



The Trend of Using Social Networking Site at Public University Students

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<p>Abstract: The utilization of Social Networking Sites (SNS) has experienced a surge in popularity in recent years, particularly among university students for the purposes of studying and communication. This paper investigates the experiences of university students in using social networking sites (SNS) and the approaches they choose to enhance social interaction and learning activities by utilizing social media platforms such as Facebook, You tube, Instagram, and WhatsApp. The quantitative study was established on primary data gathered from a semi-structured face-to-face and on air interview with Jahangirnagar University students who reported the multiple strategies in learning and communicative activities and experiences received from SNS. The results of the study showed how many times they spent using SNS. Despite some limitations, varsity students use SNS for social and academic purposes. Unpleasant experiences like restlessness, low self-esteem, anxiety, physical threats, cyberbullying, online harassment, were also noted by the participants. This study was done using interview with 500 students of university coming from different background. Nevertheless, there is an apparent increase in the reliance on social networking sites (SNS), which poses a potential risk to the academic, social, and physical well-being of students.</p> <p>Keywords: Students, Facebook, Time, Smartphone, SNS.</p>	<p>Research Paper</p>
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1. INTRODUCTION

The utilization of social media has emerged as a means to efficiently distribute educational content and facilitate interpersonal communication. The utilization of online academic activities has been recognized as a means to facilitate peer support, foster group learning, and enhance student engagement [1]. Moreover, Price *et al.*, [2] conducted a study examining the value of students' interaction with the platform and found that the use of Social Networking Sites (SNS) is a prevalent activity in the daily routines of numerous adolescents. Moreover, individuals exploit social media sites such as Facebook, Twitter, and Myspace to develop and sustain connections, which have emerged as a notable online phenomenon experiencing significant growth in popularity during the last decade [3]. Social networking sites (SNS) provide users with the ability to create personal profiles, engage in online interactions with other users, share photographs, post updates, and exchange private or public messages with selected individuals. Moreover, previous scholarly investigations have explored the correlation between social media usage and the presence of mental health concerns, as this phenomenon pertains to a socially constructed construct [4]. In the same way, technology has facilitated individuals' access to a worldwide educational

community, enabling the exchange of ideas and fostering the advancement of innovative methods for educational instruction and engagement. Consequently, it is imperative for higher education institutions to create a conducive online learning environment by incorporating social networking services (SNS) and employing instructors who are not only engaging, but also highly skilled and productive.

The prevalence of social media usage among students, particularly at advanced educational stages, has been associated with a negative relationship between social media addiction and academic performance [5]. The findings of multiple studies indicate that the engagement and utilization of social media among young individuals have been associated with both beneficial and detrimental impacts on their academic achievement and social interactions. Nevertheless, a significant proportion of institutions of higher education see the inherent value of social media as a means of communication, namely for disseminating information to specific student populations and enhancing their visibility among prospective students.

Furthermore, students use social media platforms such as Facebook to obtain and evaluate

information in order to make informed academic assessments [6-9]. Conversely, their exposure to disaster-related news on social networking sites (SNS) has been found to be associated with heightened feelings of sadness and significant distress [10]. Despite the potential educational advantages of utilizing digital devices, universities appear to show little concern for this matter, possibly due to the perception that social media is more suitable for social interactions rather than academic purposes [11]. Additionally, the lack of government support in implementing technology as educational platforms [12] has unfortunately hindered the progress of innovative learning. It is imperative to possess a thorough comprehension of the factors that drive students to engage with social media and the potential impact of such usage on their academic performance and interpersonal skills. While there is data supporting the positive impact of social media platforms like Facebook on student learning [9, 11, 13], there remains a lack of understanding about students' comprehension of the usage of social networking sites (SNS) in educational environments, both within classrooms and for interactive reasons.

In their study, Giunchiglia *et al.*, [14] investigated the impact of adults' utilization of social networking sites on the academic achievement of young individuals, and consequently, its potential to diminish overall societal output. Although social media platforms are commonly used for socializing, Alabdulkareem [15] found that teachers and students in Saudi middle schools exhibited a strong interest in incorporating social networking sites (SNS) into their educational activities.

However, a study conducted by Hasan [16] revealed that the utilization of coping mechanisms such as problem-solving and prevention was found to have a statistically significant difference between the group with internet access and the group without internet access. Conversely, previous research [17] indicated that social media had a more negative impact than positive, as students tended to spend excessive time on social media for non-educational purposes. This resulted in distractions from the learning environment and subsequently hindered their academic progress [18]. The findings indicated that despite encountering certain negative experiences, students exhibited a heightened level of engagement with social networking sites (SNS). This engagement was primarily driven by their desire to partake in social activities and establish connections with individuals in the nearby area.

2. METHODS AND STUDY DESIGN

The primary aim of this study was to investigate the utilization and encounters of social networking sites (SNS) among college students. Each interview, which also included many focus groups, had an average duration of 15 minutes and was recorded with the explicit consent of the participants. Prior to being presented with the prepared questions, the participants were provided with information regarding the aims of the study. A sample of undergraduate students from various academic years (first, second, third, and fourth) was randomly selected from Jahangirnagar University located in Bangladesh. Data was collected through interviews and afterwards analyzed.

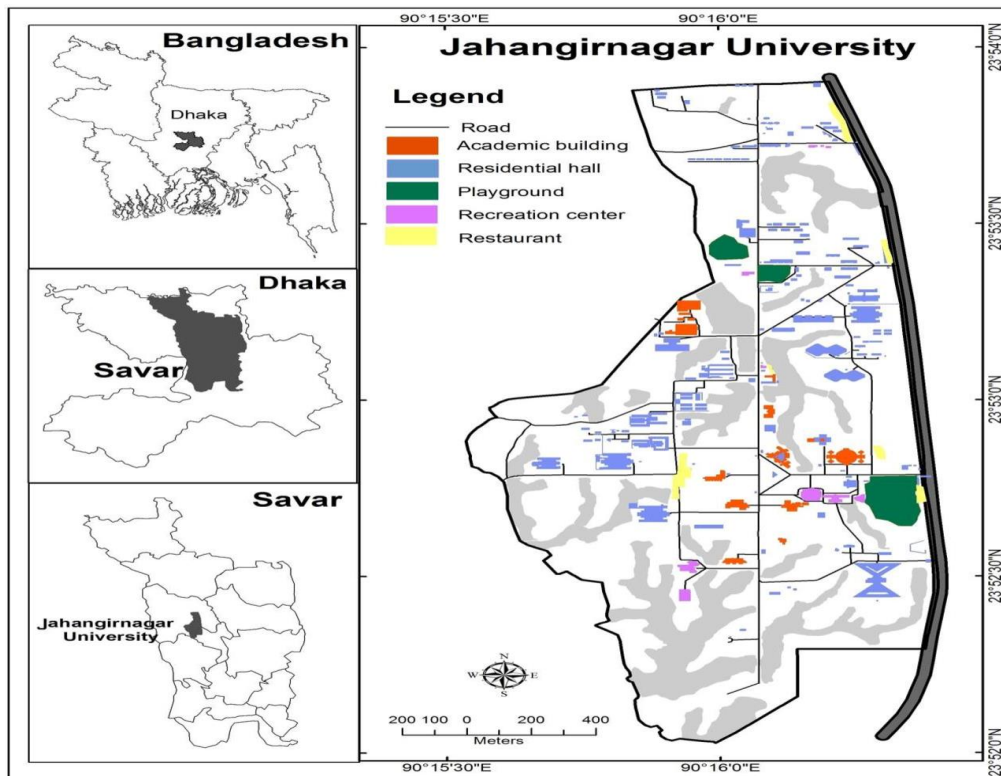


Figure 1: Map of Jahangirnagar University Campus

2.1 Data Collection

Semi-structured interviews were performed to obtain open-ended comments from participants regarding how they utilized social media for learning and socializing. The initial segment of the interview was on gathering data regarding the behaviors and practices of university students in relation to social media platforms, specifically Facebook. This encompassed exploring the significance of social interactions, patterns of usage, as well as the many settings and manifestations of engagement with social media. The subsequent sections of the framework focused on the utilization of social networking platforms by students for communication and interaction, respectively. Prior to the interview, the researchers employed several methods, including phone calls, emails, Facebook Messenger, and face-to-face interactions, to obtain informed consent from the student participants. In addition to conducting interviews, a diverse range of primary and secondary sources were consulted, including archived materials, scholarly

publications, books, reputable websites, newspapers, and official government records, in order to gather pertinent and reliable data.

2.2 Duration: This study was conducted from May 2023 to June 2023 at Jahangirnagar University.

2.3 Statistical analysis: All data collected were analyzed using micro-soft excel 2016 software.

2.4 Ethical consideration

This study was carried out in accordance with the required research ethics. Prior to the start of the participants' involvement in the study, the participants' agreement for participation was also sought (Helsinki declaration).

3. RESULTS

The overall findings were categorized in table.

Table 1: Demography of study population

Variables	Number of individuals	Percentage (%)
1 st year students	200	40
2 nd year students	100	20
3 rd year students	150	30
4 th year students	50	10
Total	500	100

Table 2: Time spent by students using social networking sites on average basis per day

Social networking sites (SNS)	Average time spent (hours)	Percentage per day in hour
Facebook	3.6	15 %
Youtube	1.8	7.5%
Instagram	0.6	2.5%
Whatsapp	1.2	5%

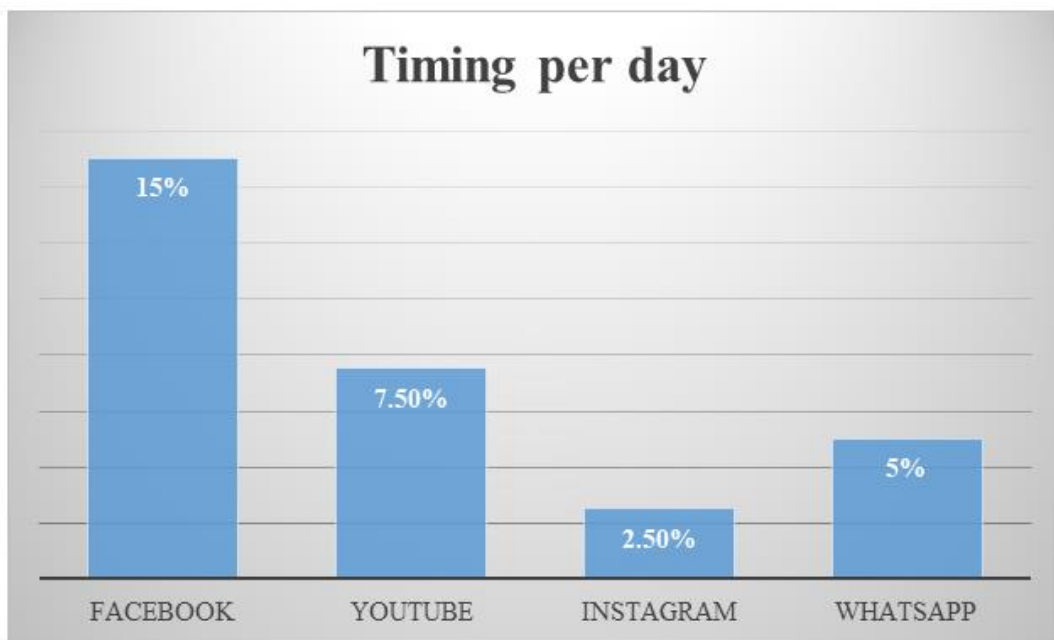


Figure 2: Average percentage of time spent per day using SNS

Table 3: Student's comments over using SNS

Variables	Individuals	Sites	Comments (+) positive	Comments (-) negative
1 st year	200	Facebook, Youtube, Instagram, Whatsapp	138	62
2 nd year	100		61	39
3 rd year	150		78	72
4 th year	50		21	29

(Table 1) shows the demographic characteristics of study population where most of the students from 1st year (40%) and least number of students from 4th year (10%). There are a total 500 individuals from university were chosen and conducted face to face interview also with on air interview.

Basically, students spent their time on SNS sometimes for nothing, sometimes for fun and sometimes for essential information, learning alternative, teaching and news. Most of the students told us that they mostly prefer Facebook as social media to convey their thoughts and status. Table-2 shows the analysis about time spent using social networking sites, where included Facebook, Youtube, Instagram and Whatsapp as a medium. Here we excluded Tiktok, although it is famous among teenager and young, but it was banned in Bangladesh like some other countries. Most of the individuals said that they spent much time on facebook consisting 15% time of a day. Accordingly, 7.5% time spent using youtube, 2.5% in instagram and 5% in whatsapp over the day (Figure 1).

All the students were asked about their thought and perception (negative or positive) over social networking sites. (Table 3) summarizes a glimpse of their perception. Despite some student put mix feeling and comments, they were free to share with our volunteer. According to dataset 1st year students are more positive about social media while 4th year student are comparatively more negative. The observation illustrates many instances in which individuals have misused social networking sites (SNS). Based on this assertion, it can be deduced that social media has been subject to significant misuse by the general populace, despite its potential as an exceptional educational resource.

4. DISCUSSION

The study demonstrated that social networking sites (SNS) were heavily used by university students for both social and academic objectives. Moreover, university students have demonstrated a significant inclination towards using internet resources for research purposes, since they are encouraged to engage in self-directed learning and allocate time for exchanging ideas with both their classmates and the general public beyond the confines of the traditional classroom setting. There are presence of certain drawbacks, such as elevated expenses, addictive tendencies, depressive symptoms, and diminished self-esteem, it is evident that a significant proportion of university students possess an understanding of the positive effects associated with social networking site (SNS) technology.

A significant proportion of university students employed their smartphones to establish communication with their relatives, colleagues, and instructors through various cost-free applications, including Facebook, Messenger, Instagram, Tiktok, YouTube and Wikipedia. The findings of a previous study conducted in a more advanced setting [19], align with the notion that social networking sites (SNS) fulfill many communication purposes in the everyday lives of students. Research has demonstrated that the utilization of social media platforms for engaging in debates and conversations can potentially enhance students' capacity to critically analyze and evaluate in various contexts. When doing a comparative analysis between our findings and previous studies [20], it is important to note that social networking service (SNS) tools offer advantages in terms of education, information dissemination, and communication.

Students who have access to the internet exhibited superior levels of technical proficiency, engaged in the exchange of educational resources, and facilitated interactive learning with their peers more effortlessly compared to those who lacked such access. Nevertheless, the situation was exacerbated by the presence of counterfeit identities and the utilization of anonymous social media connections. In addition, certain students resorted to borrowing a device from a peer, thereby illustrating their limited financial means and consequent lack of access to more advanced technological resources that could enhance their capacity for skill and knowledge acquisition. This stands in contrast to the observations made in Turkey [21], where students exhibited improvements in their writing abilities through the practice of sharing their assigned tasks on social media platforms and engaging in reciprocal feedback exchanges.

Interestingly, despite encountering objectifying content, a number of participants in the study reported feelings of loneliness and a lack of physical interaction with peers and teachers. They also expressed discomfort with the absence of direct engagement in socialization [22]. In contrast, previous research conducted in Afghanistan has already established a link between prolonged use of social networks and the development of psychological disorders, which aligns with the findings of the current study [23]. Based on the findings of a previous study, prolonged participation with social networking sites (SNS) has been associated with a range of adverse effects, such as insomnia, ocular tiredness, diminished self-worth, heightened anxiety, depressive

symptoms, instances of cyberbullying, and various health-related concerns. Additionally, social networking sites (SNS) have the potential to cultivate adverse emotional states, including addiction and discontentment with one's environment.

Moreover, the results indicated that individuals perceive social networking sites (SNS) as a means to access and explore current events, both at a local and global level. Additionally, SNS is seen as a convenient platform for efficient communication, which enhances users' cognitive abilities. Similarly, the social networking service (SNS) user conveyed appreciation for the opportunity to receive instruction on global issues, along with undertaking extensive examination preparations pertaining to their career prospects. However, the aforementioned endorsement of social networking sites (SNS) in terms of their communicative and intellectual benefits is challenged by the research conducted by [24]. This study revealed that adults who engage with social networking applications may impede their academic progress, thereby potentially restricting societal productivity and the acquisition of essential dynamic skills and experiences.

Previous studies [25] have examined the correlation between shy individuals' usage of online social networks and found that these platforms offer an attractive environment for introverted individuals to participate in communication with others. Despite the numerous advantages that innovative platforms provide to individuals, there exists a subset of persons who are inclined to engage in misuse of these platforms. However, via the enhancement of their health-related behaviors and the cultivation of a more positive mindset towards social networking sites (SNS), certain individuals appear to be capable of placing themselves in a more favorable position. It is noteworthy that certain individuals who possess a strong enthusiasm have shown a concern for providing instruction in relevant fields of study and promoting knowledge regarding the use of social networking sites (SNS). This development is indicative of a favorable trend towards fostering human curiosity and effectively harnessing innovative technologies for meaningful purposes.

Yet, the utilization of technology enables students to engage in collaborative activities with their peers and educators. Regrettably, a significant proportion of students predominantly employ technology for recreational purposes, resulting in a frequent mishandling of its potential rather than its intended educational application. It is noteworthy that individuals engage in digital communication using their fingertips even while they are in close proximity to one another. Furthermore, there is a growing trend of individuals becoming increasingly lethargic and developing a dependence on social networking sites (SNS). Moreover, it is imperative to underscore the significance of socioeconomic factors in relation to the effectiveness of

social networking sites (SNS). These factors include reliable internet access, dependable internet devices, as well as limited technological or linguistic capabilities. These results could corroborate the idea that using social media could create new opportunities for talking about their needs for assistance, and the study's results could also advance knowledge of young people's online experiences at universities. Finally, this study offers a starting point for additional investigation into the impact of social media on the wellbeing of graduate and undergraduate students as well as the reasons behind the popularity of particular SNS tools over others.

5. Limitations of Study

This study was carried out at a single institution that cannot represent the whole scenario of all Bangladeshi educational institutions. Besides, the study population were from different batches and not in homogenous number.

6. CONCLUSION

The results showed that social networking sites were widely used by university students for both socializing and academic objectives. Students have shown a strong desire to promote self-directed learning, explore internet resources, and set aside time to exchange ideas with peers and the public outside of the classroom. To guarantee the best possible use of the SNS, instructors and students must get training. The emergence of SNS addiction threatens students' academic, social, and physical welfare. Financially disadvantaged populations should be prioritized for program development and enrollment, and educators, administrators, and accountable organizations must evaluate any risks related to integrating SNS into education and develop a plan to reduce the risks. More awareness may open the door for more conversations with youngsters regarding supporting needs, and future research may focus on the elements that contributed to the success of a select applications over other SNS.

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Author Contribution: All author contributed significantly to design and development of this work.

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