Analysis of Social Media Use Among Village School Students

BY

Md. Rasheduzzaman
ID: 221-25-139

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

Supervised By

Abdus Sattar
Assistant Professor
Department of CSE
Daffodil International University

DAFFODIL INTERNATIONAL UNIVERSITY
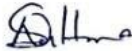**DHAKA, BANGLADESH**
JANUARY 2023

APPROVAL

This Thesis titled "Analysis of Social Media Use Among Village School Students", submitted by Md. Rasheduzzaman to the Department of Computer Science and Engineering, Daffodil International Village has been accepted as satisfactory for the partial fulfillment of the requirements for the degree of M.Sc. in Computer Science and Engineering and approved as to its style and contents. The presentation has been held on 17-01-2023.

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DECLARATION

We hereby declare that, this thesis has been done by Md. Rasheduzzaman under the supervision of, Abdus Sattar, Assistant Professor, and Daffodil International University. We also declare that neither this thesis nor any part of this thesis has been submitted elsewhere for the award of any degree or diploma.

Supervised by:

Abdus Sattar
Assistant Professor
Department of CSE
Daffodil International University

Submitted by:

Md. Rasheduzzaman
ID: 221-25-139
Department of CSE
Daffodil International University

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ACKNOWLEDGEMENT

ABSTRACT

The study's goal was to examine how village pupils used social media; assess the justifications for this use; and Pinpoint the issues that village students face when using social media. All students in the Village Students made up the study's population 600 kids were included in the sample size thanks to an easy sampling method. To gather data, a questionnaire was devised. The research tool's pilot testing led to its completion. According to the report, the vast majority (95%) of students preferred using Facebook. Social media was used by them to build global social networks and exchange academic activity. They shared their educational experiences with their friends and family using these.

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CHAPTER 1
INTRODUCTION

1.1 Introduction

The internet's broad use and its integration into higher education have altered the worldwide landscape. Currently, advancements in its capabilities have made it possible for new channels of engagement for the exchange of knowledge and experiences. The creative application has created new prospects for sharing of the world's leading academics' research methods and academic experiences. It seems to be changing how students are taught and interact with teachers. Virtual exchanges for exchanging research findings have been encouraged by the internet. These online-mediated communication interactions are referred to as social media. It is an internet tool that encourages user-base social engagement. Social media, which uses websites and media techniques known as social networking sites, is used to enhance communication.

Examples of social networking sites featuring audio and video features that can support synchronous or asynchronous interactions and communication include web blogs, wikis, social bookmarking, and media sharing sections, micro blogging sites, Facebook, and LinkedIn.

The use of the aforementioned social media sites appears to be on the rise among users, particularly among students. Even at the local level, it appears to have altered communication patterns. May open [new] channels for communication between people inside and outside of their own groups.

1.2 Motivation

The aim of this study is to determine what motivates rural children in two different districts to utilize social media. Numerous significant objectives, such as seeking connections, conducting business, having fun, looking for information, dating, looking for a career, and killing time, have been evaluated. We propose a 30-item measure and preliminary findings regarding the construct validity of the scale. The outcomes supported the importance of the salient motives. To measure

the communication motives of the samples of village students, the theory of uses and pleasure was used.

There are several approaches to facilitate students' absorption into a student community. Utilizing the tools, strategies, and practices that social media has to offer is one strategy. The service's goal is to offer practical tools for communication and study assistance. Additionally, this development effort inspired us to research students' perceptions of social networking sites. The purpose of the study was to identify features of social networking services that encourage students to actively engage in conversations, social networking activities, etc. while they are attending their home school.

1.3 Relation of the Study

One of these technologies, social media, is crucial to this form of integration. Facebook has a favorable effect on the students' moral, intellectual, and linguistic development. Adolescents are more frequently employed and less frequently taken for granted on the academic side. It can help students grow personally, expand their knowledge and creativity, make the most of knowledge sharing, and improve their technical abilities. The student can access the most knowledge and information valuable to him through the effective use of social networking sites, which improves his capacity for academic achievement and excellence in study and intensifies their joint education.

CHAPTER 2
BACKGROUND STUDIES

2.1 Introduction

Social media is a web-based technology that makes it easier for many individuals to communicate socially through a network. The Internet is a commonly used network. Social media platforms, however, are also used by local networks.

2.2 Background

In recent years, social networks have had a significant impact on students' academic achievement. For students in a variety of areas, these networks present both possibilities and risks in plenty. The researcher created and carried out this study due to social networking addiction and its effects on students' academic performance. This study set out to look at the connection between students' use of social media and their academic achievement.

2.3 Related Works of Social Media

It appears that village students are using social media more frequently. To expand dispersed learning among users, it promotes the usage of virtual communities and learning environments. The students freely interact with one another in a variety of online groups, such as community. They can share information, educational and professional experiences, research projects, and job chances. Numerous factors affect how social media is used in education. Armstrong and Franklin produced a complete report (2008). Students utilized social media in a number of ways, including reflection and online group theses, to deepen and enrich their learning, according to the poll. However, they were reliant on a variety of resources, including social media savvy.

Due to the rise in social media usage in higher education, Villages will lose their privileged status as a major generator of information, and gatekeeper to it, as knowledge becomes more broadly available through other sources and is created by more people in more ways is coming true.

Researchers in education and social science are interested in studying how village students use social media. The material that is now available has useful designs and methods for applying it at the village level. It focuses less on how to utilize it to share, communicate, cooperate, and socialize and more on how information is created.

For a number of reasons, it seems acceptable to utilize social media in higher education. The assertion that it is used to enhance students' academic experiences by providing them with e-support services was reiterated to support its usage. It is employed to promote online conversation both inside and across academic groups. When it comes to interacting with students, Facebook seems to be the most preferred option among the others.

The current era is recognized as the information age with universal access. The so-called Net Generation appears to have a strong preference for accessing knowledge using contemporary technologies. All educational levels could benefit from using social media for educational purposes, but village students seem to utilize it to the extreme.

Students urge their schools to use social networking sites to enhance learning in the classroom. Social media may be thought of as a facilitator of communication. They support the use of social media to enhance communication and educational access. Social networking can also aid in closing the knowledge gap that exists between students who are "digital natives" and professors who are "digital immigrants."

2.4 Social Media –Challenges and Issues

Due to social media, the user community appears to be dealing with certain difficulties and problems.

Students and higher education social media policy makers have raised these issues, which include ethical and social concerns that pharmacy students are increasingly using Facebook despite having a limited awareness of the challenges of e-professionalism and responsibility.

Faculty and students appeared to frequently disagree on the topic of social media use. One-third of students, according to a Facebook survey from 2006, were against their professors having any

presence on Facebook. According to Selwyn's qualitative study (2009) on village students in the United Kingdom using Facebook, they used the site to share information, give moral support, and, paradoxically, promote themselves as academically inadequate or disinterested.

CHAPTER 3
LITERATURE REVIEW & OBJECTIVES

3.1 Introduction

A literature review is a kind of academic writing that offers a summary of the body of information that currently exists in a particular area of study. A quality literature review summarizes, dissects, assesses, and synthesizes the pertinent literature in a given area of study.

3.2 Literature Review

Numerous studies have looked into how village students and social media users use these tools for their own personal gain. According to survey, students used tablets, Internet cafes, laptops, personal computers, smart phones, and village computers to access social media. A small number of students claimed not to use social media. Additionally, According to research, students who had social media accounts frequently used them to connect with old friends and family, establish new connections, and access or trade educational information, get updates on events, post information, and pass the time, among other things.

In order to promote learning and skill development outside of formal learning environments, SNS can stimulate peer-to-peer learning of information and skills, cooperation, diverse cultural expression, the development of skills valued in the modern workplace, and a more empowered vision of citizenship. According to Green et al. (2007), "SNS can be particularly essential learning environments for young people who struggle in traditional educational settings" because of the "high level of urgency and customization involved. "This raises the possibility even further that learners who might struggle in a traditional classroom environment—and who might succeed utilizing social networking sites for learning, discussion, and other educational purposes—might do so. Young people "engage in peer-based, self-directed, interactive learning while exchanging content and creating or maintaining relationships," according to Ito et al. (2008).

Researchers have detailed a variety of educational benefits that students can receive from using social networks. According to Yunus et al. (2012), students who participated in social networks like Facebook and Twitter increased their vocabulary and enhanced their writing abilities. According to Asad, Mamun, and Clement (2012), students use social networks to exchange assignments, resources, and have discussions about their academic work and other topics.

It's interesting to note that social network users have also created a mode of communication that has an impact on students' linguistic practices. Words are used as they are spoken and this is carried over into the classroom setting and they discovered that many students said their regular communication on social networks had changed their linguistic patterns. Some of these students also admitted that they communicate on social media using slang, which has a negative impact on their ability to write in class.

3.3 Objectives of the Study

The researcher's current study had the following goals:

a) To find out what children are doing on social media:

b) To ascertain how using social networks affects students' ability to spell during tests;

c) To ascertain whether or not using social networks impacted students' performance both before and after using them and

d) To formulate recommendations based on the study's findings.

CHAPTER 4
RESEARCH METHODOLOGY

4.1 Introduction

The primary objective of the study was to assess the use of social media by village students. The researcher used a survey approach to gather data. One study tool, a questionnaire, was created to elicit the respondents' opinions in order to collect data.

Through the use of 50 departments of education students in a pilot study, the researcher verified the research tool. The respondents voluntarily participated in the administration of the final research tool. In order to give the research instrument (questionnaire) to 600 students, a practical sample strategy was used 89.70% of respondents responded (as 538 responses complete in all respects were received).

Through Ms. Excel, the data were coded, percentage-based evaluated, and displayed in tabular and cumulative form.

4.2 Data Analysis and Findings of the Study

The findings of the analysis performed on the questionnaire data using the MS-Excel program are shown in tabular and graphical format.
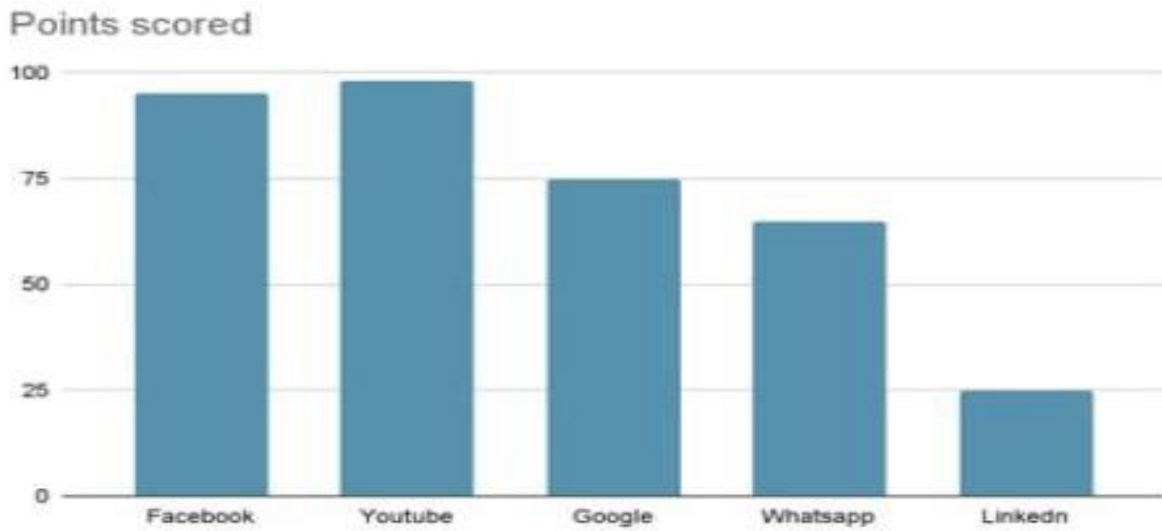
Figure-4.1: Types of Social Media used by Village Students.

Figure 4.1 Depicts how students like to use various forms of social media. According to the data, 25% of village students prefer LinkedIn. However, 95% of students have joined Google Groups for both academic and social purposes.
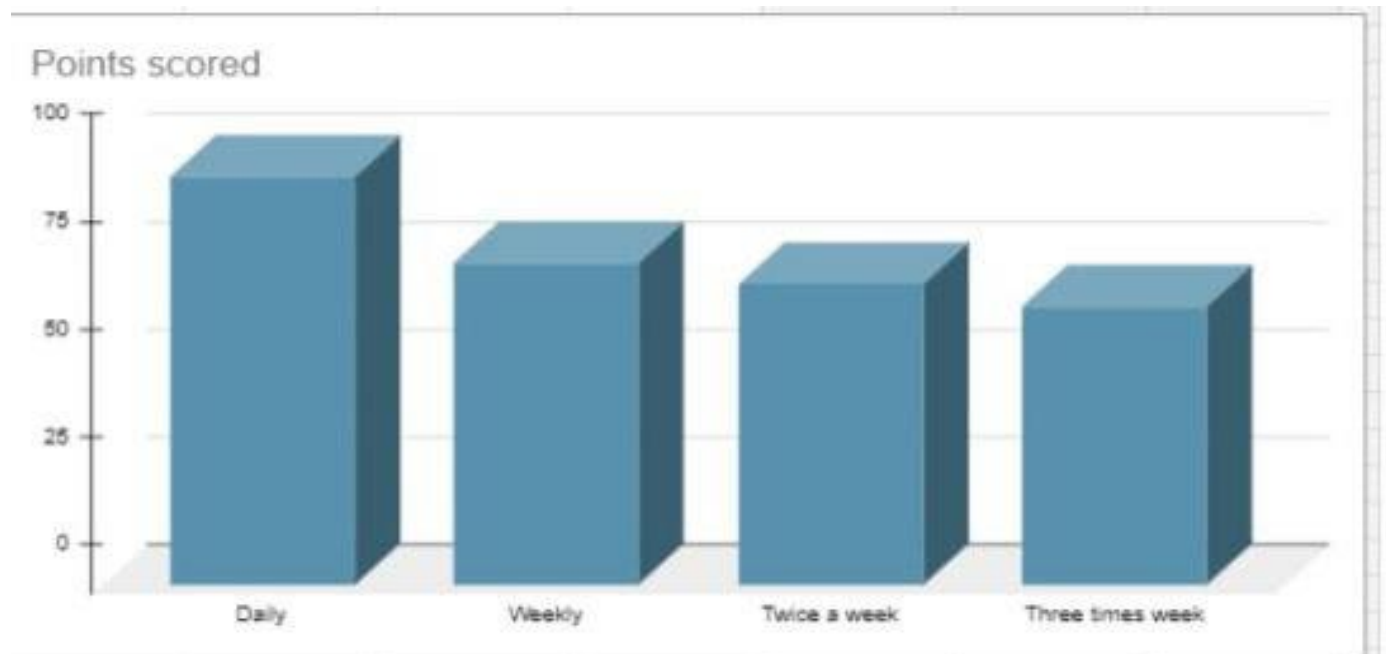

Figure 4.2: Frequency of using Social Media by Village Students.

Figure 4.2 shows how frequently village students use social media. According to the research, social media was used daily by 95% of the students, weekly by 75%, and Twice a week by 70%. And Three times week by 65% of respondent's utilized social media, the remaining respondents appeared to be casual users of the platform.
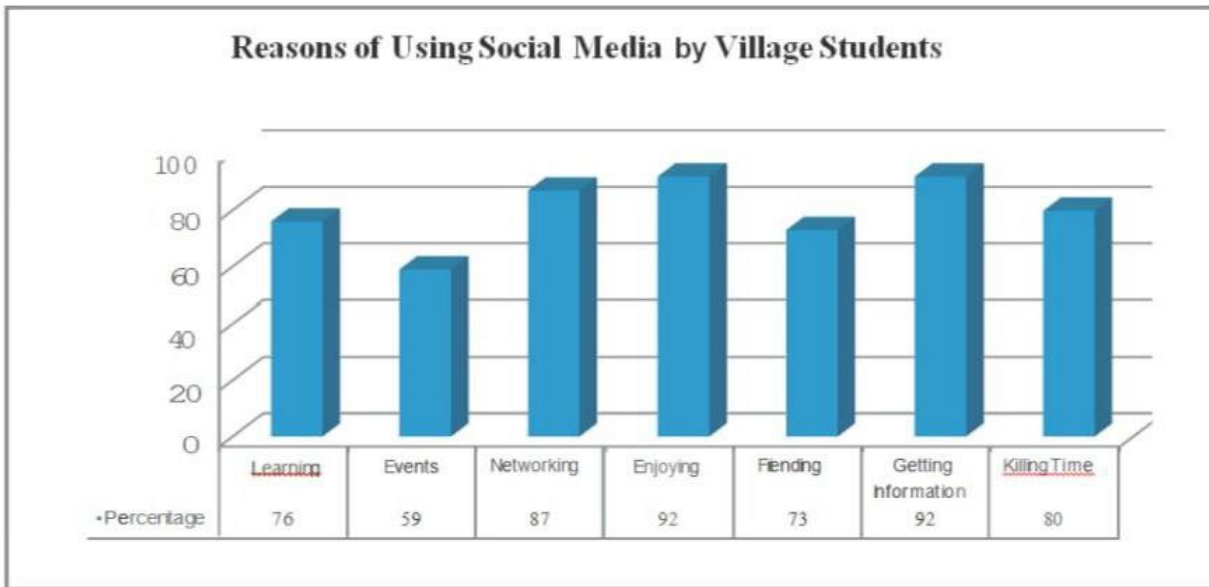
Figure 4.3: Reasons of Using Social Media Used by Village Students.

Figure 4.3   Displays the justifications for why village students utilize social media. Never tieless According to the research, 73% of the user community utilized social media for looking for and finding friends, while 92% used it for entertainment. However, there was academic use of social media as 76% of respondents said they used it to share their learning experiences and research findings, 59% of respondents shared academic events over the media, and 92% of respondents said they used it to get the most recent information about their studies, educational developments, opportunities, and current events. Similarly, 87% of users agreed that they used it for national and international academic networking. However, there was a different group of users—80% of whom used social media—who had no academic or social goals.

Problems Faced by Students Using Social Media Sites

Percentage	Electricity	Bandwidth	Time Manag-ement	Infrastr-ucture	Privacy	Bullying	Physical Problems
	93	77	89	72	65	29	68
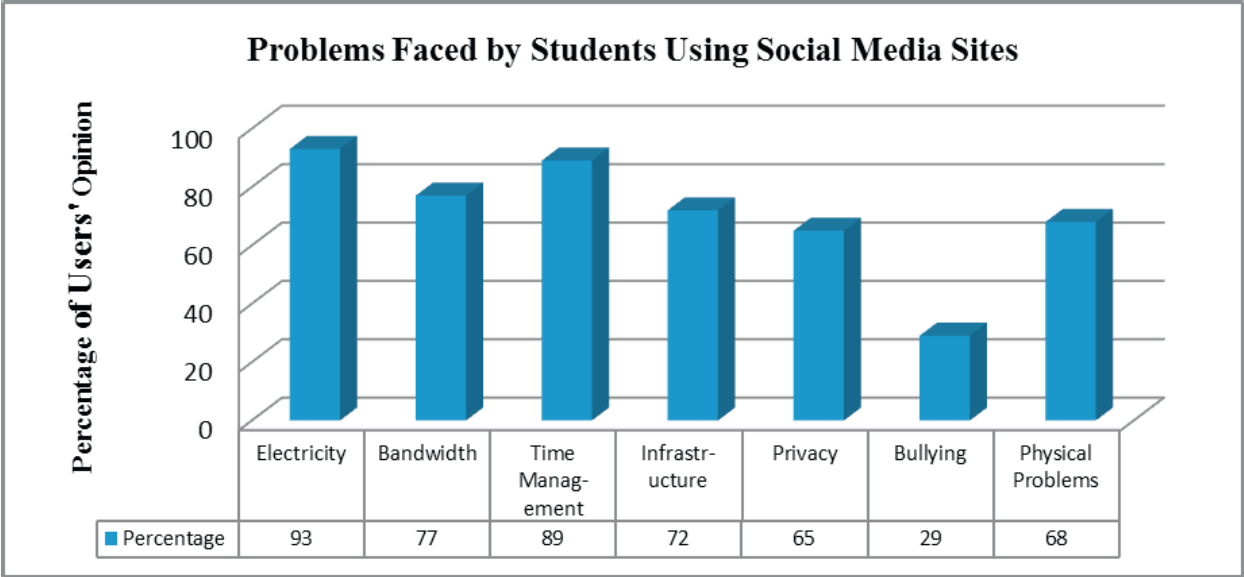
Figure 4.4: Problems Faced By Student Using Social Sites.

Figure 4.4 Demonstrates the issues that social media users have reported. The respondents claimed that electricity failure was a concern for them (93%). Lack of infrastructure, such as computers and laptops (72%), low internet bandwidth (77%), privacy leakage to co-learners (65%), cyber bullying (29%) as a result of receiving unwanted messages or pictures, and physical problems like backache, finger joint pain, dry face, and blurred vision (68%) due to prolonged computer use were all mentioned.

CHAPTER 5
DATA ANALYSIS AND CONCLUSION

5.1 Data Analysis and Presentation of Results

In this section, cross-tabulations were done based on the respondents' schools and programs of study. Business, general education, general science, agricultural science, visual arts, and home economics were all covered in the six courses.

Table 5.1   Study Program

School	Study Program					
	Occupation	Arts	Science	Agriculture	Visual Arts	Economics
S.T Johsep School	47 (37.1%)	67 (37.2%)	8 (19.0%)	8 (32.8%)	10 (22.5%)	20 (17.5%)
S.T Philips School	23 (19.3%)	40 (23.5%)	15 (33.3%)	15 (67.2%)	16 (37.1%)	36 (32.9%)
Action School	29 (23.0%)	36 (20.2%)	8 (17.8%)	-	9 (21.4%)	29 (25.7%)
Ideal School	26 (20.6%)	34 (19.1%)	13 (28.9%)	-	8 (19.0%)	27 (23.9%)
Grand Total	**125 (100%)**	**177(100%)**	**44 (100%)**	**23 (100%)**	**43 (100%)**	**112(100%)**

Table 5.1 Out of the 525 replies received, 177 (33.8%) of the respondents were Arts students, according to Occupation above. These were made up of 67 (37.2%) students from St. Joseph School, 40 (23.5%) students from St. T. Philips School, 36 (20.2%) students from Action School, and 34 (19.1%) students from Ideal School. Business 125 (24.0%) came in second, followed by S.T. Philips School with 23 (18.3%), St. Joseph School with 48 (38.1%), Action School with 29 (23.0%), and Ideal School with 26 (20.6%). Furthermore, 113 (21.5%) of the respondents were students majoring in home economics, including 21 (18.6%) from St. Joseph School, 36 (31.9%) from S.T. Philips School, 29 (25.7%) from Action School, and 27 (23.9%) from Ideal School.

5.2   Use of WhatsApp in Schools

In this section, results were examined using a cross-tabulation of school and Whatsapp usage rates. 503 respondents in all claimed they utilized the social network Whatsapp in these.

Table 5.2   Use of WhatsApp in Schools

School	Using Whatsapp				
	Not Relevant	**Not Oftenly**	**Oftenly**	**Very Oftenly**	**Grand Total**
S.T Johsep School	10 (57.3%)	22 (43.2%)	18 (22.4%)	94 (25.5%)	144 (28.8%)
S.T Philips School	5 (24.0%)	18 (33.7%)	8 (12.7%)	110 (31.44%)	140 (27.6%)
Action School	2 (12.5%)	9 (18.2%)	30 (39.3%)	68 (20.3%)	110 (22.1%)
Ideal School	1 (6.3%)	4 (4.8%)	18 (25.7%)	84 (22.7%)	107 (21.5%)
Grand Total	**18 (100%)**	**53 (100%)**	**76 (100%)**	**356 (100%)**	**501 (100%)**

Table 5.2 Out of the 501 replies received, 356 (70.2%) respondents said they used WhatsApp frequently. Of these, 94 (25.5%) respondents from S.T. Johsep School, 110 (31.44%) from S.T. Philips School, 68 (20.3%) from Action School, and 84 (22.7%) from Ideal School said they used WhatsApp frequently. Additionally, Whatsapp was mentioned often by 76 (14.3%) respondents, including 18 (22.4%) from S.T. Johsep School, 8 (12.7%) from S.T. Philips School, 68 (20.3%) from Action School, and 84 (22.7%) from Ideal School51 (9.3%) people also said they didn't use WhatsApp frequently, including 22 (43.2%) from S.T. Johsep School, 18 (33.7%) from S.T. Philips School, 9 (18.2%) from Action School, and 1 (6.3%) from Ideal School. Finally, 15 (3.2%) people said they didn't use WhatsApp while the survey was being conducted. As a result, a sizable number of respondents routinely utilized WhatsApp, while respondents at private schools did so more frequently than those in public schools.

5.3 Facebook Usage Rate by School

In this section, results were examined using a cross-tabulation of school and Facebook usage rates. 515 respondents in total claimed they utilized the social network Facebook in these surveys.

Table 5.3   Facebook Usage Rate by School

School	Facebook Usage Rate by School				
	Not Relevant	**Not oftenly**	**Oftenly**	**Very oftenly**	**Grand Total**
S.T Johsep School	10 (64.3%)	37 (52.5%)	41 (38.7%)	68 (21.7%)	156 (30.9%)
S.T Philips School	2 (21.4%)	25 (34.8%)	13 (12.2%)	100 (30.2%)	140 (26.6%)
Action School	3 (14.3%)	8 (11.0%)	35 (31.1%)	69 (22.0%)	115 (20.6%)
Ideal School	-	3 (1.8%)	19 (18.0%)	89 (26.2%)	111 (23.0%)
Total	**15 (100%)**	**72 (100%)**	**108 (100%)**	**326 (100%)**	**522 (100%)**

Table 5.3 Out of the 522 replies received, 326 (63.9%) respondents, or the majority, said they used Facebook frequently of these, 68 (20.7%) from the S.T. Johsep School, 101 (31.2%) from the S.T. Philips School, 68 (21.0%) from the Action School, and 89 (26.2%) from the Ideal School. Additionally, 108 (21.6%) responders included 19 (18.0%) from Ideal School, 35 (31.1%) from Action School, and 41 (38.7%) from S.T. Johsep School. 72 (14.5%) people also reported not using Facebook frequently, including 37 (52.5%) from S.T. Johsep School, 25 (34.8%) from S.T. Philips School, 8 (11.0%) from Action School, and 3 (1.8%) from Ideal School. Finally, 15 (3.7%) people said it was not applicable since they weren't utilizing it at the time the research was conducted.

5.4 Utilization of Social Media Networks for Activities

The survey was also interested in the kinds of activities that respondents did on social networking sites. Therefore, the sort of social media activity the students engaged in was inquired about. There were accepted many responses.

Table 5.4 Utilization of Social Media Networks for Activities

Feedback	Regularity	Ratio (%)
Entertainment	450	45
Upload Post	321	33
Games	115	10
Group Discussion	110	12

Table 5.4 In the survey mentioned above, 450 respondents (45%) said they used social media for enjoyment, while 321 respondents (30%) said they updated their postings there. Additionally, 110 (10%) respondents said they participated in groups and debates on social media, while 115 (12%) respondents said they played games there. In conclusion, it has been shown that the majority of respondents use social media network sites for enjoyment and updating postings.

5.5 School Attendance and Daily Online Time

This section also examined the correlation between respondents' daily internet time and the number of hours they reported spending in school.

Table 5.5 School Attendance and Daily Online Time

School	Online Time Daily Hours				
	1-2 hours	3-5 hours	6-7 hours	8-12 hours	Always online
S.T Johsep School	77 (58.8%)	23 (22.8%)	9 (9.5%)	17 (20.3%)	35 (29.3%)
S.T Philips School	38 (26.4%)	25 (24.6%)	19 (27.3%)	26 (31.5%)	34 (28.2%)
Action School	09 (4.9%)	32 (29.2%)	28 (34.5%)	20 (23.9%)	27 (22.7%)
Ideal School	14 (9.9%)	31 (25.4%)	22 (28.6%)	22 (24.3%)	26 (19.8%)
Grand Total	**136 (100%)**	**111 (100%)**	**78 (100%)**	**85 (100%)**	**122 (100%)**

Table 6.5 207 respondents, or 39.7% of those surveyed, spend more than 8 hours each day on social media. Among the 136 (24.8%) respondents, 77 (58.8%) from S.T. Johsep School, 38 (26.4%) from S.T. Philips School, 9 (4.9%) from Action School, and 14 (9.9%) from Ideal School spent 1-2 hours each day on social media122 (39.7%) respondents who were constantly online included 38 (26.3%) students from S.T. Johsep School, 34 (28.2%) students from S.T.

Philips School, 27 (22.7%) students from Action School, and 27 (22.8%) students from Ideal School. Additionally, of the 111 (22.0%) pupils that used social media for 3-5 hours each day, 23 (22.8%) from S.T. Johsep School, 25 (24.6%) from S.T. Philips School, 34 (28.2%) from Action School, and 31 (25.4%) from Ideal School.

CHAPTER 6
CONCLUSION

6.1 Conclusion of the Study

According to the report, Facebook was selected by village students as the most often used media. The pattern suggested that people used social media for companionship and enjoyment. They preferred to share their research and study projects, educational activities, knowledge, and growing networks, nevertheless. They encountered issues such power outages, slow internet speeds, a lack of infrastructure, utilizing social media during the semester, privacy leaks, and physical issues.

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