

Impact of Using Social Media on Social and Academic Life: A Study on University Students

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Abstract: This study is conducted to investigate the impacts of social media on social and academic performance of graduate and undergraduate students in public universities. Because of widespread adoption of social media among university students, there is a growing interest on how social media is affected their social and academic performance. The impact of social networking sites on academic performance may extend to the major concern related health, economic and other crises. Therefore the study was undertaken among 180 respondents selected by simple random sampling from different universities. The study found that respondents faces some problems using SM such as-spending money(68.9%),eye problem(57.2%),but they got some facilities also from it-knowing exam schedule (95.5%),collecting academic document (84.4%),attending virtual classes(83.9%). Exploratory factor analysis about the impact of social media on academic life and The KMO measure of the indicators has been found as .708 and significance level of 0.000, Initial Eigenvalues are 69.281% and Cronbach's alpha was equal to .789, $p < .0001$.

Key Words: Student Social media, Academic life, health threat, privacy and security threats.

I. INTRODUCTION

In recent years, technology has attempted to fulfill its function in assisting humanity, resulting in a significant means of social interaction as well as teaching and learning. In this modern era, social media and social networks drastically influence the student community, and such technology is progressively becoming an everyday part of every individual's life in modern society. Innovations in the field of information technology are happening at a breakneck pace, and they're being broadcast through a slew of social media and networking sites. For example, Facebook, messenger, LinkedIn, Twitter, Zoom, Google meet and WhatsApp provide new-fangled social interaction patterns of communication and some of these methods of communication are neither directed nor reciprocated. There is limited discussion about the potential influence social media has on encouraging university students to engage offline in their university community. This study examines how social media can be used to persuade university students to engage in offline face-to-face encounters with their peers. The popularity of social media among university students appears to be growing by the day, and many of them rely on it for interactions and communication. University students, it seems, are constantly using social media. It promotes virtual communities and virtual learning environments (VLEs) to facilitate distributed learning among users (Hussain, 2005).

The students interact in their virtual communities freely with members of the community. They will be able to exchange knowledge, study experiences, research projects, and job opportunities. The use of social media for educational purposes is affected by a variety of factors. Among the users of social media, the students grab a larger part. The students are those users who pass most of their time in using social media. Through social media they can disseminate their knowledge or collect information regarding their studies. The researchers personal experience said besides they are facing too many negative impacts of social media. Strong involvement with social media makes them away from their families, wasting their reading hours etc. The aim of this research is mainly to find what kind of impacts of social media are on student's social and academic life.

1.2 Social Media

According to Brian Soils, Social media refers to the internet tools and methods that individuals use to exchange ideas, knowledge, stories, and perspectives. Text, photos, audio, and video are just a few of the many various formats that social media can take. In order to facilitate user interaction, these websites frequently make use of technologies including blogs, message boards, podcasts, wikis, and vlogs. Wikipedia (reference), MySpace (social networking), Gather.com (social networking), YouTube (video sharing), Second Life (virtual reality), Digg (news sharing), Flickr (picture sharing), and Miniclip are a few well-known examples of social media applications (game sharing).

Users usually access social media services via web-based apps on desktops and laptops, or download services that offer social media functionality to their mobile devices. Individuals, groups, and organizations can upload, co-create, debate, participate in, and change user-generated or self-curated content posted online as users interact with these electronic services.

1.3 Statement of the problem

When it comes to tackling social issues and encouraging academic reform in university students, social media can be strong or powerful instruments. There has been a comparable rise in the incorporation of social media into teaching, learning, and communication at the university level with the rapid expansion in the number and use of social media as a daily communication medium for individuals and organizations. Their relationship has altered, along with their

actions and language. Social media frequently improves social interactions. Frequently, it is the complete opposite and ushers in darkness in their lives. Social media has not only impacted their social lives but also their academic lives. Both academic and social lives are influenced by social media. At present, students are becoming more and more social media oriented. The various elements of social media, the benefits are attracting them to use social media. In view of this, this study examines and assesses the impact social media has on social and academic life can be it positive or negative impacts.

1.4 Objective of Study

Broad Objective

The general objective of the study is aimed to investigate the impacts of social media on social and academic life of undergraduate, graduate or post-graduate level public university students in Bangladesh.

Specific Objectives

To analyze the impact of social media on social life.

- To examine the impact of social media on academic life.

1.5 Rationale of the study

Social networks are becoming more popular among university students and are a new way of spending free time and serve as a separate channel for finding the necessary information, both educational and entertaining. The students are using social media as way to communication and also building relationship with others across the world.

It is anticipated that the results obtained would add to the wealth of information currently available on social media usage, its impact on university students' academic performance and social life as it is newly emerging and instantly advancing technology which would be indispensable for policy makers, development practitioners, service providers, current users, and potential users. Hence, the output of this research can contribute to these endeavors by creating awareness at the grass root level.

As the social media has spread completely in recent time, there is not so much research done to find the impacts of using social media of social and academic life on university students. Some work has been done in this sector but this research aims to specifically identify what are the impacts of using social media of social and academic life on university students. The findings of the study will help the decision makers in education and the authorities to control the use of social media if it be negative. On the other hand, usage of social media can be increased to acquire knowledge while it is positive.

II. LITERATURE REVIEW

Relevant literatures were collected through various sources and reviewed them to identify the research gap and to find out the answers of the research questions.

Among the various researches Mensah & Nizam concluded in their study that social media platforms have a significant impact on students' academic performance in Malaysia tertiary institutions. Nevertheless, of the six variables used in their research, time appropriateness and health addiction has a greater significant impact on students' academic success. This is because time management is so important in assessing an individual's success or failure. As a result, students who struggle with time management are vulnerable to the harmful effects of social media. Similarly, in terms of well-being and addiction, students who are engrossed in social media sites end up missing meals, which has a negative effect on their health. (Mensah & Nizam, 2016)

According to Thoene to his study of "The Impact of Social Networking Sites on College Students' Consumption Patterns", he found the higher the frequency of social media usage the more likely customers are to shop at the businesses they have befriended. His research explores the influence of social media, especially Facebook and Twitter, on college students' buying behaviors by searching for associations between social media suggestions and consumption patterns. In addition, the study investigates the impact of gender and social media use frequency on consumption habits. For both Facebook and Twitter, the relationships between several variables were investigated in order to answer this research question: Frequency of correspondence; number of companies liked; frequency of shopping at "liked" stores; frequency of sales, specials or coupons; and usage frequency of the sales, specials or coupons received from these sites. Pearson correlations were used at a significance level of 0.05 since the scales used reflected interval-level data. Students who like more businesses on Facebook receive more correspondence from these companies and are more likely to use the ads when shopping there, according to the studies. Furthermore, students who follow businesses on Twitter receive information from the organization, but only marginally more correspondence than those who do not. Individuals who receive correspondence from businesses, on the other hand, are more likely to shop there and receive promotional offers. (Thoene, 2012). In this research, researcher does not find any academic purpose of using social networking sites. And he just looks at the business or shopping sites of students' social life. So I want to show in details of students' social and academic life.

Students' use of online social networks for learning purposes can be divided into the following categories, according to a study conducted with secondary school students by Alkan and Bardakci social networking, following shares, engaging with content, communication, doing homework, and receiving support. In light of this circumstance, it is vital to expand research into the use of the participants' social networks, taking into account a variety of ages, learning areas, time, and living places. As a result, the current study's goal is to look into the participants' use of social networks in terms of gender, social networking experience, and social networking climate. (Alkan and Bardakci, 2017)

According to Selwyn, the outcomes of the study are likely to aid in the application of online learning environments to undergraduate students via social media. As a result, educational interventions or programs aimed at utilizing social networks in online learning environments may be developed. It is also expected to aid educators in evaluating the proposed use of social networks in educational settings. Aside from that, the study may be useful to instructional designers by offering information on users' social network preferences and aims. In terms of self-presentation and connectedness enhancement, students find tempting roles in social networks. As a result, given the ease with which kids can network, some educators have emphasized the positive potential of social networking. For example, social networking sites may be used to elicit peer reviews or to provide a shared learning atmosphere across social networking platforms. (Selwyn, 2009),

In the study of "College students and risk-taking behavior on Twitter versus Facebook" said that Social networks, which have the characteristics that enable individual's active in both social and personal areas, are used extensively by the generation Y. In this study researcher found that the reason for the use of social networks among university students is a matter of curiosity. According to studies, social networking sites are used by people of all ages, but university students are one of the most active users (Miller and Melton, 2015)

For this reason, another study named "Social Media & Mobile Internet Use among Teens and Young Adults" found that it is considered as important to explore the purpose of using social networking and the reasons that may affect these goals. In the extant literature, the use of social networking networks of individuals has diversified as research, collaboration, communication initiation, communication, maintaining communication, content sharing, and entertainment (Lenhart et al., 2010). In this research researcher showed the academic life of a students and it is similar to me. But they didn't show the social sites of using social media. And they were found results only based of using Facebook and Twitter. But there have other sites of social media and they ignored it. And I tried to cover all of the categories of social media in my research which made it enriched.

Hussain, his study was conducted to examine the trend of using social media among university students, evaluate reasons behind using social media, and identify the problems of university students in using social media. According to the findings, the majority of students (90%) prefer to use Facebook. They used social media to share academic experiences and create social networks all over the world. They used such media for sharing their learning experiences with their colleagues and international community. The study revealed that social media played an important role in fostering cooperation and linkage in the creation of virtual communities around the world. Using social media was also a challenge for the respondents. (Hussain, 2012). They had internet latency concerns as well as power outages/load

shedding. The majority of this study's subject-object is linked to my thesis. And researcher tried to find out some different things from this research study.

A study about "The Internet in New Zealand" said that the trend of using social media among university students seems to be increasing day by day and a large number of them are relying on its usage for interactions and communication. Seemingly, the number of students particularly at higher education level is using social media forgetting about their physical, mental and psychological health. Nonetheless, the country's profile and infrastructure availability are important factors in its increased usage. On the Second World Internet Project New Zealand Survey, Smith and et al (2009) collaborated. According to the project study, 83 percent of New Zealand people used the internet on a regular basis, with 80 percent using it for daily contact and 33 percent using instant messaging, 25% of respondents said they played video games at least once a week, and 50% said they were members of social networking sites. (The Internet in New Zealand ,2009)

According to a study conducted at Kogi State University, students' exposure to social media has an effect on their academic success. It is clear that social media has a negative impact on students' academic success. Students who spend more time on social media are likely to perform poorly in their academics this is because instead of reading books, they spend time chatting and making friends via social media would have a negative impact on their academic success.

The purpose of this article, the impact of social media on academic performance of selected college students, is to assess the impact of social media on academic performance of selected college students. The authors of this article discuss the real effects of youth contact on social media on a regular basis. Researcher found that the use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. Students and organizations may use social networking platforms to develop their learning methods in a variety of ways. According to the results of the survey, it was found out that most of students are strongly agreed that social media has negative effect on their academic performance. And some of respondents are agreed that positive effect of social media on their academic performance. Based on the findings, the researcher said that social media becomes an integral part of the student's full life, took up most of his spare time. The amount of time spent on social media by the respondents indicated that it has a negative effect on their academic results.

According to the study of Owusu-Acheaw& Larson, it was discovered that their respondents' use of social media had a negative effect on their academic performance, and that there was a clear positive association between social media use and academic performance. Their research also found that the majority of their respondents tend to chat on social media

platforms rather than use them for academic purposes. (Owusu-Acheaw & Larson, 2015).

The study's results, according to Kolan and Dzadza, expose the essence of social media as a useful servant but a dangerous master and a two-edged sword. Despite the advantages that students can derive from social media networks, such as exchanging knowledge, developing relationships, and engaging in group discussions, social media use can lead to addiction and diversion, which can have significant implications on students' academic lives. Piracy is one of the detrimental consequences of social media. The fact that illegally uploading movies and TV shows is free is the primary motivator for Australians of all ages 13. (Kolan and Dzadza, 2018)

For educators and social scientists, studying how university students use social media is a fascinating subject. According to Hamid, Chang, and Kurnia the available literature includes useful designs and styles for using it at the university level. It refers to the process of producing content with less emphasis on how to share, connect, collaborate, and socialize with it. (Hamid, Chang, and Kurnia, 2009). There tend to be a number of justifications for using social media in higher education. Its use was confirmed by maintaining the position that it is used to improve students' study experiences by providing e-support services to them (Dabner, 2011).

It's used to make it easier for students in virtual communities to communicate with one another. Facebook tends to be the most common as a means of communication for communicating with students, among other things (Mack, Behler, Roberts, & Rimland, 2007).

In 2008, Armstrong and Franklin compiled a detailed paper. The students used social media in a variety of ways to enhance and improve their learning, including reflection and interactive experiences in virtual environments, according to the study. They were, however, reliant on infrastructure, as well as the ability to use social media. (Armstrong and Franklin, 2008)

In the study of Kirschner and Karpinski, they discovered a strong connection between Facebook (a type of social media) usage and academic success. (Kirschner and Karpinski, 2010). On average, Facebook users had lower mean GPAs and spent less hours per week learning than Facebook non-users. The majority of students reported that they use Facebook at least once a day. Similar results are also reported in Vanden Boogart (2006), Canales et al., (2009), and Junco (2012).

According to the study of Pempek et al., found that students spend approximately 30 minutes on Facebook (a social media) throughout the day as part of their daily routine. Facebook was mainly used for social contact, primarily with friends with whom the students already had an offline relationship. They explored ideas for developing identity and peer relationships through the use of social networking sites. (Pempek et al., 2009).

According to Arnold and Paulus while students use social media for educational purpose, students organize the technology into their lives in such a way that may differ from the thought of the course instructor. Students generally interested more with off-topic discussions on social media. This means that social media is such a platform where students love to share and discuss on their off-topic discussion. (Arnold and Paulus, 2010)

Previous researches discussed the impact of social media from various perspectives but very few research look for the impact on academic and social life of the students. On the other hand, some researches discussed the issue from their own perspectives but in this research it was analyzed according to the Bangladesh perspectives which is so far a research gap.

III. STUDY METHODS AND DESIGN

The study will use various methods and techniques considering its objectives. The following methods and techniques were used to achieve the exact measures of the study. The study will be conducted with the main focus on evaluating the trend of university students to using social media. The survey design will be adopted for this study. The study is descriptive study and it involved the collection of quantitative evidence about students of seven public universities of Bangladesh.

It will essentially consider as the most suitable design for the work because student's opinion will be the main source of primary data collection. The population of the study will be consisted of students of various public universities in Bangladesh such as Dhaka University, Rajshahi University, Jahangirnagar University, Bangladesh Agricultural University, Hazi Mohammad Danesh Science and Technology University, Jatiyo Kabi Kazi Nazrul Islam University and Begum Rokeya University, Rangpur.

3.1 Data Collection Techniques and Tools

The data collection technique using was the questionnaire method. The instruments for data collection will be the questionnaire with both open-ended and close-ended questions.

All of the questionnaire will use to ascertain a quantitative measure and others will use to ascertain qualitative measures of the respondents to find out the impacts of social media on social and academic life on students of seven public universities of Bangladesh.

3.2 Sources of Data

There are two sources of data collection, these are as follows.

Primary Source: in primary source, data were collected by online interview

Secondary Source: in secondary source, data were collected from newspaper, university journal, online page and internet.

3.3 Study Population

The study populations are all the students of Dhaka University, Rajshahi University, Jahangirnagar University, Bangladesh Agricultural University, Hazi Mohammad Danesh Science and Technology University, Jatiyo Kabi Kazi Nazrul Islam University and Begum Rokeya University, Rangpur. The sample size for this study will be 180. The finalized research tool will administer through volunteer participation of the respondents.

3.4 Study Area

The research has been conducted at the selected seven public universities of Bangladesh-Dhaka University, Rajshahi University, Jahangirnagar University, Bangladesh Agricultural University, Hazi Mohammad Danesh Science and Technology University, Jatiyo Kabi Kazi Nazrul Islam University and Begum Rokeya University, Rangpur campus premises.

3.5 Sample Procedure

To select the respondents, simple random sampling will be used in the campus premises. For better representation of students of campus, some students of various departments have been selected. Students of various department of Dhaka University, Rajshahi University, Jahangirnagar University, Bangladesh Agricultural University, Hazi Mohammad Danesh Science and Technology University, Jatiyo Kabi Kazi Nazrul Islam University and Begum Rokeya University, Rangpur will have been chosen conveniently and have been selected randomly for the interview.

3.6 Sample Size

A total of 180 students of seven public universities of Bangladesh named Dhaka University, Rajshahi University, Jahangirnagar University, Bangladesh Agricultural

University, Hazi Mohammad Danesh Science and Technology University, Jatiyo Kabi Kazi Nazrul Islam University and Begum Rokeya University, Rangpur have been selected as sample.

3.7 Data Processing

Filled questionnaire has been numbered and checked for completing, clarity and consistency at the interview. Recorded direct interviews have been transcribed in sequence in notebook. Relevant and important data have been cleaned up and irrelevant data have been expunged.

3.8 Data Analysis

The data will have been analyzed and recounted by using descriptive as well as approximate statistical analysis. In this research, Frequency distribution, reliability test, KMO-Bartlett's test, Regression and Factor analysis (PCA) were used to analyze the data. Various computer softwares like SPSS Excel, Excel Spreadsheet and MS Word used to illustrate and presume the data where it was applicable.

IV. DEMOGRAPHIC

The students of universities students in Bangladesh are generally active social media user. Total seven public university students are responded for this study. These various public universities in Bangladesh are named as Dhaka University, Rajshahi University, Jahangirnagar University, Bangladesh Agricultural University, Hazi Mohammad Danesh Science and Technology University, Jatiyo Kabi Kazi Nazrul Islam University and Begum Rokeya University, Rangpur. In this chapter researcher wants to find out the demographic characteristics of the respondents. The researcher has set some questions in the questionnaire to about the demographic characteristics of the public university students who are the respondents. These are described in this part.

Table 1: Demographic characteristics of the students

| SN | Name | Category | Frequency | Min. | Max. | Mean | Std. Deviation | Total |
|----|--------------------------|----------|-----------|------|------|-------|----------------|-------|
| 01 | Age of Classification | 16-20 | 55 | 17 | 27 | 21.97 | 2.228 | 180 |
| | | 21-25 | 120 | | | | | |
| | | 26-30 | 05 | | | | | |
| 02 | Year of Family Schooling | 0-30 | 47 | 10 | 145 | 46.11 | 23.344 | 180 |
| | | 31-60 | 95 | | | | | |
| | | 61-90 | 33 | | | | | |
| | | 91-120 | 4 | | | | | |
| | | 121-150 | 2 | | | | | |
| 03 | Peer Group | 0-5 | 134 | 0 | 20 | 5.28 | 4.303 | 180 |
| | | 6-10 | 33 | | | | | |
| | | 11-15 | 8 | | | | | |
| | | 16-20 | 5 | | | | | |

| | | | | | | | | |
|----|-------------------------------------|-----------|-----|----|------|---------|----------|-----|
| 04 | Number of social media friend lists | 0-1000 | 101 | 9 | 3900 | 1484.16 | 2701.289 | 180 |
| | | 1001-2000 | 44 | | | | | |
| | | 2001-3000 | 19 | | | | | |
| | | 3001-4000 | 10 | | | | | |
| | | 4001-5000 | 6 | | | | | |
| 05 | Age of starting to use Social Media | 10-15 | 28 | 10 | 23 | 17.33 | 2.151 | 180 |
| | | 16-20 | 142 | | | | | |
| | | 21-25 | 10 | | | | | |

(Source: Survey, December 2020)

Table 1 showed that the students of universities students in Bangladesh are generally active social media user from 16 to 25 years and the mean value of their age is 21.97.

The responded were selected from seven public universities. In this chapter researcher wants to find out the trends of using social media under many criteria of using social media. These are described in this chapter.

Purpose of Using Social Media

Table 2: Social media using purpose

| Purpose | Frequency | Percent |
|---------------------------|-----------|---------|
| Friends Communication | 26 | 14.4 |
| Educational Communication | 20 | 11.1 |
| Family Communication | 20 | 11.1 |
| Social Communication | 100 | 55.6 |
| Others Communication | 14 | 7.8 |
| Total | 180 | 100 |

(Multiple answers are accepted) (Source: Survey, December 2020)

Table 2 showed that most of the students used social media for social communication (55.6%) and then 14.4% used for communication with their friends. Few of them used it for educational purpose (11.1%).

Purpose of spending more time in SM

Table 3: Purpose of spending more time in SM

| PSMTSM | Frequency | Percent |
|---------------|-----------|---------|
| Entertainment | 80 | 44.4 |
| Communication | 50 | 27.8 |
| Time pass | 20 | 11.1 |
| News | 15 | 8.3 |

| | | |
|---------------|-----|-----|
| Academic work | 10 | 5.6 |
| Others | 5 | 2.8 |
| Total | 180 | 100 |

(Multiple answers are accepted) (Source: Survey, December 2020)

Table 3 showed that 44.4% students used social media for the purpose of entertainment and 27.8% used for communication.

Number of Hours Spent on Educational work in daily (Hour)

Table 4: Number of Hours Spent on Educational work in daily (Hour)

| N | Minimum | Maximum | Mean | Std. Deviation |
|-----|---------|---------|------|----------------|
| 180 | 0 | 12 | 3.88 | 2.087 |

(Source: Survey, December 2020)

In table 4 showed that maximum 12 hours are spent on educational work in daily.

Impacts of using SM on social life and academic life

Table 5: Impacts of using SM on social life and academic life

| Impacts | Frequency | Percent |
|------------------|-----------|---------|
| Agree | 75 | 41.7 |
| Disagree | 15 | 8.3 |
| Undecided | 10 | 5.6 |
| Totally Agree | 47 | 26.1 |
| Totally Disagree | 33 | 18.3 |
| Total | 180 | 100.0 |

(Source: Survey, December 2020)

The students (67.8%) agreed or totally agreed that social media have an impact on social and academic life showed in table 5.

Impacts of using SM on Social life

Table 6: Impacts of using SM on Social life

| Name | Impacts | Totally Disagree | Disagree | Undecided | Agree | Totally Agree | Total |
|--|-----------|------------------|----------|-----------|-------|---------------|-------|
| Impacts of using SM on Language Increase of using slung language (IL1) | Frequency | 19 | 30 | 14 | 83 | 34 | 180 |
| | Percent | 10.6 | 16.7 | 7.8 | 46.1 | 18.9 | 100 |
| Increase idleness inactivity (IL2) | Frequency | 83 | 22 | 9 | 44 | 22 | 180 |
| | Percent | 46.1 | 12.2 | 5.0 | 24.4 | 12.2 | 100 |
| Increase dishonor (IL 3) | Frequency | 55 | 51 | 15 | 27 | 32 | 180 |
| | Percent | 30.6 | 28.3 | 8.3 | 15.0 | 17.8 | 100 |
| Face to information insecurity in society (FIIS) | Frequency | 97 | 17 | 17 | 35 | 14 | 180 |
| | Percent | 53.9 | 9.4 | 9.4 | 19.4 | 7.8 | 100 |
| Impacts on health Do not get enough sleeping time (IH1) | Frequency | 96 | 12 | 7 | 53 | 12 | 180 |
| | Percent | 53.3 | 6.7 | 3.9 | 29.4 | 6.7 | 100 |
| Affects mental health (IH2) | Frequency | 74 | 24 | 23 | 34 | 25 | 180 |
| | Percent | 41.1 | 13.3 | 12.8 | 18.9 | 13.9 | 100 |
| Arises eye problem (IH3) | Frequency | 103 | 6 | 13 | 49 | 9 | 180 |
| | Percent | 57.2 | 3.3 | 7.2 | 27.2 | 5.0 | 100 |
| Arises headache (IH4) | Frequency | 91 | 13 | 18 | 47 | 11 | 180 |
| | Percent | 50.6 | 7.2 | 10.0 | 26.1 | 6.1 | 100 |
| Impacts of using SM on Economy Earn Money (IE1) | Frequency | 73 | 41 | 40 | 5 | 21 | 180 |
| | Percent | 40.6 | 22.8 | 22.2 | 2.8 | 11.7 | 100 |
| Expend Money (IE2) | Frequency | 124 | 5 | 4 | 40 | 7 | 180 |
| | Percent | 68.9 | 2.8 | 2.2 | 22.2 | 3.9 | 100 |
| Play role to aware people (PRAP) | Frequency | 116 | 5 | 10 | 33 | 16 | 180 |
| | Percent | 64.4 | 2.8 | 5.6 | 18.3 | 8.9 | 100 |
| Play role to take decision (PRTD) | Frequency | 114 | 5 | 11 | 37 | 13 | 180 |
| | Percent | 63.3 | 2.8 | 6.1 | 20.6 | 7.2 | 100 |
| Impacts on relationship Destroy personal relationship (IR1) | Frequency | 47 | 53 | 32 | 20 | 28 | 180 |
| | Percent | 26.1 | 29.4 | 17.8 | 11.1 | 15.6 | 100 |
| Be strengthened personal relationship (IR2) | Frequency | 72 | 35 | 39 | 7 | 27 | 180 |
| | Percent | 40.0 | 19.4 | 21.7 | 3.9 | 15.0 | 100 |
| Found old relationship (IR3) | Frequency | 123 | 6 | 7 | 40 | 4 | 180 |
| | Percent | 68.3 | 3.3 | 3.9 | 22.2 | 2.2 | 100 |
| Create new relationship (IR4) | Frequency | 126 | 5 | 3 | 44 | 2 | 180 |
| | Percent | 70.0 | 2.8 | 1.7 | 24.4 | 1.1 | 100 |
| USM11 | Frequency | 70 | 43 | 20 | 14 | 33 | 180 |
| | Percent | 38.9 | 23.9 | 11.2 | 7.8 | 18.3 | 100 |

(Source: Survey December 2020)

Here mostly 82.7% students are agreed or totally agreed that they do not get enough sleeping time, 84.4% students are agreed or totally agreed that it arises eye problem because of using social media. Here, 91.1% students are agreed or totally agreed that they spend money because of using social media. Mostly 82.7% respondents are agreed or totally agreed that social media play role to aware society people. Mostly 83.9% respondents are agreed or totally agreed that social media play

role to take decision. Around 90.5% students are agreed or totally agreed that they found old relationship and 94.4% students agree or totally agree that they create new relationship through social media in table 6.

V. USEFULNESS FOR ACADEMIC WORK

Table 7: Usefulness for academic work

| Useful for academic work | Useful | Fewer Useful | Not Useful | Undecided | Useful | Very Useful | Total |
|---|-----------|--------------|------------|-----------|--------|-------------|-------|
| Useful for theoretical work (UAW1) | Frequency | 19 | 4 | 15 | 108 | 34 | 180 |
| | Percent | 10.6 | 2.2 | 8.3 | 60.0 | 18.9 | 100 |
| Useful for practical work (UAW2) | Frequency | 42 | 11 | 20 | 88 | 19 | 180 |
| | Percent | 23.3 | 6.1 | 11.1 | 48.9 | 10.6 | 100 |
| Useful for Assignment (UAW3) | Frequency | 16 | 5 | 9 | 106 | 44 | 180 |
| | Percent | 8.9 | 2.8 | 5.0 | 58.9 | 24.4 | 100 |
| Useful for Presentation (UAW4) | Frequency | 17 | 6 | 11 | 104 | 42 | 180 |
| | Percent | 9.4 | 3.3 | 6.1 | 57.8 | 23.3 | 100 |
| Useful for Academic Research (UAW5) | Frequency | 30 | 4 | 10 | 98 | 38 | 180 |
| | Percent | 16.7 | 2.2 | 5.6 | 54.4 | 21.1 | 100 |
| Useful for Academic Communication(UAW6) | Frequency | 4 | 6 | 120 | 50 | 0 | 180 |
| | Percent | 2.2 | 3.3 | 66.7 | 27.8 | 0.0 | 100 |
| Useful for Academic documents collection (UAW7) | Frequency | 6 | 1 | 3 | 121 | 49 | 180 |
| | Percent | 3.3 | .6 | 1.7 | 7.2 | 27.2 | 100 |
| Useful for Virtual class (UAW8) | Frequency | 13 | 7 | 9 | 111 | 40 | 180 |
| | Percent | 7.2 | 3.9 | 5.0 | 61.7 | 22.2 | 100 |
| Useful for Academic Audio Video share (UAW9) | Frequency | 4 | 2 | 5 | 123 | 46 | 180 |
| | Percent | 2.2 | 1.1 | 2.8 | 68.3 | 25.6 | 100 |
| Useful for Exam Schedule Class Schedule (UAW10) | Frequency | 1 | 1 | 6 | 105 | 67 | 180 |
| | Percent | .6 | .6 | 3.3 | 58.3 | 37.2 | 100 |

(Source: Survey, December 2020)

Table 7 showed that 78.9% respondents believe that social media is useful or very useful for theoretical work, 83.3% respondents believe that social media is useful or very useful for Assignment, 81.1% respondents believe that social media is useful or very useful for Presentation, 94.4% respondents believe that social media is useful or very useful for Academic documents collection, 83.9% respondents believe that social media is useful or very useful for Virtual class, 93.9% respondents believe that social media is useful or very useful for Academic Audio/Video share, 95.5% respondents believe that social media is useful or very useful for Exam Schedule Class Schedule. Here statistics shows that there has a positive impact of using social media on respondents' academic life.

5.1 Using Social Media

Table 8: Using Social Media

| Using Social Media | | Do all time | Do Not | Do Sometimes | Never to Do | Undecided | Total |
|------------------------------------|-----------|-------------|--------|--------------|-------------|-----------|-------|
| For Theoretical work (USM1) | Frequency | 22 | 17 | 123 | 2 | 16 | 180 |
| | Percent | 12.2 | 2.2 | 68.3 | 1.1 | 8.9 | 100 |
| For Practical work (USM2) | Frequency | 12 | 35 | 99 | 11 | 23 | 180 |
| | Percent | 6.7 | 19.4 | 55.0 | 6.1 | 12.8 | 100 |
| For Assignment (USM 3) | Frequency | 35 | 18 | 113 | 1 | 13 | 180 |
| | Percent | 19.4 | 10.0 | 62.8 | .6 | 7.2 | 100 |
| For Presentation (USM 4) | Frequency | 25 | 30 | 105 | 5 | 15 | 180 |
| | Percent | 13.9 | 16.7 | 58.3 | 2.8 | 8.3 | 100 |
| For Research (USM 5) | Frequency | 68 | 2 | 95 | 5 | 10 | 180 |
| | Percent | 37.8 | 1.1 | 52.8 | 2.8 | 5.6 | 100 |
| For Academic Communication (USM 6) | Frequency | 55 | 5 | 108 | 3 | 9 | 180 |
| | Percent | 30.6 | 2.8 | 60.0 | 1.7 | 5.0 | 100 |

| | | | | | | | |
|---|-----------|------|------|------|------|-----|-----|
| For Academic Documents collection sharing (USM 7) | Frequency | 3 | 68 | 68 | 24 | 17 | 180 |
| | Percent | 1.7 | 37.8 | 37.8 | 13.3 | 9.4 | 100 |
| For Virtual Class (UAW8) | Frequency | 24 | 15 | 125 | 4 | 12 | 180 |
| | Percent | 13.3 | 8.3 | 69.4 | 2.2 | 6.7 | 100 |
| For Academic Audio Video sharing (UAW9) | Frequency | 54 | 5 | 109 | 3 | 9 | 180 |
| | Percent | 30.0 | 2.8 | 60.6 | 1.7 | 5.0 | 100 |
| Using Social Media disturb in Reading (USM 10) | Frequency | 3 | 68 | 68 | 24 | 17 | 180 |
| | Percent | 1.7 | 37.8 | 37.8 | 13.3 | 9.4 | 100 |

(Source: Survey, December 2020)

Table 8 showed that 80.5% students used social media all time or sometimes for doing theoretical work, 80.2% students used social media all time or sometimes for doing assignment, 90.5% students used social media all time or sometimes for doing Research, 90.6% students used social media all time or sometimes for doing Academic Communication, 82.7% students used social media all time or sometimes for doing Virtual Class, 90.6% students used social media all time or sometimes for doing Academic Audio/Video sharing.

5.2 Rating Social Media for Academic work

Table 9: Rating Social Media for Academic work

| Rating | Frequency | Percent |
|-----------|-----------|---------|
| Very Bad | 2 | 1.1 |
| Bad | 5 | 2.8 |
| Undecided | 19 | 10.6 |
| Good | 132 | 73.3 |
| Very Good | 22 | 12.2 |
| Total | 180 | 100.0 |

(Source: Survey, December 2020)

Here table 9, 85.5% respondents rating social media as good and very good for academic work.

5.3 Reliability Test

Table 10: Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .789 | .820 | 51 |

The Internal consistency reliability of the 51-item Internet Addiction Scale was investigated using Cronbach's alpha (Nunnally, 1978). Results in table 10 indicated that the alpha for the total scale was equal to .789. Examination of individual item statistics suggested that elimination of several items would increase the reliability of the scale. Most psychometricians agreed with the notion that a Cronbach alpha value of .70 as acceptable. So the alpha value proved the adequate internal consistency for the 51 item Internal Addiction Scale and are consistence with the Bangla adaptation (Islam & Siddique, 2016)

5.4 Exploratory Factor Analysis and Principal Components Analysis

Exploratory factor analysis (EFA) and Principal Components Analysis (PCA) are methods that are used to help investigators represent a large number of relationships among normally distributed or scale variables in a simpler (more parsimonious) way.

Before conducting the PCA, Kaiser-Maier -Olkin (KMO) (1970) and Bartlett's sphericity tests (1954) were applied to confirm the necessity of this analysis. The results of the KMO >0.5 (the KMO value was 0.708 in this research) and the significance of Bartlett's sphericity test at p < 0.01 verified our datasets to be fitted for the PCA (Islam et al., 2020). The number of factors chosen was based on the Kaiser's normalization principle, where the only factors with eigenvalues >1.0 were regarded.

5.5.1 KMO and Bartlett's Test

Table 11: KMO and Bartlett's Test

| | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .708 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 4111.762 |
| | Df | 12.25 |
| | Sig. | .000 |

Table 11 described the Exploratory factor analysis The Kaiser-Meyer Olkin (KMO) measure of the indicators has been found as 0.708, which denotes more than the required minimum values of 0.6 (Lindell and Whitney, 2001; Torabizadeh et al., 2020). Bartlett's test of sphericity of signigance (P=0.00) implies that the research could have been perceived by a credible measurement model with statistical importance of p<0.05, as suggested by Lindell & Whitney (2001). The preliminary report (table 1) also implies that the indicators have Bartlett's sphericity (χ^2) score (4111.762), with a 12% degree of freedom and significance level of 0.000.

5.5.2 Total Variance Explained

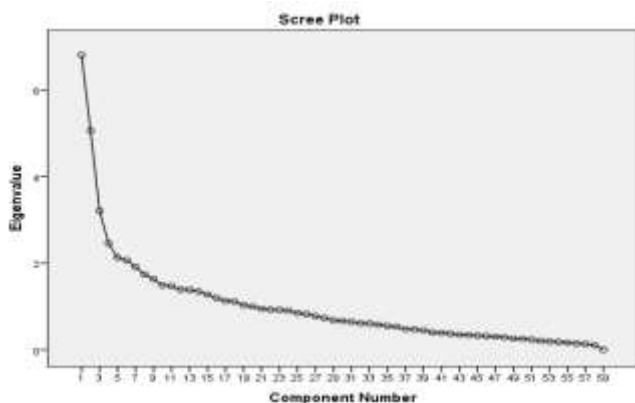
Table 12: Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 6.815 | 11.550 | 11.550 | 6.815 | 11.550 | 11.550 |
| 2 | 5.067 | 8.588 | 20.138 | 5.067 | 8.588 | 20.138 |
| 3 | 3.209 | 5.440 | 25.577 | 3.209 | 5.440 | 25.577 |
| 4 | 2.460 | 4.169 | 29.747 | 2.460 | 4.169 | 29.747 |
| 5 | 2.132 | 3.613 | 33.360 | 2.132 | 3.613 | 33.360 |
| 6 | 2.071 | 3.509 | 36.869 | 2.071 | 3.509 | 36.869 |
| 7 | 1.914 | 3.244 | 40.113 | 1.914 | 3.244 | 40.113 |
| 8 | 1.740 | 2.949 | 43.062 | 1.740 | 2.949 | 43.062 |
| 9 | 1.633 | 2.768 | 45.830 | 1.633 | 2.768 | 45.830 |
| 10 | 1.491 | 2.527 | 48.357 | 1.491 | 2.527 | 48.357 |
| 11 | 1.474 | 2.499 | 50.856 | 1.474 | 2.499 | 50.856 |
| 12 | 1.392 | 2.359 | 53.214 | 1.392 | 2.359 | 53.214 |
| 13 | 1.387 | 2.350 | 55.564 | 1.387 | 2.350 | 55.564 |
| 14 | 1.347 | 2.283 | 57.847 | 1.347 | 2.283 | 57.847 |
| 15 | 1.275 | 2.161 | 60.009 | 1.275 | 2.161 | 60.009 |
| 16 | 1.196 | 2.027 | 62.036 | 1.196 | 2.027 | 62.036 |
| 17 | 1.129 | 1.913 | 63.949 | 1.129 | 1.913 | 63.949 |
| 18 | 1.114 | 1.888 | 65.837 | 1.114 | 1.888 | 65.837 |
| 19 | 1.029 | 1.744 | 67.580 | 1.029 | 1.744 | 67.580 |
| 20 | 1.003 | 1.701 | 69.281 | 1.003 | 1.701 | 69.281 |

Extraction Method: Principal Component Analysis.

Table 12 shows that the variance is divided among the 20 possible factors. All of 20 factors have eigenvalues (a measure of explained variance) greater than 1.0, which is a common criterion for a factor to be useful. When the eigenvalue is less than 1.0 the factor explains less information than a single item would have explained. Here the highest initial Eigenvalues are 69.281% and lowest is 11.550%.

Chart 1: Scree Plot



5.5.3 Scree plots of the eigenvalues of PCA.

The scree plot (chart 1) shows that a total of four components can be retained (determined by components with eigenvalues greater than 1). The Scree Plot suggests a clear break after the four factors, suggesting a potential four-factor solution for the General Identity Scale (GIS). Items with factor loadings (items loading on a component) less than 0.5 were omitted from the analysis and analysis repeated on the remaining items until a perfect scale was developed (Hair et al., 2014). Here the Initial Eigenvalues are 69.281.

VI. REGRESSION

Multiple regression was used to assess the ability of thirty eight control measures (STEPMS, IL1, IL2, IL3, SCM, FIIS, IH1, IH2, IH3, IH4, IE1, IE2, PRAP, PRTD, IR1, IR2, IR3, IR4, UAW1, UAW2, UAW3, UAW4, UAW5, UAW6, UAW7, UAW8, UAW9, UAW10, USM1, USM2, USM3, USM4, USM5, USM6, USM7, USM8, USM9, USM10, Rating) to predict impacts of social media on social and academic life. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity. Firstly, an inspection of the normal probability plot of standardized residuals as well as the scatterplot of standardized residuals against

standardized predicted values indicated that the assumptions of normality, linearity and homoscedasticity of residuals were met.

In combination, all named accounted for 40.1% of the variability in perceived stress, $R^2 = .401$, adjusted $R^2 = .238$, $F(38, 140) = 2.467$, $p < .0001$.

Model Summary^b

| Table13: Model Summary ^b | | | | |
|---|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .633 ^a | .401 | .238 | 1.250 |
| a. Predictors: Rating Social Media for Academic work, (IH1), (IH3), (IH2), (IH4), (IE1), (IE2), (SCM), (PRAP), (USM1), (USM2), (USM3), (USM4), (USM5), (USM6), (USM7), (USM8), (USM9), (USM10), (IL1), (IL2), (IL3), (UAW1), (UAW2), (UAW3), (UAW4), (UAW5), (UAW6), (UAW7), (UAW8), (UAW9), (UAW10), (IR1), (IR2), (IR3), (IR4), (FIIS), (PRTD). | | | | |
| b. Dependent Variable: Impacts of social media on social and academic life. | | | | |

VII. DISCUSSION

Firstly, the researcher wants to know about the demographic status of respondents. Under this section researcher set some questions in questionnaire. And here are the findings- The purpose of using social media mostly for social communication-55.6% and 11.1% for educational communication. They spent maximum 20 hours on social media in daily and maximum 12 hours are spent on education work in daily. The students (67.8%) agreed or totally agreed that social media have an impact on social and academic life.

Though this study wants to show the impacts of social media on social and academic life of students and 67.8% agreed with this statement, researcher fixed two objectives. First objective was to find out the impact of social media on social life.

For the statement of increasing idleness/inactivity for using social media 70.5% students are agreed or totally agreed with this. Hussain (2012), showed that 65% students faced leakage of privacy and in my study 73.3% students are agreed or totally agreed that they are faced information insecurity in social media.

Here mostly 82.7% students are agreed or totally agreed that they do not get enough sleeping time, Xu & all (2015), showed that (66.25%) were reported to have poor

sleep quality. 84.4% students are agreed or totally agreed that it arises eye problem because of using social media. Around 90.5% students are agreed or totally agreed that they found old relationship and 94.4% students agree or totally agree that they create new relationship through social media, other side Hussain (2012) showed that 73% used it for searching and making friends.

The second objective was to find out the impact of social media on academic life. The questionnaire was divided into two parts in academic life that is statement of usefulness and how students are used social media for their academic life. According to those the researcher found that- 78.9% respondents believe that social media is useful or very useful for theoretical work, 83.3% respondents believe that social media is useful or very useful for Assignment, 81.1% respondents believe that social media is useful or very useful

for Presentation, 94.4% respondents believe that social media is useful or very useful for Academic documents collection, 83.9% respondents believe that social media is useful or very useful for Virtual class, 93.9% respondents believe that social media is useful or very useful for Academic Audio/Video share, 95.5% respondents believe that social media is useful or very useful for Exam Schedule Class Schedule. Here statistics shows that there has a positive impact of using social media on respondents' academic life.

Here, 80.5% students use social media all time or sometimes for doing theoretical work, 80.2% students use social media all time or sometimes for doing assignment, 90.5% students use social media all time or sometimes for doing Research, 90.6% students use social media all time or sometimes for doing Academic Communication, 82.7% students use social media all time or sometimes for doing Virtual Class, 90.6% students use social media all time or sometimes for doing Academic Audio/Video sharing. Exploratory factor analysis The Kaiser-Meyer Olkin (KMO) measure of the indicators has been found as 0.708 and significance level of 0.000. In this research initial Eigenvalues are 69.281% and Cronbach's alpha was equal to .789. And in combination, all named accounted for 40.1% of the variability in perceived stress, $R^2 = .401$, adjusted $R^2 = .238$, $F(38, 140) = 2.467$, $p < .0001$.

7.2 Research Limitations and Problems

No study without limitations and problems. In this study researcher will have some problems and limitations also. Like-

Though the primary data was collected through online interview so there have a main problem that is the limitation of internet connection.

Many students have no email address. For this reason they could not participate in this research.

Another most significant limitation of social science research is that the human beings show different attitudes in terms of time, situation and many other social factors. Which respondents will be interviewed for this study may have a

different attitude and speech based on these factor and these will create a barriers to complete this study.

VIII. CONCLUSION

Social media has become a part and parcel of human communication, entertainment and of many other sectors. Students are mostly the youth and are active social media users. Students use social media generally with their smart phones for different purposes. Some use it for educational purpose, some for communication, some for social and some for entertainment. It has types of impacts on students. Sometimes, social networking sites are very essential to communicate with others. However, through the social media students are more aware about the contemporary issues of the society and they can express their opinions. However, these sites have a lot of advantages with some disadvantages, like waste time, money etc. Social media has a great power to influence people, mainly the users; so the students are having so much impact of social media on them. In a nutshell, social media has a huge impact on the students of university level students'.

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