Bangladeshi students' learning outcomes, it's automatically to any the understanding ontheinteraction between social media and education within the country. It's imperative for educators and even policy manufacturers within the country perceive to grasp regarding and understand, among different things, however students' use of social media, relates to academic success.

The findings of this study and therefore

the recommendations it'll generate are of profit to academic leaders, academicians, directors and policy manufacturers.

Undergraduate/graduate students, especially, are enlightened regarding what advantages will accrue or what consequences will be with victimization social media together with their study activities.

1.3 Rationale of the Study

The explanation for selecting the subject of this study is to contribute to the body of data linking education, info and communication technologies (the web specially) likewise because the interaction between them and social interactions.

The need for establishing the potentials of adapting today's course delivery with on-line learning technologies (in this case, social media web site tools) referred to as hybrid or intermingled category and therefore the want for distinguishing instrumental approaches stakeholders in governance and education may absorb their call, set up and political views processes shaped a collection of the rationales for the subject of this study. This is applicable as a result of educators and policy manufacturers, in particular, square measure targeted concerning the recommendations which will emerge from this study. this can be thus vital as way as analysis findings square measure typically envisaged for implementation as relevant as doable. the notice of the findings of this study by its population (undergraduate/graduate university students) is one among the benefits underlying the rationales for the subject. Generally, this study can contribute to existing information concerning social media and their place of scholars. it's believed that the potential findings of the analysis can lay a foundation for more inquiries.

1.4 Research Questions

1. On average, how much time do you spend daily on a social networking sites?
2. Do you think social networking sites effect your study timings?
3. Do you think social networking sites can be an effective tool of e-learning?

1.5 Expected Output

To know the average time that students spend daily using social networking sites.

To discover the purpose that students are using social networking sites.

To discover how social networking sites effect their study timings.

To identify how social networking sites can be an effective tool of e-learning.

To explore how privacy policies are effective in social networking sites.

1.6 Report layout

The remainder of this thesis is organized into the following chapters:

Chapter 1: presents an overview the Impact of social media on students in daffodil international university, Motivation and expected output

Chapter 2: background discusses the benefits and drawbacks, Research Summary and Scope of the Problem

Chapter 3: research methodology will discusses Research Subject and Instrumentation, Data Collection Procedure, Statistical Analysis and Implementation Requirements

Chapter 4: experimental results and discussion Experimental Results and Descriptive Analysis

Chapter 5: presents a short conclusion. And list of reference

CHAPTER TWO

BACKGROUND

2.1 Introduction

In this chapter, I will discuss related work or the literatures related to the Impact of social media on students in daffodil international university. The first section is the prior studies, the second section is definition, benefits and drawbacks and conclusion.

2.2 Related Works

Social media is constantly being used undergraduate students across the globe. Social media can be accessed through a computer, cell phone, iPad, and so much more. The newest way of getting in touch with social media is now a watch.

in 2010 as reports shows American teenagers about 73% of them use social networking sites, and 75% have a cell phone Students are not always have Media literacy skills that can help them to effectively analyze, understand, and evaluate new forms of information and make smart decisions about its quality and uses. The use of social media has become comprehensive and currently, the most popular social media plate forms are Facebook, Twitter, Myspace, LinkedIn and Google +, Skype and smart phones. Facebook user profiles allow the user to communicate information with each other and allow users to build and maintain relationships and encourage others to be a part of a community among students of college's online social websites become popular. In the last previous years social media is used to connect with higher education students is increasingly responded. This in turn put pressure on members of faculty to use social networking within the classrooms and outside the classrooms to connect with students. There are many advantages for universities and colleges that can be gained by connecting with students through the social media In Twitter, social relations were increased among students. It is used to increase thinking and building of communication. A research is done in which graduate a seminar is conducted for students to post weekly tweets in discussions of classroom. Twitter is used by Students to connect with each other. A study completed on132students that check on the relation between social media on the student engagement &social media on the

grades of students. They made two groups of students; one group did not use Twitter and other group uses it. Students use Twitter to discuss the study material, connect with classmates, and organize study groups. Junco with his co-workers comes to know that students uses Twitter had superior GPAs and greater results as compare to other group. The invention of smart phone has increase the usage of social media. It enable users to access multiple social networking sites through just few clicks these social Medias has a great impact on students on which large number of researches has been conducted and each research shows unique results. Some studies prove that social media negatively affect the performance of students while according to some researches it improves the learning of its users and improve their communications skill [1].

Social Media has generally become one of the habits that encroach on students' study time, activities such as visiting the library or time spent reading notes and study materials. The survey of college students conducted by [2], measured the association between the use of Social Media and academic performance. It applied grade point average (GPA) and the time spent studying per week as variables. The study showed that students who did not use Social Media had higher grade point averages than students who used the social media website. One interesting thing about the study is that it spotlighted the blame put on poor time management by the Social Media user-participants for poor academic performance.

One study consisting of health professions students as participants were asked to fill out an assessment based on their media preferences as well as how they respond to advertisements that were shown on those social media sites. The results indicate that an overwhelming Majority of the health professions students prefer to get their information online [3].

One study has proven that the use of social media does not affect school Performance. They focused primary for need for cognition (NFC) and GPA. "College students' use of socially interactive technologies appears to be wholly unrelated to college students' GPAs and their levels of NFC. Implications of these findings, both in terms of relationships among social and traditional media use and success at school as well as relationships among shifts in young people's media use habits and possible related shifts in their levels of cognitive processing, are explored"[4].

Another study focused on how different types of social media use enabled college Students to stay in touch with friends and family. Interviews were used for this study as well. Our students reported that technology interfaces with friend connections is more complex and nuanced ways. Facebook was a popular interaction tool for undergraduates [5].

A study carried out by [6] recruited a sample of first-year pharmacy students and asked them to fill out a survey in regards to their social media use and how it affects their integration in the classroom as student. They were also asked about certain tools that they use to complete coursework, such as Wikipedia, video sharing, social networking sites, etc.

Students' formal learning through class lectures and activities can be contrasted with learning that occurs by way of networking, which is less formal and includes Hallway and library conversations, study groups, and outside interactions with professors [7].

A study conducted by [8] focused on two important types of networking: vertical networking (professors) and horizontal Networking (students). "The stronger vertical networking to grade performance may reflect the more accurate information that a professor could give to students, which in turn leads to better grades. Overall, the results showed both horizontal and vertical networking activities to be beneficial to students, and where resources permit, different networking channels should be used to maximize learning outcomes."

2.3 Research Summary

Anyone exploitation the web is probably going to use Facebook and anyone exploitation Facebook is probably going to use it as regards to on a daily basis. The current uses of the web and connected technologies may be a sign-showing that they need become a district of human life. On any student's educational facet of life, the utilization of social media has become commonplace, however their influences over the educational engagement and performance of scholars needs deeper understanding.

This study focuses on the influence of social media on students in Narcissus pseudo narcissus international university.

2.4 Scope of the Problem

The focus of this analysis work is to primarily study the Impact of social media on the tutorial performance of scholars. The study can comprise students in DIU and can modify the scholars of the senior level so they'll remember that, with the exception of the social advantages of this social networking website, victimization the sites quite necessary can cause doable dangers to their health. It will be relevant in aiding students in understanding the range of social media. It will offer connation material for college students and different analyzers enterprise similar research.

2.5 Challenges

Hacking – Personal data and privacy can easily be hacked and shared on the Internet. Which can make financial losses and loss to personal life. Similarly, identity theft is another issue that can give financial losses to anyone by hacking their personal accounts. Several personal twitter and Facebook accounts have been hacked in the past and the hacker had posted materials that have affected the individual's personal lives.

Security Issues – Now a day's security agencies have access to people personal accounts. Which makes the privacy almost compromised. You never know when you are visited by any investigation officer regarding any issue that you mistakenly or unknowingly discussed over the internet.

Health Issues – The excess usage of social media can also have a negative impact on the health. Since exercise is the key to lose weight, most of the people get lazy because of the excessive use of social networking sites. Which in result brings disorder in the routine life.

Social Media causes death – Not just by using it, but by following the stunts and other crazy stuffs that are shared on the internet. For example bikers doing the unnecessary stunts, people doing the jump over the trains and other life threatening stuffs.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was Impact of social media on students in daffodil international university. The discussion will include the design of the research, Research Subject and Instrumentation, Data Collection Procedure, Statistical Analysis.

3.2 Research Subject and Instrumentation

Points out that a survey is only as good as a question it asks, hence the questionnaire is a critical stage in the survey research process, the questionnaire must be relevant and accurate in trying to capture the essence of the research objective. To achieve these ends, a researcher will be required to make several decisions:

- ❖ How should be asked?
- ❖ How should each question be phrased?
- ❖ In what sequence should the questions be arranged?
- ❖ What questionnaire layout will best serve the researcher objectives?
- ❖ How should the questionnaire be pre-tested?
- ❖ Does the questionnaire need to be revised?

3.3 Data Collection Procedure

The data assortment instrument could be a form. It contains queries developed supported the analysis queries (main and sub-questions), literature review and also the theoretical positioning bestowed during this study. The queries were set during a approach that examines the association between social media and students. Collected knowledge were quantified, for example, with relation to time spent on social media use compared to time spent on learning and different educational activities per day.

3.4 Statistical Analysis

The applied math Package for Social Scientists (SPSS) was used for knowledge entry and analysis. Pearson's correlation tool was used to establish applicable relationships among the known variables.

3.5 Reliability and validity

Ensuring these 2 aspects of a study area unit important. whereas dependability shows the necessity that a study produces results which will be thoroughbred systematically by subsequent similar studies, validity or trustiness of a study needs that the instrument applied properly obtains the kind of knowledge that it's meant to be gathered. The investigator was committed to figure objectively and diligently to make sure the reality of those 2 aspects of analysis by following applicable methodology. Initially, the tool was pre-tested with up to 10 at random elect students within the University of DIU Asian country. Doing this was viewed as the way of serving to the investigator to determine the validity of the tool.

3.6 Research design

The analysis style for the study is quantitative. The survey technique of knowledge assortment was enforced employing a structured form. the standards provided by social media (2017) on once surveys becomes an appropriate selection square measure instructive in selecting the survey technique. The authors listed the subsequent because the criteria.

(2017) indicated that the approach is best when...

- ❖ Data are best obtained directly from the respondents.
- ❖ Data can be obtained by brief answers to structured questions.
- ❖ Respondents are expected to give reliable information.
- ❖ How to use the answers is known.
- ❖ An adequate response rate is expected.

The form decided by the literature reviewed, the aims and therefore the analysis queries of this study further as by the theoretical positions. information were collected supported the structured form created accessible to the undergrad students designated as sample. the info collected were managed victimization the applied math Package for science(SPSS). the info from the study were analyzed victimization Pearson's formula for reciprocity co-efficient. This associatealytical formula was designated for this study as a result of Pearson's correlation co-efficient or Pearson's product moment correlation is an analytic live wont to confirm the linear dependence (correlation) between sets of information (variables). it's usually used among the pursuit of quantitative approach to analysis [9].

CHAPTER FOUR

EXPERIMENTAL RESULTS AND DISCUSSION

4.1 Introduction

This chapter will cover the presentation of data analysis and interpretation of survey results. The data analysis and interpretation were based on the research objectives. Presentation and analysis of the collected data was computed using frequency and percentages.

4.2 Experimental Results

In order to show the distribution of the respondents on the various question items. Tables and graphs were used in the presentation of data. The respondents have same questionnaire given them the sample size of the study population was 200 respondents, while the target population is 200.

4.3 Descriptive Analysis

4.3.1 Sex Response

Table 4.1 Sex of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	167	83.5	83.5	83.5
Valid female	33	16.5	16.5	100.0
Total	200	100.0	100.0	

The above Table 4.1 indicates that the sex distribution were 167 (83.5%) male and 33(16.5%) female. this indicates the majority of respondents are male. The following figure 4.1 shows the graph of table 4.1.

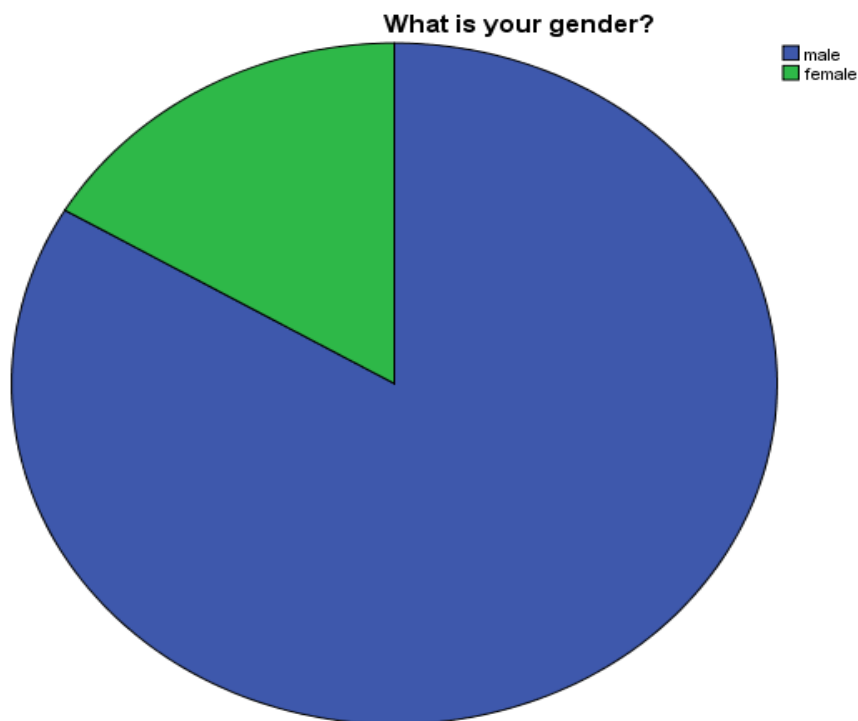


Figure 4.1 Sex of respondents

4.3.2 Age of respondents

Table 4.2 Age of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Under 20	14	7.0	7.0	7.0
20-25	139	69.5	69.5	76.5
Valid 25-35	39	19.5	19.5	96.0
Above 35	8	4.0	4.0	100.0
Total	200	100.0	100.0	

The above Table 4.2 shows 14 (7%) of the respondents are at the age between Under 20, the next responses are the 139 (69.5%) are at age between 20-25 years, the next response are the 39 (19.5%) are at the age between 25-35 years, and last response are the 8 (4%) are at the age of 35 above years. The following figure 4.2 shows the graph of table 4.2.

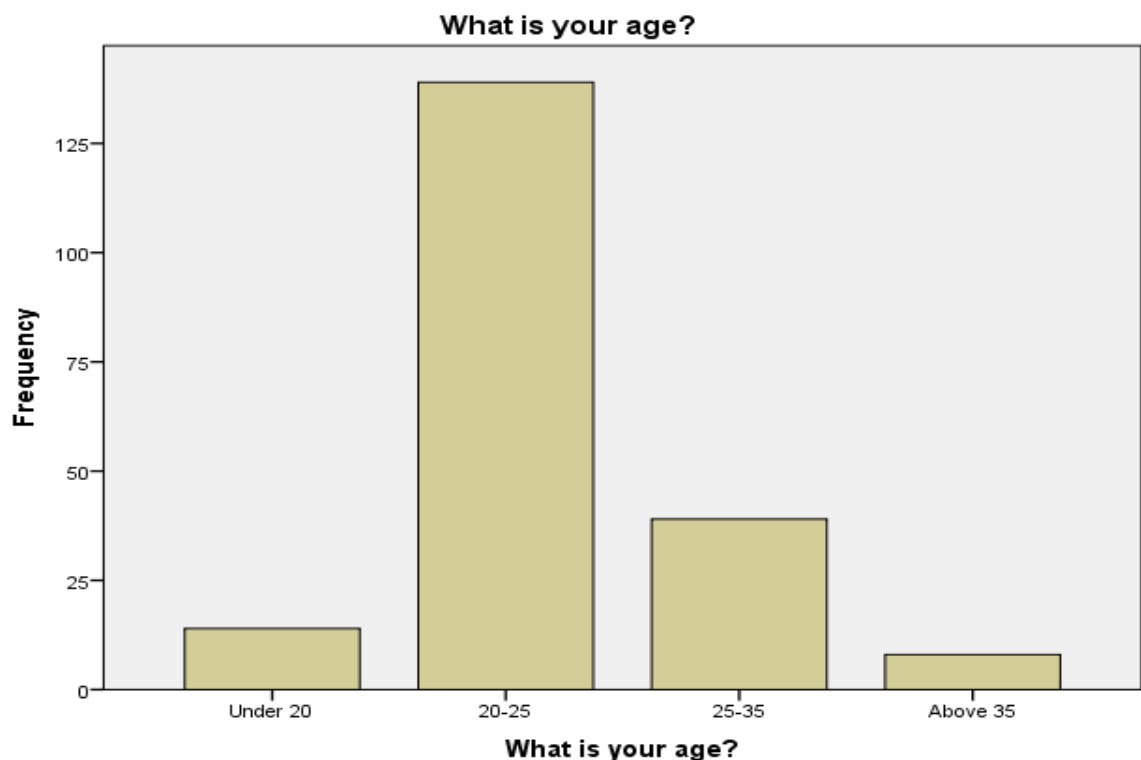


Figure 4.2 Age of respondents

4.3.3 Educational Level of respondents

Table 4. 3 Educational Level of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor	109	54.5	54.5	54.5
Valid Master	91	45.5	45.5	100.0
Total	200	100.0	100.0	

The above table 4.3 shows 109 (54.5%) respondents have bachelor degree, and 91 (45.5%) respondents are the mater degree. The majorities are the bachelor students.

The following figure 4.3 shows the graph of table 4.3.

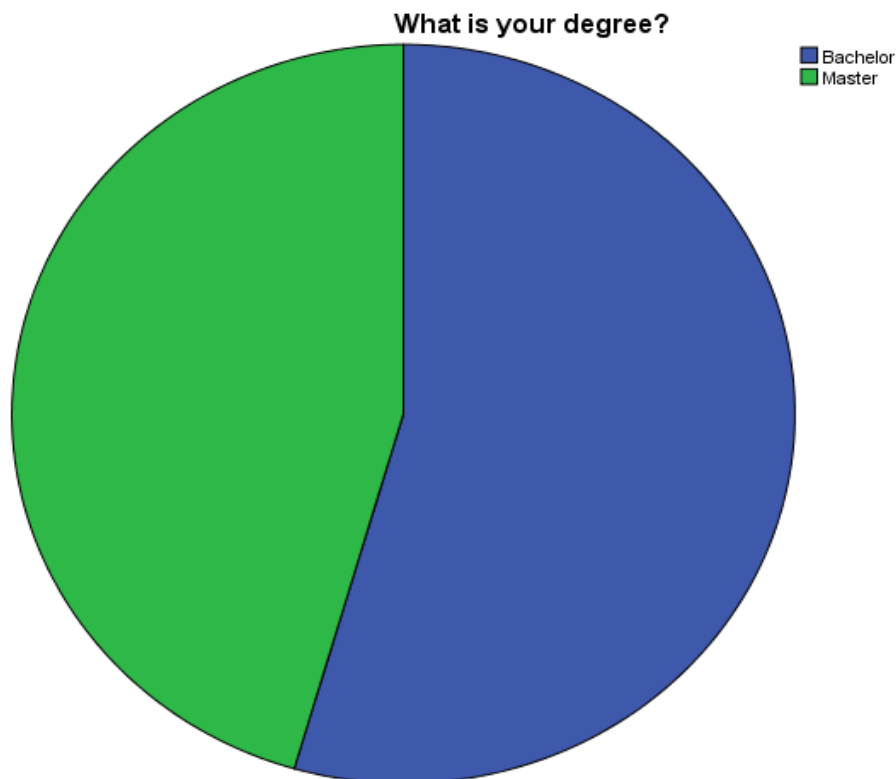


Figure 4.3 Educational Level of respondents

4.3.4 Social networking site mostly use of respondents

Table 4. 4 Social networking site mostly use of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Facebook	119	59.5	59.5	59.5
Instagram	24	12.0	12.0	71.5
Twitter	35	17.5	17.5	89.0
Google+	20	10.0	10.0	99.0
Other	2	1.0	1.0	100.0
Total	200	100.0	100.0	

The above table 4.4 shows 119 (59.5%) respondents use Facebook, and next respondents are the 24 (12.0%) response use Instagram, the next respondents are the 35 (17.5%) response use Twitter, the next respondents are the 20 (10.0%) response use Google+ and the last respondents are 2(1.0%) respondents use other social networking sites. The following figure 4.4 shows the graph of table 4.4.

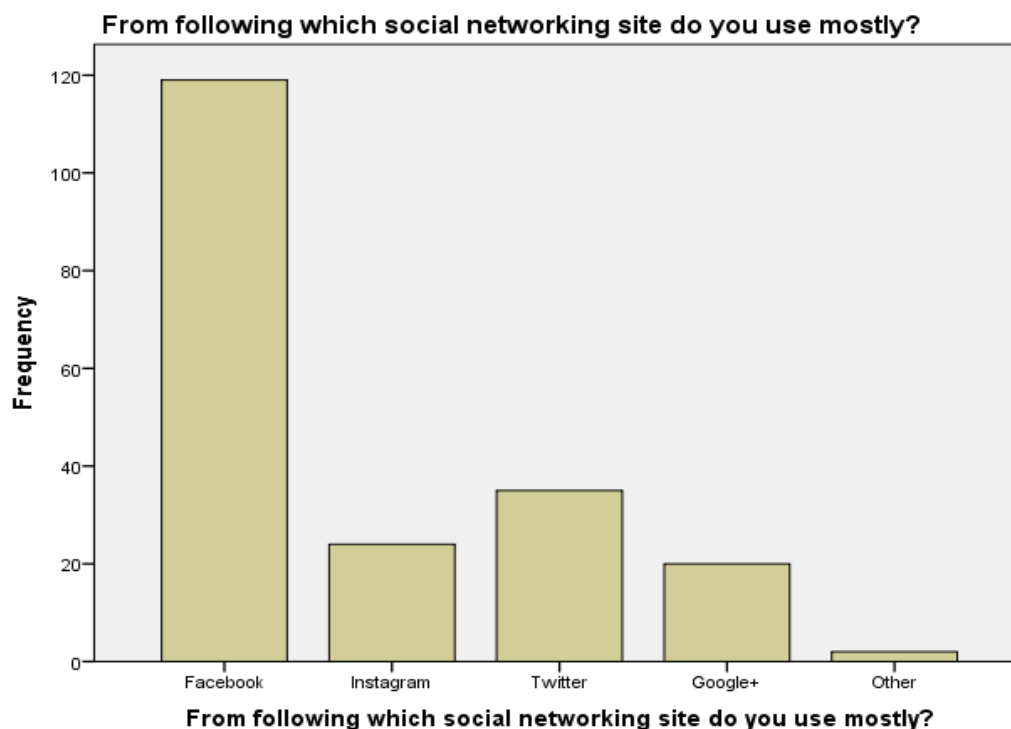


Figure 4.4 Social networking site mostly use of respondents

4.3.5 Number of Social networking sites use the respondents

Table 4. 5 Number of Social networking sites use the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Only One	31	15.5	15.5	15.5
Two	62	31.0	31.0	46.5
Valid Three	51	25.5	25.5	72.0
Four or more	56	28.0	28.0	100.0
Total	200	100.0	100.0	

The above table 4.5 shows 31 (15.5%) respondents use only one social networking site, and next respondents are the 62 (31.0%) response use two social networking site, the next respondents are the 51 (25.5%) response use three social networking site and the last respondents are 56(28.0%) respondents use four or more social networking sites. The following figure 4.5 shows the graph of table 4.5.

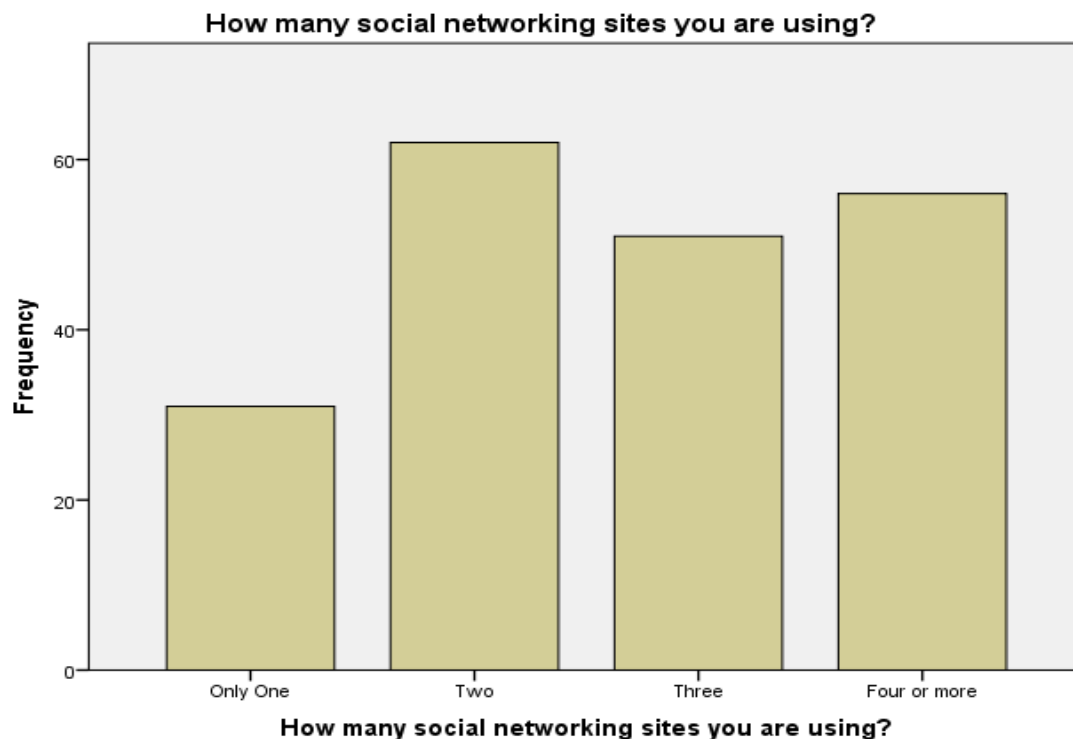


Figure 4. 5 Number of Social networking sites use the respondents

4.3.6 Number of years use Social networking sites for the respondents

Table 4. 6 Number of years use Social networking sites for the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
0-1 year	12	6.0	6.0	6.0
1-2 years	49	24.5	24.5	30.5
Valid 2-3 years	44	22.0	22.0	52.5
3+ years	95	47.5	47.5	100.0
Total	200	100.0	100.0	

The above table 4.6 shows 12 (6.0%) respondents use social networking sites 0-1 year, and next respondents are the 49 (24.5%) response use social networking sites 1-2 years, the next respondents are the 44 (22.0%) response use social networking sites 2-4 years and the last respondents are 95(47.5%) respondents use social networking sites 3+ years. The following figure 4.6 shows the graph of table 4.6.

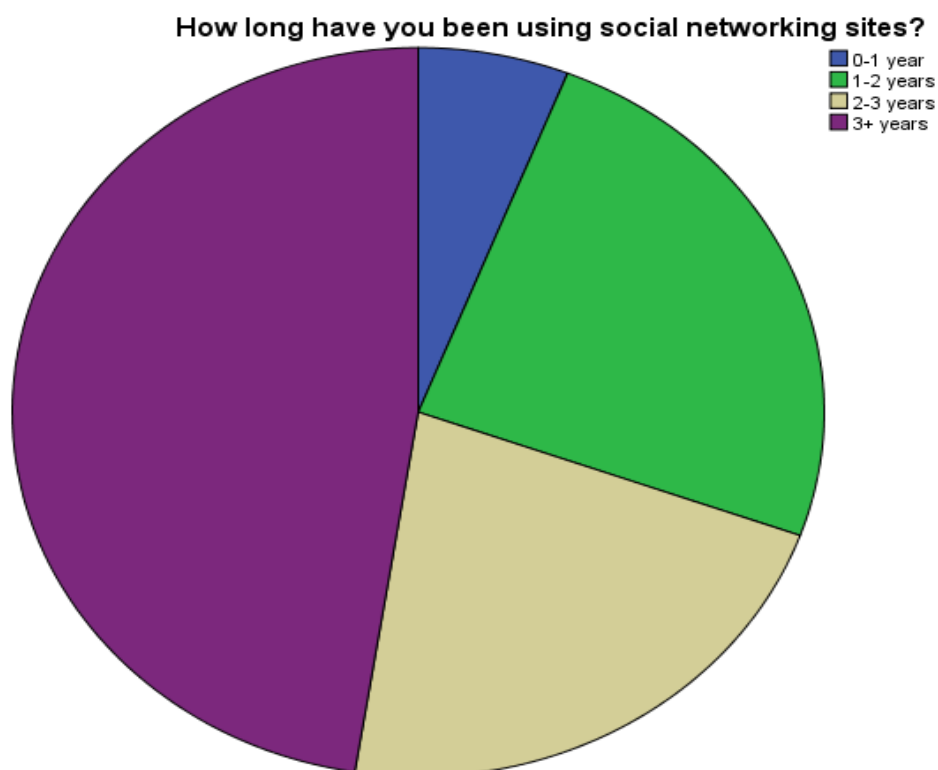


Figure 4. 6 Number of years use Social networking sites for the respondents

4.3.7 Time spend on Social networking sites for the respondents

Table 4. 7 Time spend on Social networking sites for the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 hour per day	41	20.5	20.5	20.5
1-3 hours per day	111	55.5	55.5	76.0
Valid 3-6 hours per day	34	17.0	17.0	93.0
Above 6 hours per day	14	7.0	7.0	100.0
Total	200	100.0	100.0	

The above table 4.7 shows 41 (20.5%) respondents spend social networking sites less than 1 hour per day, and next respondents are the 111 (55.5%) response spend social networking sites 1-3 hours per day, the next respondents are the 34 (17.0%) response spend social networking sites 3-6 hours per day and the last respondents are 14(7%) respondents spend social networking sites above hours per day. The following figure 4.7 shows the graph of table 4.7.

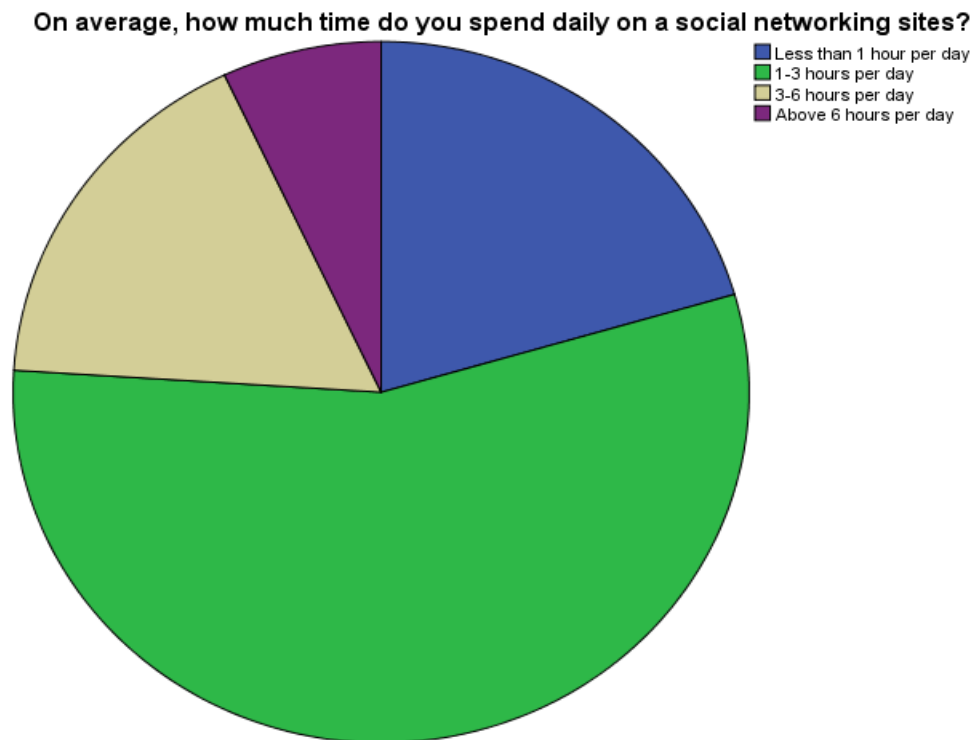


Figure 4. 7 Time spend on Social networking sites for the respondents

4.3.8 Purpose are using social networking sites for the respondents

Table 4. 8 Purpose are using social networking sites for the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Educational purpose	84	42.0	42.0	42.0
Business purpose	40	20.0	20.0	62.0
meeting with friends and family	66	33.0	33.0	95.0
Other	10	5.0	5.0	100.0
Total	200	100.0	100.0	

The above table 4.8 shows 84 (42.0%) respondents use social networking sites educational purpose, and next respondents are the 40 (20.0%) response use social networking sites business purpose, the next respondents are the 66 (33.0%) response use social networking sites meeting with friends and family and the last respondents are 10(5%) respondents use social networking sites other purpose. The following figure 4.8 shows the graph of table 4.8.

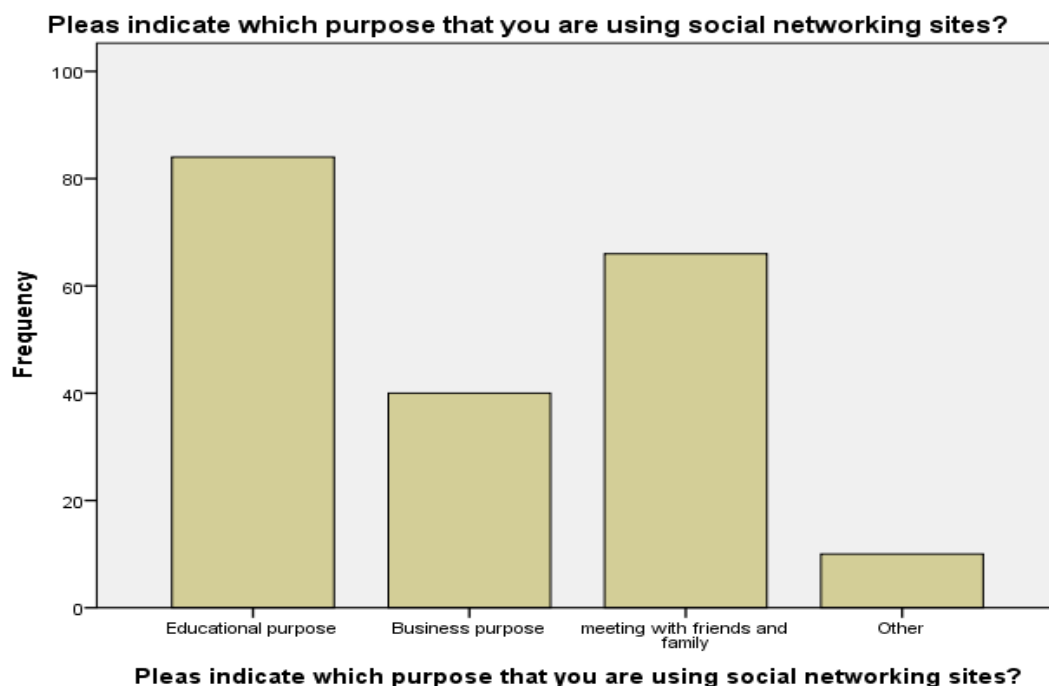


Figure 4. 8 Purpose are using social networking sites for the respondents

4.3.9 People most communicate respondents for social sites

Table 4. 9 People most communicate respondents for social sites

	Frequency	Percent	Valid Percent	Cumulative Percent
Family	61	30.5	30.5	30.5
friend's	105	52.5	52.5	83.0
Valid teachers	22	11.0	11.0	94.0
other	12	6.0	6.0	100.0
Total	200	100.0	100.0	

The above table 4.9 shows 61 (30.5%) respondents communicate social networking sites the family, and next respondents are the 105 (52.5%) response communicate social networking sites the friend's, the next respondents are the 22 (11.0%) response communicate social networking sites the teachers and the last respondents are 12(6%) respondents communicate social networking sites other people. The following figure 4.9 shows the graph of table 4.9.

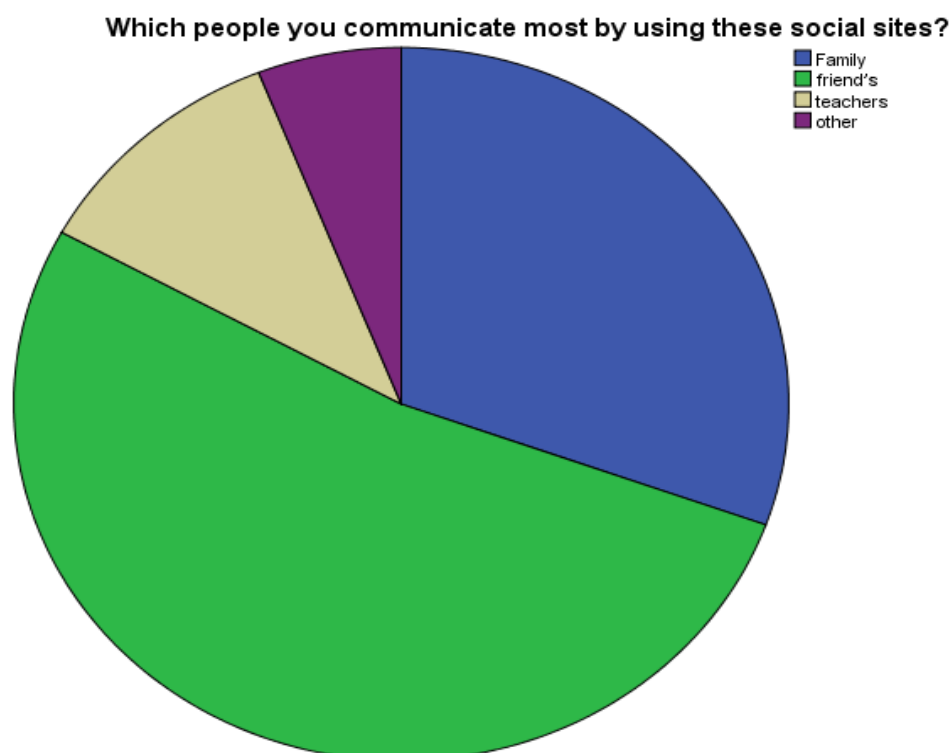


Figure 4. 9 People most communicate respondents for social sites

4.3.10 Do you use social networking sites through your mobile phone?

Table 4. 10 Do you use social networking sites through your mobile phone?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	148	74.0	74.0	74.0
Valid No	52	26.0	26.0	100.0
Total	200	100.0	100.0	

The above table 4.10 shows 148 (74.0%) respondents use social networking sites through the mobile phone, and the 52 (26.0%) response use social networking sites through other devices. The following figure 4.10 shows the graph of table 4.10.

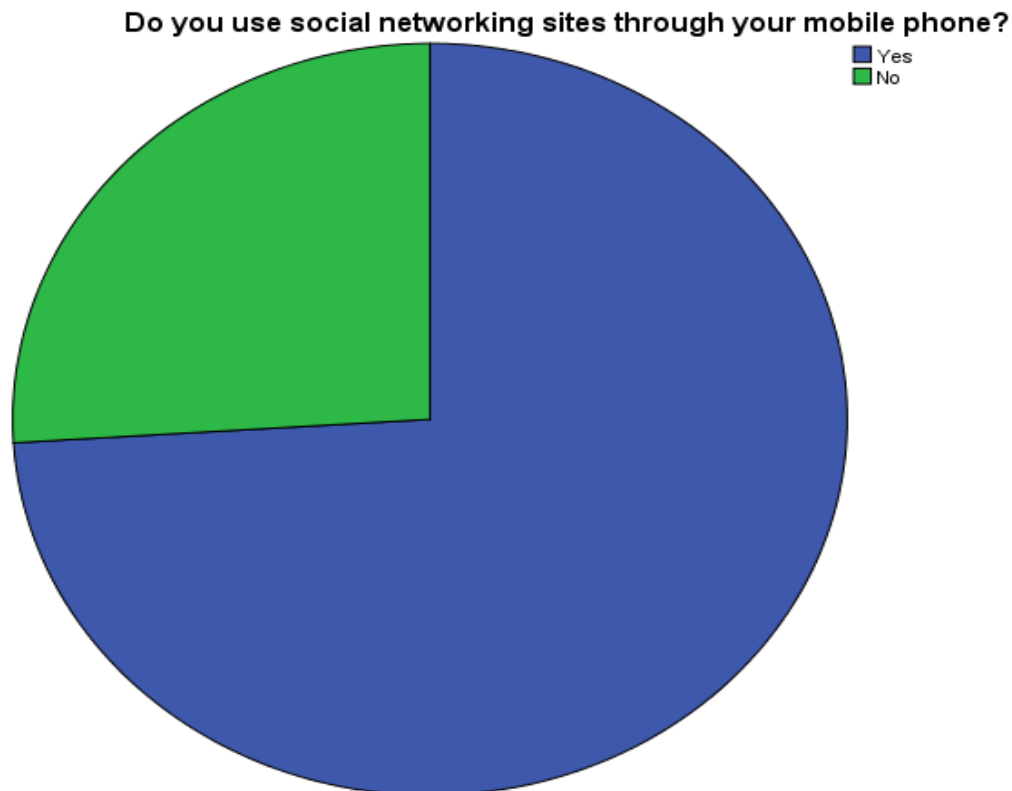


Figure 4. 10 Do you use social networking sites through your mobile phone?

4.3.11 Do you have more friends on social networking sites as compared to real life?

Table 4. 11 Do you have more friends on social networking sites as compared to real life?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	136	68.0	68.0	68.0
Valid No	64	32.0	32.0	100.0
Total	200	100.0	100.0	

The above table 4.11 shows 136 (68.0%) respondents have more friends on social networking sites as compared to real life, and the 64 (32.0%) response have not more friends on social networking sites as compared to real life. The following figure 4.11 shows the graph of table 4.11.

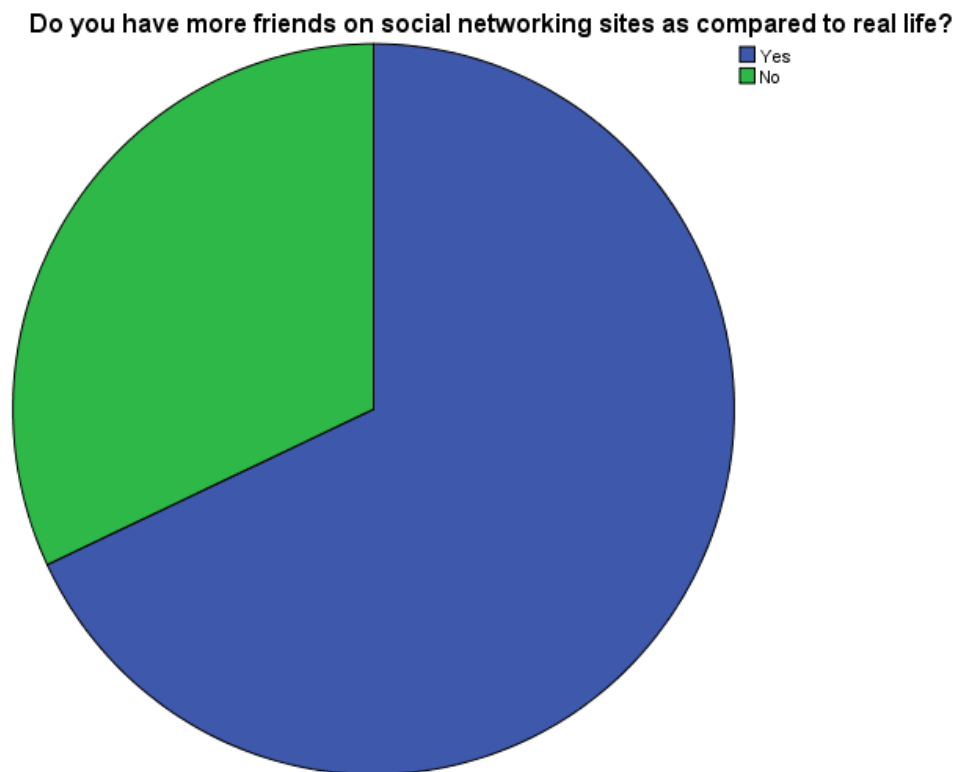


Figure 4. 11 Do you have more friends on social networking sites as compared to real life?

4.3.12 Do you think social networking sites effect your study timings?

Table 4. 12 Do you think social networking sites effect your study timings?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	138	69.0	69.0	69.0
Valid No	62	31.0	31.0	100.0
Total	200	100.0	100.0	

The above table 4.12 shows 138 (69.0%) respondents think social networking sites effect your study timings, and the 62 (31.0%) response do not think social networking sites effect your study timings. The following figure 4.12 shows the graph of table 4.12.

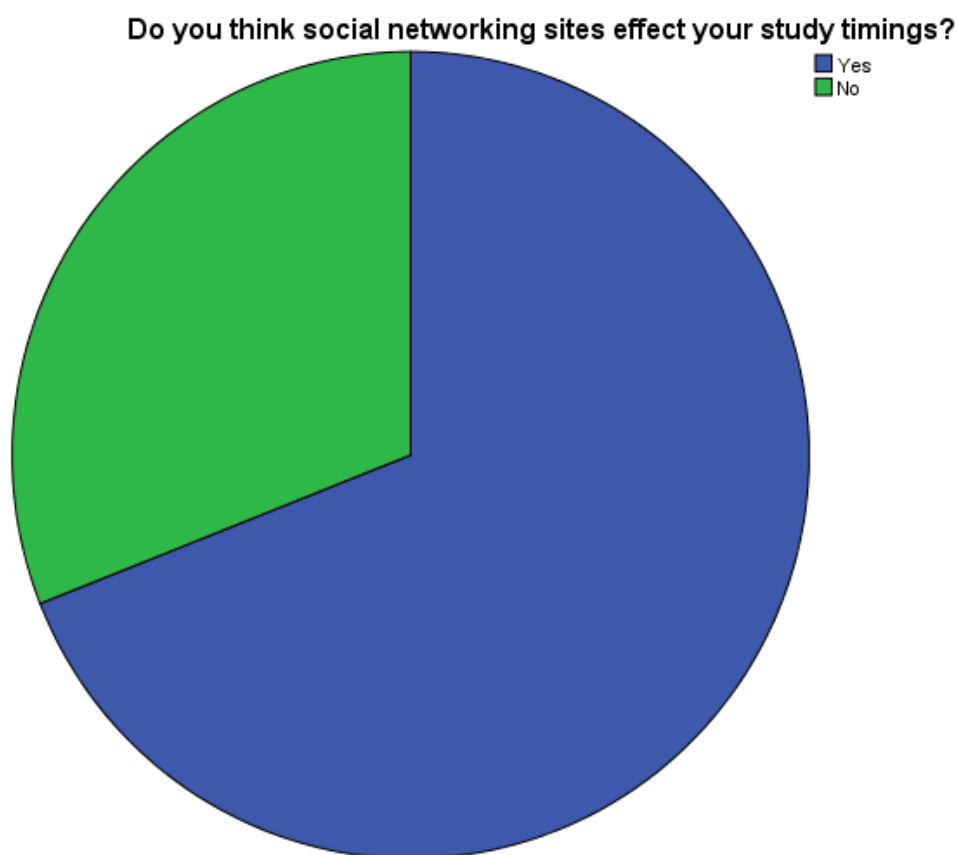


Figure 4. 12 Do you think social networking sites effect your study timings?

4.3.13 Do you think social networking sites can be an effective tool of e-learning?

Table 4. 13 Do you think social networking sites can be an effective tool of e-learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	147	73.5	73.5	73.5
Valid No	53	26.5	26.5	100.0
Total	200	100.0	100.0	

The above table 4.13 shows 147 (73.5%) respondents think social networking sites can be an effective tool of e-learning, and the 53 (26.5%) response do not think social networking sites can be an effective tool of e-learning. The following figure 4.13 shows the graph of table 4.13.

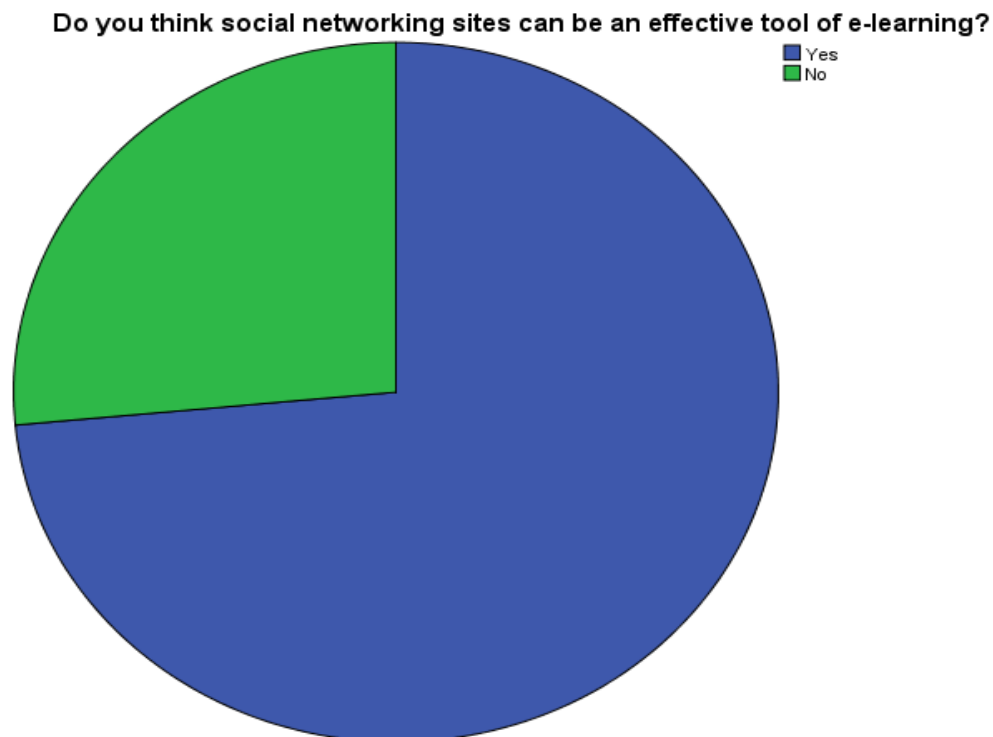


Figure 4. 13 Do you think social networking sites can be an effective tool of e-learning?

4.3.14 Do you think social networks are important?

Table 4. 14 Do you think social networks are important?

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	50	25.0	25.0	25.0
Agree	116	58.0	58.0	83.0
Fair	26	13.0	13.0	96.0
Disagree	5	2.5	2.5	98.5
strongly disagree	3	1.5	1.5	100.0
Total	200	100.0	100.0	

The above table 4.14 shows 50 (25.0%) respondents strongly agree the importance of social network, the next respondents are the 116 (58.0%) response agree the importance of social network, the next respondents are the 26 (13.0%) response fair the importance of social network, the next respondents are the 5 (2.5%) response disagree the importance of social network, and last respondents are the 3 (1.5%) response strongly disagree the importance of social network,. The following figure 4.14 shows the graph of table 4.14.

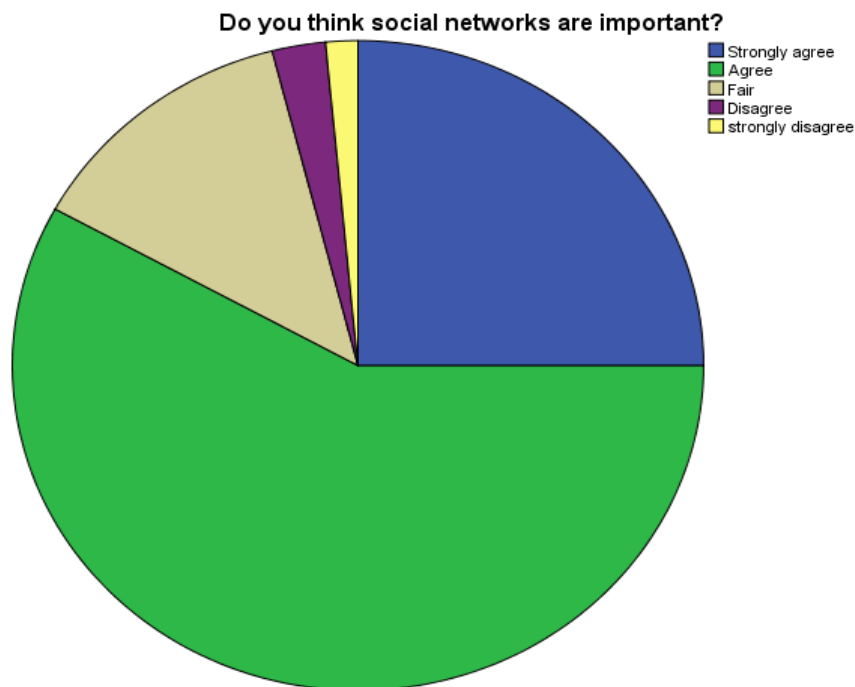


Figure 4. 14 Do you think social networks are important?

4.3.15 Do you think privacy policies are effective in social networking sites?

Table 4. 15 Do you think privacy policies are effective in social networking sites?

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	53	26.5	26.5	26.5
Agree	113	56.5	56.5	83.0
Fair	17	8.5	8.5	91.5
Disagree	14	7.0	7.0	98.5
strongly disagree	3	1.5	1.5	100.0
Total	200	100.0	100.0	

The above table 4.15 shows 53 (26.5%) respondents strongly agree the importance of social network privacy policies are effective in social networking sites, the next respondents are the 113 (56.5%) response agree privacy policies are effective in social networking sites, the next respondents are the 17 (8.5%) response fair the importance of social net privacy policies are effective in social networking sites, the next respondents are the 14 (7.0%) response disagree privacy policies are effective in social networking sites, and last respondents are the 3 (1.5%) response strongly disagree privacy policies are effective in social networking sites. The following figure 4.15 shows the graph of table 4.15.

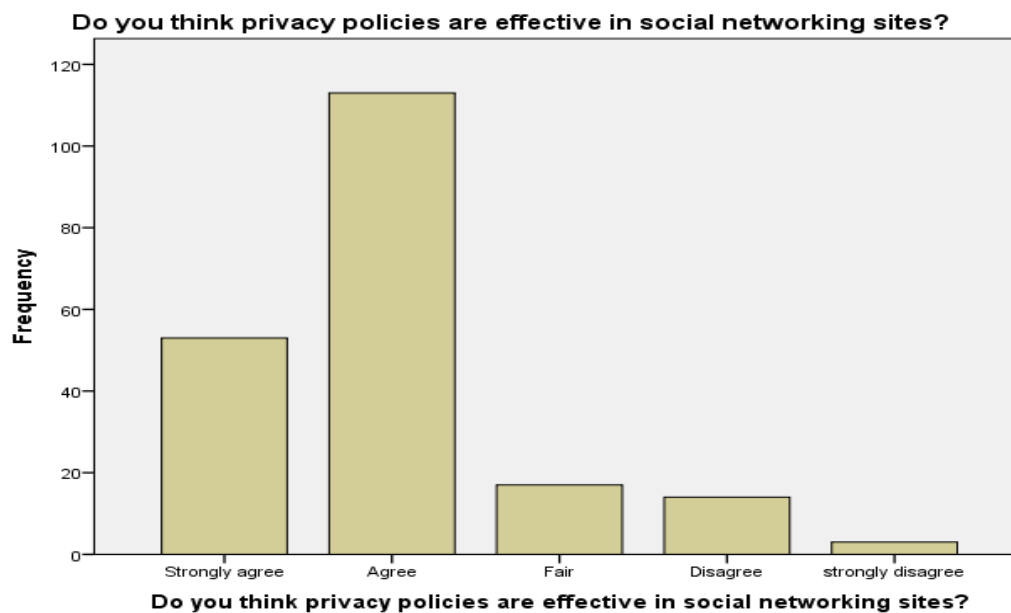


Figure 4. 15 Do you think privacy policies are effective in social networking sites?

4.3.16 Students and teachers can share information with one another using social media

Table 4. 16 Students and teachers can share information with one another using social media

	Frequency	Percent	Valid Percent	Cumulative Percent
Excellent	66	33.0	33.0	33.0
Good	89	44.5	44.5	77.5
Average	31	15.5	15.5	93.0
Poor	11	5.5	5.5	98.5
Very Poor	3	1.5	1.5	100.0
Total	200	100.0	100.0	

The above table 4.16 shows 66 (33.0%) respondents responded

Excellent Students and teachers can share information with one another using social media, the next respondents are the 89 (44.5%) response responded Good Students and teachers can share information with one another using social media, the next respondents are the 31 (15.5%) response responded Average Students and teachers can share information with one another using social media, the next respondents are the 11 (5.5%) response responded Poor Students and teachers can share information with one another using social media, and last respondents are the 3 (1.5%) response responded Very Poor Students and teachers can share information with one another using social media. The following figure 4.16 shows the graph of table 4.16.

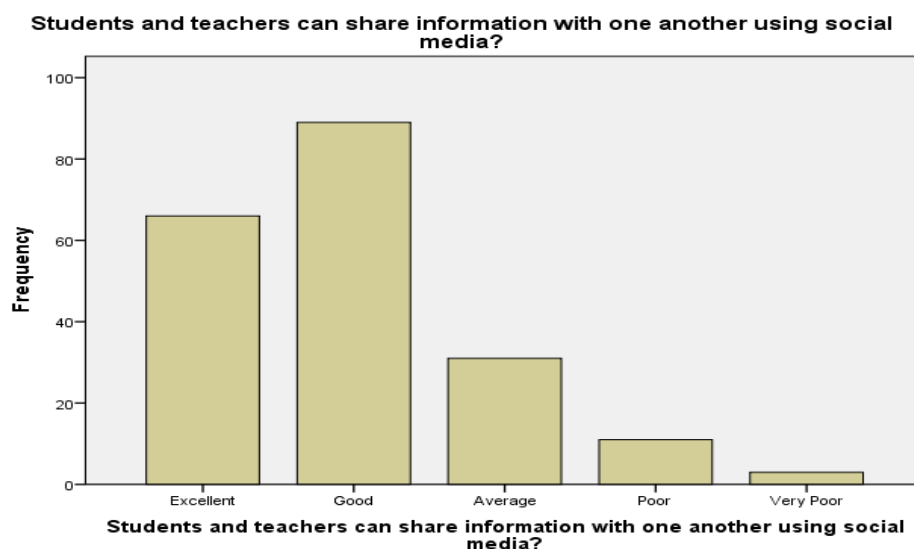


Figure 4. 16 Students and teachers can share information with one another using social media

4.3.17 Do you think that social media is the best way for teachers to reach students?

Table 4. 17 Do you think that social media is the best way for teachers to reach students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	138	69.0	69.0	69.0
Valid No	62	31.0	31.0	100.0
Total	200	100.0	100.0	

The above table 4.17 shows 138 (69.0%) respondents think that social media is the best way for teachers to reach students, and the 62 (31.0%) response do not think that social media is the best way for teachers to reach students. The following figure 4.17 shows the graph of table 4.17.

Do you thing that social media is the best way for teachers to reach students?

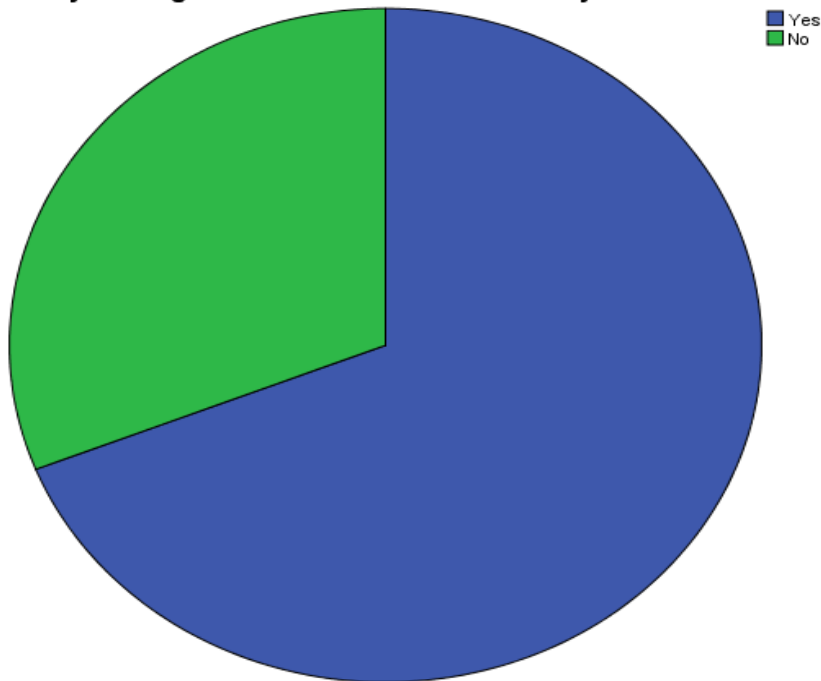


Figure 4. 17 Do you think that social media is the best way for teachers to reach students?

4.3.18 CGPA of the respondents

Table 4. 18 CGPA of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
4.00	7	3.5	3.5	3.5
3.75	20	10.0	10.0	13.5
3.50	32	16.0	16.0	29.5
3.25	24	12.0	12.0	41.5
3.00	97	48.5	48.5	90.0
2.75	16	8.0	8.0	98.0
2.50	4	2.0	2.0	100.0
Total	200	100.0	100.0	

The above table 4.18 shows 7 (3.5%) respondents have 4.00 CGPA, the next respondents are the 20 (10.0%) response have 3.75 CGPA, the next respondents are the 32 (16.0%) response have 3.50 CGPA, the next respondents are the 24 (12.0%) response have 3.25 CGPA, the next respondents are the 97 (48.5%) response have 3.00 CGPA, the next respondents are the 16 (8.0%) response have 2.75 CGPA, and last respondents are the 4 (2.0%) response have 2.50 CGPA. The following figure 4.18 shows the graph of table 4.18.

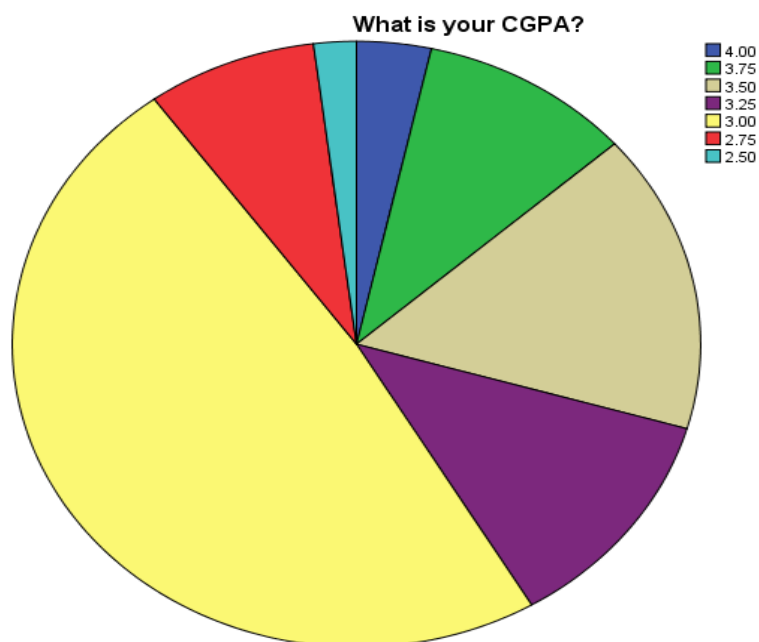


Figure 4. 18 CGPA of the respondents

4.4 Summary

This chapter we discussed results of the survey of the conducted imperial and the results of the survey include analysis of experimental results, and also descriptive analysis, this research Questions we get good responses that makes research to become helpful the output of this descriptive and frequency analysis.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter will discuss the findings of the results, conclusion and recommendation of this study, first it will be discussed the major findings of each study as confirmed in the research objectives, second the conclusion from the findings of the study, lastly the researchers will suggests recommendation of this study and areas future research.

5.2 Summary of the Study

After findings the researcher focused on to discuss the questions asked the respondents.

5.2.1 Do you think social networks are important?

About 25.0% students of Daffodil International University strongly agree the importance of social network, and the other group 58.0% agree the importance of social network, and the other group 13.0% fair the importance of social network, and the other group 2.5% disagree the importance of social network, and the last group 1.5% strongly disagree the importance of social network.

5.2.2 Pleas indicate which purpose that you are using social networking sites?

About 42.0% students of Daffodil International University use social networking sites educational purpose, and the other group 20.0% use social networking sites business purpose, and the other group 33.0% use social networking sites meeting with friends and family and the last group 5% use social networking sites other purpose.

5.2.3 Do you think social networking sites effect your study timings?

About 69.0% respondents think social networking sites effect your study timings, and other group 31.0% response do not think social networking sites effect your study timings.

5.2.4 Do you think social networking sites can be an effective tool of e-learning?

About 73.5% respondents think social networking sites can be an effective tool of e-learning, and the other group 26.5% response do not think social networking sites can be an effective tool of e-learning.

5.1.5 Do you think that social media is the best way for teachers to reach students?

About 69.0% students of Daffodil International University think that social media is the best way for teachers to reach students, and the other group 31.0% do not think that social media is the best way for teachers to reach students.

5.3 Conclusion

The result from the findings of this study showed that, although Social media have negative effects on students, distracting students from their educational work, taking most of their productive time, and such like, they even have edges and might be used fittingly. let's say, students will type on-line communities so as to arrange for a project, have cluster discussions concerning category material, or use the Social networking sites(SNS) as the simplest way to stay to bearonce a student United Nations agency has been absent has to be updated on current educational data. The findings of this study and earlier ones showed some noteworthy results. the primary variable quantity influencing the educational performance of scholars, that is, social media participation was negatively connected with students' outcome, whereas the opposite freelance variables were absolutely connected with students' outcome. The results of this study recommend that lecturers ought to return up with a templet on however their students will maximize the advantages of

Social media, that university ought to incorporate rules and laws on the utilization of the social media within the college and, that the govt ought to place in situ adequate management measures to manage their use among students and lecturers.

5.4 Recommendations

In the light-weight of the findings of this study, the subsequent recommendations are made:

1. Students ought to be educated on the influence of Social media on their educational performance.
2. Students ought to be monitored by lecturers and oldsters on however they use these sites.
3. Lecturers ought to guarantee they use the social media as a tool to boost the tutorial performance of scholars in university.
4. Students ought to higher manage their study time in and stop distractions that may be provided by the social media. There ought to be a decrease within the range of your time spent by students once aquatics net.
5. Social Networking Sites ought to be dilated and new pages ought to be created to reinforce educational activities and avoid setbacks within the students' educational performance.
6. The scholars ought to produce a balance between chit-chatting and educational activities. Additional attention ought to be directed to analysis.
7. The employment of Social media network by students ought to concentrate on the tutorial connectedness of these sites rather than mistreatment them for negative functions.

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Questioner

Impact of social media on students in daffodil international university

1. What is your gender? ☐ Male ☐ Female
2. What is your age? ☐ Under 20 ☐ 20-25 ☐ 25-35 ☐ Above 35
3. What is your degree? ☐ Bachelor ☐ Master ☐ PHD
4. From following which social networking site do you use mostly?
☐ Facebook ☐ Instagram ☐ Twitter ☐ Google+ ☐ Other
5. How many social networking sites you are using?
☐ Only one ☐ two ☐ three ☐ four or more
6. How long have you been using social networking sites?
☐ 0-1 year ☐ 1-2 years ☐ 2-3 years ☐ 3+ years
7. On average, how much time do you spend daily on a social networking sites
☐ Less than 1 hour ☐ 1-3 hours per day ☐ 3-6 hours per day
☐ Above 6 hours
8. Pleas indicate which purpose that you are using social networking sites
☐ Educational purpose ☐ Business purpose ☐ meeting with friends and family ☐ other
9. Which people you communicate most by using these social sites?
☐ Family ☐ friend's ☐ teachers ☐ other
10. Do you use social networking sites through your mobile phone?
☐ Yes ☐ No
11. Do you have more friends on social networking sites as compared to real life?
☐ Yes ☐ No
12. Do you think social networking sites effect your study timings?
☐ Yes ☐ No

13. Do you think social networking sites can be an effective tool of e-learning?

☐ Yes

☐ No

14. Do you think social networks are important?

☐ Strongly agree ☐ Agree ☐ Fair ☐ Disagree ☐ strongly disagree

15. Do you think privacy policies are effective in social networking sites?

☐ Strongly agree ☐ Agree ☐ Fair ☐ Disagree ☐ strongly disagree

16. Students and teachers can share information with one another using social media?

☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Very Poor

17. Do you think that social media is the best way for teachers to reach students?

☐ Yes

☐ No

18. What is your CGP?

