Investigate The Impact of Social Media on Students

A dissertation submitted in partial fulfilment of the requirements for the degree of Bachelor of Science (Honours) in Business Information Systems

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Declaration
I hereby declare that this dissertation entitled *Investigate the impact of social media on students* is entirely my own work, and it has never been submitted nor is it currently being submitted for any other degree.

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Abstract
There are a huge number of individuals on the web who are interested to gather information about others and meet other individuals, to assemble, share data and encounters on many areas and topics. As a result of this, hundreds of social networking sites have been made, and they have pulled in a large number of clients in the few short years that interpersonal interaction has turned into a marvel. The key elements of the social media websites are fundamentally the same, yet each site attracts variety of clients in a wide range of ways. Many of the social networking websites aim at gathering huge public, while others draw in individuals based on race, sexual inclinations, religion, or nationality. The social media websites are additionally different in the ways in which they appear and join new data and specialized devices, similar to portable access, blogging, photograph and video sharing [1].

The main aim of this study is to analyze and evaluate the various impacts of social media on students. Efforts have been done to focus on most significant impacts with the help of the latest literature review. The detailed study of literature review revealed that the major factors on which social media has its impact in the life of students include their academic performance, social behavior, health and privacy issues. The previous studies have shown that there has been a slight difference in the impacts of social media on both male and female students. In order to confirm that, major results have been analyzed with respect to gender as well. Some of the results are similar to previous studies and researches, while some of the results are contrary to the previous work done in this regard.
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1. Introduction

These days the most commonly utilized method of communication is social media networking. It is being used by individuals belonging to every walk of life. Almost a decade
ago, social media was widely accepted by public. There are numerous online networking platforms that include but are not limited to Facebook, twitter, Instagram, Pinterest, YouTube, LinkedIn, Google+, Flickr, snapchat, vine, Tumblr. Figure 1 shows numerous social media networking types. The main purpose of social media is to give access to its clients and users. They can have conversation with individuals and construct social relations on the web. They can likewise share their contemplations and individual data on social media including everyday happenings, suppositions, pictures, recordings and web-links. Also, individuals can promote their business and individual aptitudes. The capacity of online networking to spread valuable data quickly has made it the quickest developing method of association. Social media networking has changed numerous businesses, however the most striking impact of it is in the classrooms and the overall education system. Whether it's using private social gatherings, Facebook Pages, classroom Twitter profiles or web journals, school after school has grasped long range of interpersonal communication using some form of social media. With such a high rate of students using social media networking on daily basis, there is a strong need to analyze the extent to which social media is having its impact on students.

![Figure 1: Common Social Media Networks](image)

There is no doubt that online networking sites specially the social media have conveyed individuals closer to one another more than ever, yet specialists and researchers around the globe have been searching for the weaknesses that might have been faced by its users. After the presentation of cell phones, the utilization of online networking has risen exponentially. With the ascent in the utilization of long range interpersonal communication locations, the edge of customary individual collaboration had been changed and will be more distinctive for the up and coming era. The long range interpersonal communication
has its consequences for society inside and out for instance, specialized techniques, self-expression, disengagement, relations and the sense of humanity.

It has been a well-known truth that in order to utilize social networking websites, one needs to create an account and sign in every time they want to access the website. Every social networking site does not give its clients a choice to keep their online appearance private. In addition, there is an absence of mindfulness on approaches to hide the private data of the clients. Due to this reason, individuals face various privacy and accountability issues while utilizing online networking. Besides, there have been questions on the quality and dependability of the data that is accessible on the online networking in view of the absence of following back the realities. Individuals want to get the news instead of checking it. This makes them deceived and once in a while prompts mistaken assumptions. Moreover, it gives them a misguided feeling of being progressive. Another problem is the effect of social media on generic health conditions of the society. The reason behind this is people prefer to play games online that do not involve any physical activity. The purpose for this is individuals want to play games online which do not involve any physical action.

By tracing back, the history of Social media [3], it can be found that the face of social media today is quite different from what was considered to be social media in the past. It is vital for everybody nowadays but it was not like that almost a decade ago. Six Degrees is the social media that was evolved for the very first time in 1997. Users could create a profile and invite people as friends. This way of communication lasted till 2001.

Around 100 million individuals began to use internet and thus social networking websites, by the start of 2000. It turned out to be common for individuals to be engaged on social media websites. Obviously, then it was thought to be odd. Still, more individuals started to use visit these websites for socializing, dating and educational purposes.

After that, communication methods like blogging and instant messaging evolved. In spite of the fact that blogging may not appear like a form of social media, the term fits since it made public capable of communicating through blog website instantly and conveniently. After this, various social media websites were created that include but are not limited to ICQ, America Online, AOL’s instant messaging etc. MySpace was the very first social networking website using which people could set up a profile and make friends that
became inspiration for the next generation social media, including Facebook. Now, MySpace has the least number of users when it is compared to Facebook and Twitter. LinkedIn is another website used for professional people who need to build moderate public image and develop professional public relations.

Today, the social media website containing largest number of subscribers is Facebook. It was launched by Mark Zuckerberg in 2004. It was initially released specifically for students belonging to Harvard University. Facebook it currently boasts over a billion users. The second most famous social media website is Twitter which was created by Jack Dorset, Biz Stone, Noah Glass and Evan Williams. Twitter has more than 500 million subscribers.

A little while later, there were many different sites giving social media services. Flickr was one of the earliest and still is a standout amongst the most prominent photograph sharing social media websites. Besides Flickr, Photobucket and Instagram are among the top online social media to incorporate on business cards and other media. Other social media networking websites include Tumblr, Foursquare, Pinterest, Spotify, Google Buzz, Loopt, Blippy, and Groupon.

As more and more people started using social media websites, it became vital for different business brands to list their social media addresses that mostly include Facebook and Twitter web-links. Hence, social media became a spot for business as well.

Likewise, social media started to be one of the courses in which web advertisers and site proprietors would support the appearance of their sites. Online networking bookmarking turned out to be major form of promotion and there were services that would bookmark a post or a site. The advantages of social networking promoting for business started to be clear to entrepreneurs.

This study aims at investigating the main idea of social media networking, its importance and utilization. The study will also focus on how the use of social media effects daily life of the students and how it influences their academic and social prosperity. The primary source of information for this research was students from Cardiff Metropolitan University. The research has been conducted using questionnaires.

2. Objectives
The objectives of this research are as follows:
1) Analysis of how many and for how long social media is being utilized by students.
2) Analysis of the students’ perspective regarding social media that includes the following:
   a. Reason of using social media
   b. Positive/negative impacts of social media in:
      i. Academics
      ii. Social behavior
      iii. Physical health
      iv. Privacy
3) Analysis of the above impact(s) of social media on students with respect to gender; male and female students separately.

3. Literature Review

3.1. Web sources

According to [4] the percentage of young people especially teens who remain constantly online is 24%. Due to the convenience provided by latest cellphones, the teens who go online daily are 92% while 56% of the teens check their social media websites many times per day. Only 12% of youth go online once daily. A summary of report from a survey conducted in 2014 by Pew Research Center for teens using social media websites has been shown in figure 2. According to the report, more than 70% of the young people use several social media networking websites while only 22% of them use single website [5]. Figure 3 shows summary of internet users using social networking websites with respect to gender, age, academic levels and salary. The most commonly used social networking websites in ascending order are Facebook, Google+, Instagram and Snapchat.
Figure 2: Summary of teens using different social media websites

Figure 3: Summary of internet users with respect to Gender, Age, Academic Level and Salary
According to a report in [6] the highest percentage of people using social networking websites is of students. It includes 96% of students who have access to internet. Every 3 in 5 students use these websites for discussing academic activities and topics.

According to report in [7], the number of college graduates using LinkedIn is almost 39 million.

Study found in [8] says that almost 96% of all university students use Facebook in their daily routine. Other most commonly used social media platform is LinkedIn.

According to Survey of Young Americans’ Attitudes in [9], the percentage of graduate students (61%) who are using social media websites is more than that of high school students (40%). Facebook (87%), Twitter (47%), Instagram (45%), Pinterest (37%), Snapchat (34%) and Tumblr (19%) are all more popular among college students.
3.2. Research Papers:

Study conducted by Sunitha Kuppuswamy and P. B. Shankar Narayan in 2010 clarified that the using social media networking takes most of the time of students and redirects it towards non-constructive, often non-ethical, deceptive and improper activities, for example, texting and chatting with friends for most of the time of the day, time killing by searching for peoples’ private life and avoiding their real jobs and studies. Youth especially students for the most part utilize social media for time killing and purpose of happiness however it has been found out that web use for academic reasons and assignments including online instructional exercises, online classes and training material downloading is a positive step. However, utilization of web especially social media for just informal communication is just a wastage of time and futile.

Another study (Shahzad Khan, 2010), examined and investigated the effect of social media websites on students. For this purpose, a survey method was chosen to be questionnaire. It was intended to understand and analyze effects using social media on the subjects under the study; students using social media sites. Variables that were analyzed were age, gender, specialization and grades. This study verifies that a large portion of students use social media networking because of the peer pressure and due to the fact that their friends have been using it. The results indicated that 67.3% of the subjects have been using social networking websites. Those students who achieved 3.0 to 3.5 GPA (Grade Point Average), for the most part utilize person to person communication sites for excitement. This is a strong indication to the point that usage of social networks has not affected students’ academic results.

In another study (Fezile Isik, 2013), the author has analyzed the utilization of social media networks in education of two private schools in North and South of Cyprus. The main focus of the study was given to comparison of the students activities of the two schools regarding usage of social media. In the study, the utilization of social systems in education was examined as new basic necessity. The use of social networks outside classrooms was very limited. The study indicated that it is due to parents’ negative impression about social media. One of the interesting findings was that the computer technology teachers of both schools were not promoting utilization of social networks because of lack of trust on such networks. Also the study indicated that he instructors of both schools appreciated usage of social media only along-with face to face lectures and communication. The reason behind this is that the students belonging to both schools lacked confidence in
face-to-face communication. This is a great setback of using social networks. The study showed that often teachers are required to communicate with their students in order to ensure better understanding with provision of visual examples over social media and to wish them for their examinations and studies. Also, in the south school, daily updates regarding course, tests and homework were being published on social media. The study also revealed the privacy concerns of the teachers belonging to both schools. The conclusion of the study was that teachers should have training on safe and secure utilization of social media in order to have competency and comfort in using social networks.

The study (Akubugwo, Ijeoma and Maria Burke, 2013) inspected the significance with respect to studies, possible consequences and practical progress of inspected the scholarly significance, conceivable consequences for social conduct and scholastic advancement of social media. The study utilized both subjective and quantitative strategies for information gathering including questionnaires and interviews. Discoveries of this study propose that social media could contrarily effect on the students’ social conduct, scholastic advancement. The study indicated that automatic software program that will shut down after a certain time, should be used to control its utilization by students. This showed that the respondents stressed that consistent association in social media can make the understudy turn into a possible social media addict. This can lead the subjects under study to disappointment and in the end affect the grades. Additionally the respondents said that the inappropriate and unfiltered content seen online can without much of a stretch lead the students to get bad impact from them. With frequent use of unattended social media, students may indulge in utilizing of terrible slangs, disregard to folks, educators, and the law in the general public.

In another research, (Kristen Tarantino, Jessica McDonough, Ma Hua, 2013), the authors reviewed various studies. The research has discussed the relation between students’ involvement in social media and their learning. They also discussed how it can affect peer connections, collaborations and information creation. Instructors who need to utilize social media in their courses to enhance students learning ability ought to be arranged to encourage students and be dynamic members in the communitarian learning group. The notion that students definitely know how to utilize social media might act as an obstacle for those students who might require closer supervision and direction. The authors claimed that since females utilize social media more than males, gender might have a great
influence to the extent to which students are occupied with academic efforts through social media, in this way influencing their overall learning process.

The study in 2013 (Sabeen Jamil, Falak Zehra Mohsin, Rabab Naqvi, Shelina Bhamani) this study has been done in order to investigate the effect of Facebook usage on academic grades of the private college students. Gender contrasts in the use of Facebook were likewise considered and examined. It was speculated that there will be a critical effect of Facebook use on college students’ grades and that there will be a noteworthy gender contrast regarding Facebook usage. Quantitative technique was chosen for this study. In the study, almost 80% students were undergraduate students. Since their study is often full-time, they focus on extracurricular activities after school time. Utilization of social media networks can be thought of as part of it. Among all the activities students exhibit while using Facebook, status updating was the top priority.

The analysis and investigation uncovered that Facebook use doesn't determine college student grades. Similarly, there is no gender distinction found when it came to Facebook utilization. It was found through statistical analysis, the second hypothesis regarding gender difference also was not correct.

The paper (Samir N. Hamade, 2013) focuses on the recognition and utilization of social networking among college students in Kuwait, and study their positive and negative effects. According to the authors, the best advantage of social networks was a better connection with family and companions and more association in social, political and social exercises.

Ignoring study/work and the time consumed on social media websites are the two noteworthy downsides. The discoveries demonstrated that there is a lack of understanding among students regarding using social media beyond time consumption, which affirms the need to instruct students on the advantages of social networks and the nature of data found on social media. The outcomes demonstrated that 60% students were ignoring study or work, which is the top negative effect of social networks. Also, 58% students spent most of their time in utilizing social media.

Privacy and security issues should also be raised since 70% of the students had insecure accounts and they allowed everybody to view their accounts while only 30% of the students managed their security settings to permit just close friends and/or relatives to see their information. The outcomes demonstrated that 74% of the students view their social
media website frequently. Among them, 15% of the students open social media once per
day, and 7% of them open their records few times each week. Overall, students appeared
to use social media networking mostly to view others’ profiles and updates which is
passive usage as opposed to active posting.

The authors in another study (Çolak, 2014) also aimed at exploring the role and impact of
social media in students’ academic life. According to them, social media utilization has a
few positive effects on students’ life. Social media provides a platform where they can
create their own social life, make their own friends and communicate with them. It is the
most convenient way of sharing one’s opinions and thoughts. Besides, students can join
various groups and discuss various topics freely without any conveyance issues. It not
only improves their social skills but also helps gaining confidence. Also, students can
improve their relationship with faculty and thus, get better guidance and share their
academic queries in a better way.

The major negative effect of social media according to the authors is that students get so
much involved in the social media activities that they become social media addicts. Due to
this addictive behavior, students use social media even in classrooms which creates
disturbance for other students and concentration issues in them. Inability to carefully follow
lectures affects their grades. In this way, social networking increase students’ tendency
towards non-instructive, unscrupulous and inappropriate activities, for example, futile
visiting and time killing by stalking. The authors concluded that in order to spare
youngsters’ and youthful grown-ups’ academic lives, educators and parents should work
together. It appears that the best way to reduce damages of social media is this
coordinated effort.

The goal of another study (Munienge Mbolila, Clever Ndebele and Kikunga
Muhandji,2014) was to find the effect of the utilization of social media networking on
academic grades of students, particularly, the level of engagement and cooperation
between them while utilizing Facebook. This paper inferred that social networking can be
utilized as an instructive device to help students to work together and connect with and
suggests that colleges grasp the application of social media networking for educating and
learning. However, the subject university understudy lacked an e-learning system due to
which it was not possible for the students to cooperate and work together through social
media. The authors made an effort to solve this issue by creating a blog using Facebook
where students could communicate, discuss and post useful information regarding
lectures, course materials, quizzes and teachers. The authors analyzed the impact of that e-learning blog on the students with reference to the degree to which the students involved in academic activities together. For this purpose, the authors designed a questionnaire.

The results indicated that 90% of the students used Facebook. Among them, 83% of the students believed that the e-learning platform was very useful for them to discuss and share useful information regarding courses, course materials, exams and tests. Also, 87% students agreed that using the platform helped them to communicate with the teachers more conveniently.

The research done for finding the relationship between student’s grades and social media networking (Mahmoud Maqableh, Lama Rajab, Walaa Quteshat, Ra’ed Moh’d Taisir Masa’deh, Tahani Khatib, Huda Karajeh, 2015) was done for the University of Jordan. The subjects chosen for study were undergraduate students of the University. The study indicated that most of the social media network users were females with ages between 20-23 years. Almost 39% of the students were spending 3 hours per day on Facebook, while 40% of the students spent 10 hours on social media every week. The results obtained did not indicate any effect of social media on college student grades or academic achievements. The authors concluded that the students who spend most of their time of the week days using social media, must have given time to their studies on weekends in order to maintain their academic grades.
4. Methodology

This section will explain the research methodology used for the research under study. The overall design or strategy that helps in obtaining the desired goals and objectives of the research is referred to as research methodology. It is basically a confirmation that the problem under study has been analyzed and addressed thoroughly. This gives effectiveness and completion to the research. The research methodology includes research design, data collection, reliability and validity, analysis of data and ethical issues involved in the research process.

4.1. Research Design

There are two broad categories of research designs. These categories are namely quantitative and qualitative research design.

4.1.1. Quantitative

The standard for a research design is quantitative research design. Most of the researches are conducted based on quantitative design. Especially in scientific experiments, where most of the work is based on mathematical calculation and complex statistical algorithms, quantitative method is always preferred since it gives exact and accurate results. For examples, a product’s annual sale is analyzed by mathematical formulas, this is obtained through quantitative research.

4.1.2. Qualitative

Whenever research has to be done in order to measure a quality or extent of something, qualitative research design is preferred. It is most commonly used when traits like human behavior, preferences and thoughts have to be analyzed. Whenever trend towards a particular element has to be analyzed, qualitative research design is used. This is important because not everything can be measured by putting them in pre-decided mathematical formulas. For examples, a product is designed based on preferences and requirements of people, this is obtained through qualitative research. Questionnaires, surveys, case studies and interviews are the examples of this type of research design.

4.1.3. Chosen Research Design
The research design of this product is purely qualitative i.e. using questionnaires. The reason behind choosing this design is because this study focuses on measuring the behavior of students to analyze the impacts of social media on them. Human behavior varies a lot and is highly unpredictable. It cannot be mathematically calculated.

4.2. Data Collection

Data collection is an important step while conducting research. The type, quantity or quality of data that is collected varies in different researches according to the objectives of the project. There are two main types of data:

4.2.1. Quantitative Data
Quantitative data refers to that data type that is used to quantify and measure something. For example, the height of a particular tower, weight of an animal etc.

4.2.2. Qualitative Data
Qualitative data refers to that data type that cannot be measured rather it is something that can be used to describe. It involves approximation or characterization of data without actually quantifying attributes or properties of a person, place or thing. For example, gesture of a person, smell of roses or other such traits of human behavior.

4.2.3. Chosen Data Type
In this research, qualitative data is involved. The preferences of students to use social media, their usage and duration of use belong to qualitative data. In this study both primary and secondary sources of data will be included. The primary data for this research study will be collected using a distrusted questionnaire; the data of questionnaire was collected from 40 participants which will be using as the primary source of data for the analysis of this study and that lead this research study to the investigation of the impact of social networking websites on students. At the same time literature review of this research study will be used as the secondary data source for this study, which have been gathered from different published research articles.

4.3. Sampling Methodology
Sampling is the process of choosing the subjects under study, for gathering data. There are many sampling methods. Random sampling involves choosing sampling randomly without any specific technique or reason. Systematic sampling is based on some strategy or technique like taking every n-th subject from population or taking every n-th female etc. Stratified sample is the type of sampling that chooses most relevant subjects from the whole population and then finalizes the samples randomly from the selected sample.

For this research, stratified sampling methodology has been used. Sampling subjects will be chosen from student population of Cardiff Metropolitan University.

4.4. Methods of Data Collection

Following data collection methods are most commonly used in order to conduct a research:

4.4.1 Experiments

Experiment refers to the method in which certain tasks are performed under controlled environment in order to get some results. The results might be expected or unexpected. Experiments focus on cause-and-effect mechanism. Based on the results of the experiments performed, an analyses are made. Finally, the experimenter concludes the results.

4.4.2 Observational Study

Such a study involves making opinions based on observations from natural resources and previous researches. This is not very accurate data collection method.

4.4.3 Surveys/Questionnaires

Surveys or questionnaires are the methods that collect data from a sample of population whereas sample refers to the subjects under study that are. The answers given by the sample population are evaluated and analyzed. It is a very effective process since it gives clear decision making ability. Besides, it is a cost effective data collection method.

4.4.4 Chosen Data Collection Method

For this project, the chosen data collection method is questionnaire. Since the social media network environment cannot be controlled unless otherwise designed, the most suitable and cost effective method is conducting surveys through questionnaire to different students and collecting their opinions on various impacts.
Special precautionary measures have been taken regarding privacy and security of students’ information. Only required and most relevant information has been gathered and the rest will has been filtered. The questionnaire was close ended (See Appendix 1). A questionnaire comprised of total 21 questions have been asked in order to meet research objectives.

4.4.5. Analysis of Data

In order to extract useful results for reaching a strong conclusion and decision-making, it is important to analyze the data. The procedure of transforming all the obtained data into useful data and then obtaining a clear conclusion about the data is the process of analysis. Analysis process also includes examining the data, building relation of different data types with each other and trends of different factors.

For measuring data, i.e. answers obtained from questionnaire have been analyzed in a way to build patterns of user's behaviors and find out what are the most commonly occurring behaviors or impacts. This has helped in concluding and determining the future directions of research. Data has been fed into the very well-known software SPSS in order to get accurate results and precise analysis of the results [17]. It is a very simple yet accurate and well-known software program designed with the intention of data management and calculation for a wide range of statistical data. It is based on a programming language known as SPSS. But in order to analyze the data of the current research work, most of the work has been done through menus and dialog boxes without going through complex SPSS language. Menus in the SPSS software give the users reminders for most of the options that can be used at each step of the analysis.

5. Results

5.1. Students under study

For this research purpose, students from four courses have been chosen as research subject namely, business, computer, hospitality and events management. Figure 4 shows courses of students under study. According to the results, 35.7% of the students belong to
business department, 33.33% of the students belonged to computer department, 19% of the students belonged to hospitality department while only 12% of them were from events management department. Finding whether usage or impact of social media varies significantly with respect to gender is one of the objectives of this study. Therefore, subject students have been asked to choose their genders as well.

5.2. Students’ utilization of social media overall

One of the main objectives of this study is the analyses of the duration for which social media is being utilized by students. Therefore, subject students have been asked to choose from a group of answers, the duration for which they have been using social media. According to results shown in figure 5, 71% of the students have been using social media for more than 5 years following 9.5% students who have been using social media for 1 to 5 years. Only 4.7% of the students have started using social media within last 6 months. Only 9.5% students have not been using any social media. Figure 5 gives the results.

According to the results shown in figure 6, 19% of the students spend more than 8 hours on social media daily. Majority of the students, i.e. 35% spend 2 to 5 hours on social media daily.

5.3. Students’ utilization of social media w.r.t. gender

Since analysis of whether the usage or impact of social media varies significantly with respect to gender is one of the objectives of this study, it is important to extract data with respect to gender as well. According to the results shown in figure 7, 80% of the female students who were surveyed, use social media while 96.29% of the male students use social media. Results in figure 8 show that among female students, 26% use social media for more than 8 hour daily. Also 26% of the female social media for 4 to 8 hours daily while only 6.7% of the female students use social media for 1 to 2 hours daily. Among male students, most of the students (40.7 %) use social media for 2 to 5 hours daily following 26% male students using social media for 1 to 2 hours. Only 15% of the male students use social media for more than 8 hours per daily.

5.4. Reason of using social media overall

The subject students were asked to choose the reason for which they use social media networking websites. According to the results, the major reason for using social media is
socializing and making new friends (38%), remaining updated about trends (24%), collaborating with fellow students and study (21%), as source of recreation and relaxation (9.5%). This has been shown in figure 9.

5.5. Reason of using social media overall w.r.t. gender

The subject students were asked to choose the reason for which they use social media networking websites with respect to gender as well. According to the results, among the female students, the major reason for using social media is socializing and making new friends (60%), collaborating with fellow students and study (13%), remaining updated about trends (6.7%), as source of recreation and relaxation (6.7%). Among male students, the distribution was as follows: the major reason for using social media is socializing and making new friends (25%), collaborating with fellow students and study (25%), remaining updated about trends (25%), as source of recreation and relaxation (25%). This has been shown in figure 10.

Figure 4: Specializations of students under study
5.6. Impacts of social media on students overall:

Since one of the main objectives of this research is to find out the main impacts of social media on students, it is important to ask the impacts from students under study. Results shown in figure 11 show that 38% of the students agree on social media proving to be helpful in their studies by any means. 16.6% of the students strongly agreed. But 40% of the students disagreed with 4.7% students strongly disagreeing. So most of the students agreed overall.

Results shown in figure 12 show that 38% of the students agree on social media proving to have negative effects on their studies by any means. 7.4% of the students strongly agreed. But 35.7% of the students disagreed with 19% students strongly disagreeing. Hence, most of the students disagreed overall.

Figure 13 shows that 45% of the students agree on social media proving to have positive effects on their studies by any means. 21.4% of the students strongly agreed. But 33.33% of the students disagreed with none of the students strongly disagreeing. So most of the students agreed overall.

5.7. Academics, Social Behavior, Privacy and Physical Health

In order to meet one of the objectives of this research, it is significant to find out the major impacts of academics, social behavior, privacy issues and health issues of social media on students. According to the results shown in figure 15, 52% students think that social media
is helpful in keeping in touch with friends, 28.5% of the students agree that social media helps in socializing, 14.28% students think that learning technology becomes easier with social media usage. 4.7% students think there is no advantage of using social media.

As shown in figure 15, overall 33.33% agree that social media usage has negative impacts on their lives. While 67% students disagreed to this.

Figure 16 shows the results about the disadvantage of using social media. 42% students agreed that there are privacy issues, 26% agreed that using social media reduces focus on studies and affects academic performance, 26% agreed that it destroys social skills while 4.7% agreed that it effects health.

According to the results as shown in figure 17, 70% of the students do not evaluate the contents before publishing them to social networks. Only 12% of the students evaluate contents while 19% of the students evaluated contents sometimes.

When students were asked whether they think there is any privacy issue related to using social media, 70.9% of the students agreed while 28.5% of the students disagreed. This has been shown in figure 18.

When students were asked whether their real social life has been affected with the usage of social media, 71% disagreed while 21% of the students felt uncomfortable in face to face conversations sometimes following 7.1% of the students who always feel uncomfortable in having face to face conversations. This has been shown in figure 19.

Figure 6: %age of students' answer to the question “How many hours do you spend on social networks?”
Figure 7: %age of students’ answer to the question “Do you use any social networks?” with respect to gender

Figure 8: %age of students’ answer to the question “How many hours do you spend on social media?” with respect to gender
Figure 9: Percentage of students’ answer to the question “Why do you use social networks?”

Figure 10: Percentage of students’ answer to the question “Why do you use social networks?” with respect to gender

Do you think using social networks helps you in your studies by any means?

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28
Figure 11: %age of students’ answer to the question “Do you think using social networks helps you in your studies by any means?”

Figure 12: %age of students’ answer to the question “Do you think using social networks are posing negative effects on your studies by any means?”

Figure 13: %age of students’ answer to the question “Do you think using social networks are posing positive effects on your studies by any means?”

Do you think usage of social networks has any positive effects on your life?
Figure 14: %age of students’ answer to the question "What is the best advantage(s) of using social networks?"

Figure 15: %age of students’ answer to the question “Do you think usage of social networks has any negative effects on your life?”

Figure 16: %age of students’ answer to the question "What is the worst disadvantage of social network usage?"
Figure 17: Percentage of students’ answer to the question “Do you evaluate the content you publish on social networks?”

Figure 18: Percentage of students’ answer to the question “Do you think there are any privacy issues related to social media networking?”
When students were asked about whether the friends they make through social media are trustworthy or not, 26.7% of the female students agree while 37.7% of the male students agree. This has been shown in figure 20.

As shown in figure 21, when students were asked about whether their parents are aware of their social media activities or not, 62% of the students agreed while 12% of the students do not share any of the activities. Also, 26% of the students share some of the activities they do on social media with their parents.

As shown in figure 22, when students were asked about whether using some kind of social networking is essential for today’s life or not, 83.33% of the students agreed while 16.7% of the students disagreed.

As shown in figure 23, when students were asked about whether they regretted any information that they shared/posted on social media or not, 38% of the students agreed while 62% of the students disagreed.

Results shown in figure 24 indicate that according to students, 80% of the students think that peer pressure plays no role in their joining of social media, while 10% of the students think that peer pressure matters a lot following 9.5% think that peer pressure matters to some extent.

5.8. Impacts of social media on students w.r.t. gender

In order to find out the impacts of social media on both male and female students, data has been extracted with respect to gender as well. Results shown in figure 25 show that
53.3% of the female students agree on social media proving to be helpful in their studies by any means. 46.4% of the female students disagreed. But among the male students, 55% of the students agreed while 38% of them disagree.

Results shown in figure 26 show that 53.3% of the female students agree on social media proving to have negative effects on their studies by any means. But 46.63% of the female students disagreed. Among the male students, 40.7% agree on social media proving to have negative effects on their studies by any means while 59.22% disagree.

5.9. Academics, Social Behavior, Privacy and Physical Health w.r.t. gender

The impacts of social media regarding academics, social behavior, privacy issues and health issues on both male and female students have been analyzed by extracting data respect to gender. According to the results shown in figure 27, among the female students, 47% think that social media is helpful in keeping in touch with friends, 33.33% agree that social media helps in socializing, 13.33% think that learning technology becomes easier with social media usage. 6.7% students think there is no advantage of using social media. Among the male students, 55.55% think that social media is helpful in keeping in touch with friends, 25% agree that social media helps in socializing, 14.8% think that learning technology becomes easier with social media usage. 3.7% students think there is no advantage of using social media.
Figure 21: %age of students’ answer to the question “Are your parents aware of your social networking activities?”

Figure 22: %age of students’ answer to the question “Do you think using some kind of social networking is essential for today’s life?”
Figure 23: Percentage of students’ answer to the question “Have you ever regretted any information that you shared/posted over social media?”

Figure 24: Percentage of students’ answer to the question “Please select the degree to which peer pressure plays/have played any role in you joining a social media?”
Figure 25: Percentage of students’ answer to the question “Do you think using social networks helps you in your studies by any means?” with respect to gender.

Figure 26: Percentage of students’ answer to the question “Do you think using social networks are posing negative effects on your studies by any means?” with respect to gender.

Best advantage(s) of using social networks?

Meeting new people can help you socialize
Keeping in touch with friends is convenient
Learning technology becomes easier
None
Figure 28 shows the results about the disadvantage of using social media. Among the female students, 33.33% agreed that there are privacy issues, 40% agreed that using social media reduces focus on studies and affects academic performance, 13.3% agreed that it destroys social skills while 13.33% agreed that it effects health. Among the male students, 48% agreed that there are privacy issues, 18.5% agreed that using social media reduces focus on studies and affects academic performance, 33.3% agreed that it destroys social skills while 0% agreed that it effects health.

According to the results as shown in figure 29, among the female students, 67% do not evaluate the contents before publishing them to social networks, only 20% evaluate contents while 13.3% evaluated contents sometimes. Among the male students, 70.3% do not evaluate the contents before publishing them to social networks, only 7.4% evaluate contents while 22.22% evaluated contents sometimes.

When students were asked whether they think there is any privacy issue related to using social media, among female students, 87% agreed while 46.66% disagreed. Among female students, 62.92% agreed while 37.4% disagreed. This has been shown in figure 30.

Results shown in figure 31 indicate that according to female students, 80% of the students think that peer pressure plays no role in their joining of social media, while 13.3% of the students think that peer pressure matters a lot following 6% think that peer pressure matters to some extent. According to male students, 81.5% of the students think that peer pressure plays no role in their joining of social media, while 7.4% of the students think that peer pressure matters a lot following 11.11% think that peer pressure matters to some extent.
There is no concept of privacy
Reduced focus on studies and affects academic performance
Decreases/destroys social skills
Lesser physical activity results in health problems

Figure 28: %age of students' answer to the question “What is the worst disadvantage of social network usage?” with respect to gender

Do you evaluate the content you publish on social networks?

Figure 29: %age of students’ answer to the question “Do you evaluate the content you publish on social networks?” with respect to gender
Figure 30: %age of students’ answer to the question “Do you think there are any privacy issues related to social media networking?” with respect to gender

Figure 31: %age of students’ answer to the question “Please select the degree to which peer pressure plays/have played any role in you joining a social media?” with respect to gender

6. Discussion

6.1. Students under study

According to the results shown in figure 4, this study has chosen most of the students from business and computer departments. Students from other departments chosen as subjects are hospitality and events management departments. With respect to gender, 15 female students while 27 male students were chosen from all departments for the study.
6.2. Students’ utilization of social media overall

The results by Samir N. Hamade in 2013 indicated that among students, 15% students open social media once per day, and 7% of them open their profile few times each week. According to previous study done by Mahmoud Maqableh, Lama Rajab, Walaa Quteshat, Ra’ed Moh’d Taisir Masa’deh, Tahani Khatib, Huda Karajeh, in 2013, which was done for students of the University of Jordan, 39% of the students were spending 3 hours per day on social media, while 40% of the students spent 10 hours on social media every week. The results of the current study, majority of the students, i.e. 35% spend 2 to 5 hours on social media daily while 18% of the students spend more than 8 hours on social media daily.

6.3. Students’ utilization of social media w.r.t. gender

According to one the studies (Kristen Tarantino, Jessica McDonough, Ma Hua, 2013), it was claimed that since females utilize social media more than males, gender might has a great influence to the extent to which students are occupied with academic efforts through social media, in this way influencing their overall learning process. The study (Mahmoud Maqableh, Lama Rajab, Walaa Quteshat, Ra’ed Moh’d Taisir Masa’deh, Tahani Khatib, Huda Karajeh, 2015) indicated that most of the social media network users were females with ages between 20-23 years. On the contrary, the results of current study indicate that 80% of the female students use social media while 96.29% of the male students use social media.

6.4. Reason of using social media overall

According to study by Sunitha Kuppuswamy and P. B. Shankar Narayan in 2010, most of the time of students is occupied by social media and this results in non-ethical and inappropriate activities. The study by Fezile Isik in 2013 showed that usage of social media by faculty members ensures better understanding of students with provision of visual examples over social media. Also, it helps in publishing news and updates about upcoming tests and homework. The study in 2013 by Sabeen Jamil, Falak Zehra Mohsin, Rabab Naqvi and Shelina Bhamani found that students waste their time in updating their profile status while using social media. According to Samir N. Hamade in 2013, the best advantage of social networks was a better connection with family and companions and more association in social, political and social exercises.
According to the results of the current study, the major reasons for using social media in ascending orders are: socializing and making new friends, remaining updated about trends, collaborating with fellow students and study and as source of recreation and relaxation.

6.5. **Reason of using social media overall w.r.t. gender**

It was found in the study in 2013 (Sabeen Jamil, Falak Zehra Mohsin, Rabab Naqvi, Shelina Bhamani) that usage of social media is independent of gender differences. According to the results of this research, among the female students, the major reasons for using social media in ascending orders are as follows: socializing and making new friends, collaborating with fellow students and study, remaining updated about trends, as source of recreation and relaxation. Among male students, the distribution was equal for all the above mentioned reasons.

6.5.1. Academics

The results of the study by Shahzad Khan in 2010, the students achieving good grades utilized some form of social media for communicating. Hence, according to that study, social media did not have any negative impact on students study. Also, results from the study by Mahmoud Maqableh, Lama Rajab, Walaa Quteshat, Ra’ed Moh’d Taisir Masa’deh, Tahani Khatib, Huda Karajeh in 2015 did not indicate any effect of social media on college student grades or academic achievements. On the contrary, the research conducted by Samir N. Hamade in 2013 demonstrated that 60% students were ignoring the academic activities because of giving too much time to social media. Also, more than half of the students spent most of their time in utilizing social media. The study done by Munienge Mbodila, Clever Ndebele and Kikunga Muhandji in 2014 confirmed that most of the student that lack a proper e-learning platform due to which they just waste their time on social media because they are unaware of the effective uses of social media.

The results of the current research indicate that most of the students agree on social media proving to be helpful in their studies by any means. Less than half of them agree on social media proving to have negative effects on their studies by any means. While, almost half of the students agree on social media proving to have positive effects on their studies by any means.
6.5.2. Social Behavior
According to Fezile Isik in 2013, students under study lacked confidence in face-to-face communication. He considered it as a great setback of social media. Also, study done by Akubugwo, Ijeoma and Maria Burke in 2013 showed that the inappropriate and unfiltered content seen online can lead the students to get bad impact from them. With frequent use of unattended social media, students may indulge in utilization of terrible slangs, disregard to folks, educators, and the law in the general public. On the contrary, the research work done by Samir N. Hamade in 2013 showed that the best advantage of social networks was a better connection with family and companions and more association in social, political and social exercises.

According to the results of the current study, most of the students think that social media is helpful in keeping in touch with friends and also in socializing. While less than half of the students think that social media usage has negative impacts on their lives, most of the students disagree to this. According to the students under study, most of the students agreed that there are privacy issues related to usage of social media, some think that using social media reduces focus on studies and affects academic performance and only a few agree that it destroys social skills. When students were asked whether their real social life has been affected with the usage of social media, more than half of them disagreed while only a few of the students felt uncomfortable in face to face conversations.

6.5.3. Privacy
According to the study done by Fezile Isik in 2013, the faculty members think that there are many privacy issues related with social media utilization. Similarly, the results by Samir N. Hamade in 2013 indicted many privacy and security issues. According to the study, a huge number of students (70%) have been using insecure accounts with free access to everybody to view their accounts.

In the current study, when students were asked whether they think there is any privacy issue related to using social media, more than half of the students agreed while only a small number of the students disagreed.

6.5.4. Peer Pressure
The work done by Shahzad Khan in 2010 indicated that according to more than half of the subjects, usage of social networking websites has not been affected by peer pressure. The current study also has similar results. The current study indicates that according to
students, most of the students under study think that peer pressure plays no role in their joining of social media, while only a few of the students think that peer pressure has some impact on their social media usage.

6.6. Impacts of social media on students w.r.t. gender

The results obtained from the analysis of the data under study reveals that there has been no significant difference between the answers of male and female students. For most of the questions asked, the answers selected by male students are almost the same as those chosen by female students. The following major differences have been found in the following cases:

Male students use social media more than female users unlike previous studies where females have been found to use social media more than males.

Major reason for female students to use social media is to socialize and make new friends while for male students, all the reasons given in questionnaire are equally significant.

According to the male students, the worst disadvantage of using social media is lack of privacy, while for females, the worst disadvantage is reduced focus on studies.
Conclusion

Previously, the conveying and free sharing of information among individuals were confined by long distances and lack of facilities. In any case, now, even these obstructions are unable to stop the flow of data and information. The new universe of social media networking permits free sharing of thoughts, pictures, videos, news, business, brands and other updates.

In the present study, when subject students were asked if they think there is any privacy issue identified with utilizing social networking websites, more than half of them agree to this. Specially, according to male students this issue was found to be the biggest disadvantage of using social media. On the other hand, according to the female students, the biggest disadvantage of using social media is that it has a negative impact on their grades and studies.

Hence, it can be concluded that male students are aware of the problems related to privacy of their personal data with the usage of social media. The female students are more concerned about their grades than male students. The usage of social media does not significantly impact on the students’ real social life and grades as well. As a matter of fact, this study showed that social media can prove to be a helpful research tool for students and can help them in their studies.

However, the results of the current study, majority of the students spend at least 2 to 5 hours on social media daily. When students were asked about whether using some kind of social networking is essential for today’s life or not, more than 80% of the students agreed. Social media addiction can be an issue that needs to be addressed somehow. In order to solve this problem, conclusion drawn by Akubugwo, Ijeoma and Maria Burke in their study can be helpful. The study indicated that automatic software program that will shut down after a certain time, should be used to control its utilization by students.

Also, teachers who need to use social media in their courses to upgrade students learning capacity should be organized to empower students and make them active individuals in the learning process. The thought that students know how to use social media appropriately may act as a hindrance for those students who may require closer supervision. An e-learning system can play a very important role for students in order to cooperate and work together through the social media channel. Overall, it can be
concluded that, if appropriately used, the use of social media can prove to be a very useful source of learning, sharing and healthy activities.

Limitations

A few limitations can be identified for this research project. The study was led with a small group of subjects under study selected from only four courses and this may restrict the generalizability of the discoveries to the entire educational institutions. Bigger studies including students over all schools and year levels can lead to empower speculation. The focus of the current research work is, however, not generalization but rather an activity research and analyses of the impacts of social media on this particular group of students.

Ethics

The research has been conducted using the following ethical guidelines:

- No public data sharing of undisclosed data has been done
- The data for this research has been gathered in a way that no student has faced any inconvenience with respect to disclosure of his/her private information like name or locality.
- Special measures have been taken in order to avoid any errors and maintain integrity of the collected data.
- No discrimination has been done with respect to cast, creed, nationality or religion.
- The governmental and institutional policies have been followed carefully.
References


2. “Which social media site fits your personality”, [Online] Available: https://www.google.com/search?q=social+media&biw=1280&bih=566&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjM6KyXL93KAhXL6CYKHTPmCJcQ_AUIBygC#imgrc=mDnD-YID1HUMtM%3A


15. Çolak, “To what extent do social network sites affect students’ academic lives?”, Bilkent University, 2014


Annexes

Annex 1

Ethics approval from
Reference Number: 2015D0596
When undertaking a research or enterprise project, Cardiff Met staff and students are obliged to complete this form in order that the ethics implications of that project may be considered. If the project requires ethics approval from an external agency (e.g., NHS), you will not need to seek additional ethics approval from Cardiff Met. You should however complete Part One of this form and attach a copy of your ethics letter(s) of approval in order that your School has a record of the project.

The document Ethics application guidance notes will help you complete this form. It is available from the Cardiff Met website. The School or Unit in which you are based may also have produced some guidance documents, please consult your supervisor or School Ethics Coordinator.

Once you have completed the form, sign the declaration and forward to the appropriate person(s) in your School or Unit.

PLEASE NOTE:
Participant recruitment or data collection MUST NOT commence until ethics approval has been obtained.

PART ONE

<table>
<thead>
<tr>
<th>Name of applicant:</th>
<th>Abdulwahaab Alsaif</th>
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<tbody>
<tr>
<td>Supervisor (if student project):</td>
<td>Mohamed Mostafa</td>
</tr>
<tr>
<td>School / Unit:</td>
<td>CSM</td>
</tr>
<tr>
<td>Student number (if applicable):</td>
<td>st20047199</td>
</tr>
<tr>
<td>Programme enrolled on (if applicable):</td>
<td>Business Information Systems - BSc (Hons)</td>
</tr>
<tr>
<td>Project Title:</td>
<td>Investigate the impact of the social media in student’s education life</td>
</tr>
<tr>
<td>Expected start date of data collection:</td>
<td>1st March 2016</td>
</tr>
<tr>
<td>Approximate duration of data collection:</td>
<td>10 days</td>
</tr>
<tr>
<td>Funding Body (if applicable):</td>
<td>N/A</td>
</tr>
<tr>
<td>Other researcher(s) working on the project:</td>
<td>None</td>
</tr>
<tr>
<td>Will the study involve NHS patients or staff?</td>
<td>No</td>
</tr>
<tr>
<td>Will the study involve taking samples of human origin from participants?</td>
<td>No</td>
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<tr>
<th>Does your project fall entirely within one of the following categories:</th>
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<tbody>
<tr>
<td>Paper based, involving only documents in the public domain</td>
</tr>
<tr>
<td>Laboratory based, not involving human participants or human tissue samples</td>
</tr>
<tr>
<td>Practice based not involving human participants (eg curatorial, practice audit)</td>
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Compulsory projects in professional practice (e.g., Initial Teacher Education) | No
---|---
A project for which external approval has been obtained (e.g., NHS) | No

If you have answered YES to any of these questions, expand on your answer in the non-technical summary. No further information regarding your project is required. If you have answered NO to all of these questions, you must complete Part 2 of this form.

In no more than 150 words, give a non-technical summary of the project:

These days the most commonly utilized method of communication is social media networking. It is being used by individuals belonging to every walk of life. Almost a decade ago, social media was widely accepted by public. There are numerous online networking platforms that include but are not limited to Facebook, Twitter, Instagram, Pinterest, YouTube, LinkedIn, G+, Flickr, Snapchat, Vine, Tumblr.

Social media networking has changed numerous businesses, however the most striking impact of it is in the classrooms and the overall education system. Whether it's using private social gatherings, Facebook Pages, classroom Twitter profiles or web journals, school after school has grasped long range of interpersonal communication using some form of social media. With such a high rate of students using social media networking on daily basis, there is a strong need to analyse the extent to which social media is having its impact on students.

DECLARATION:
I confirm that this project conforms with the Cardiff Met Research Governance Framework.

I confirm that I will abide by the Cardiff Met requirements regarding confidentiality and anonymity when conducting this project.

STUDENTS: I confirm that I will not disseminate any material produced as a result of this project without the prior approval of my supervisor.

Signature of the applicant: Date: 26th February 2016

FOR STUDENT PROJECTS ONLY

Name of supervisor: Mohamed Mostafa Date: 26th February 2016

Signature of supervisor:

Research Ethics Committee use only

Decision reached: Project approved 
Project approved in principle 
Decision deferred 
Project not approved 
Project rejected 

Project reference number: Click here to enter text.

Name: Click here to enter text. Date: Click here to enter a date.

Signature:
A RESEARCH DESIGN

A1 Will you be using an approved protocol in your project?  | No
A2 If yes, please state the name and code of the approved protocol to be used
None
A3 Describe the research design to be used in your project
This dissertation uses both quantitative data to gain information on the development and use of the application described above.

This dissertation uses both quantitative and qualitative data to gain information on the research domain described above.
Questionnaires will be used to collect primary data and will be developed from the analysis of current literature within the given domain.
The questionnaire will be distributed to <identify specific group> to gain quantitative information on how their current and possible use mobile technology (n=40)
The results will then be analysed using excel to gain descriptive information for discussion.
Stratified sampling methodology will be used. Sampling subjects will be chosen from student population.
A4 Will the project involve deceptive or covert research?  | No
A5 If yes, give a rationale for the use of deceptive or covert research
None
A6 Will the project have security sensitive implications?  | No
A7 If yes, please explain what they are and the measures that are proposed to address them
None

B PREVIOUS EXPERIENCE

B1 What previous experience of research involving human participants relevant to this project do you have?
None
B2 Student project only
What previous experience of research involving human participants relevant to this project does your supervisor have?
Mohamed Mostafa has 3 years of experience involving human patriciate as part of his doctoral research.

C POTENTIAL RISKS

C1 What potential risks do you foresee?
1. Risks of not meeting the research deadlines
2. Personal information on the questionnaires.
3. A risk to the participants would be the confidentiality of the data they provide.
4. Personal information and data storage must be taken into account.

C2 How will you deal with the potential risks?
1. Completion of the questionnaire is taken as consent and will be stated at the beginning.
2. The questionnaire and interviews will not contain any questions that reveal the identity of the contributor and will insure contributor’s anonymity throughout. This will be stated in

1 An Approved Protocol is one which has been approved by Cardiff Met to be used under supervision of designated members of staff; a list of approved protocols can be found on the Cardiff Met website here.
the participant consent form for the interviews and the beginning of the questionnaires. If participants feel uncomfortable during any part of the research gathering process withdrawal from the process can be immediate. Audio recordings of the interviews will be transcribed and the participant will be referred to as a pseudonym.

3. Every effort will be made to complete the research phases in accordance with the anticipated research deadlines.

4. All data will be held on a secure password protected external hard drive and paper copies will be kept in a locked cupboard. Access to the data will be restricted to the contributor and supervisor. Questionnaires will have no trace back to the contributor.

When submitting your application you MUST attach a copy of the following:

- All information sheets
- Consent/assent form(s)

An exemplar information sheet and participant consent form are available from the Research section of the Cardiff Met website.
Annex 2

Questionnaire

Investigate the impact of the social media in student's education life
Reference number: 2015D0596

I am a student at the Cardiff School of Management. The aim of my research is to investigate the impact of the social media in student’s life and measure if it is positive impact or negative specially in personality, please complete each question by either putting your answer in the space provided or circling the appropriate response. At the end of the questionnaire you will be asked to submit your responses. Submission will be taken as voluntary informed consent. All your responses are confidential and will only be used for the purposes of this research. Thank you in advance for taking the time to complete this survey.

The Researcher

Abdulwahaab Alsaif
Cardiff Metropolitan University
Email: st20047199@cardiffmet.ac.uk

Supervisor:
Mohamed Mostafa
Lecturer in Computer Science
Cardiff Metropolitan University
momostafa@cardiffmet.ac.uk

School: Level: Gender:

1. Do you use any type of social networks?
   - Yes
   - No

2. How long have you been using social networking sites?
   - Less than 6 months
   - 6 month-1 year
   - 1 yr-5 years
   - More than 5 years

3. How many hours do you spend on social networks daily?
   - 1-2 hours
   - 2-5 hours
   - 4-8 hours
4. Why do you use social networks?

- Socialize and make new friends
- Remain updated about what is trending
- Collaborate with fellow students and study
- As a source of recreation and relaxation

5. Do you think using social networks helps you in your studies by any means?

- Strongly agree
- Agree
- Strongly disagree
- Disagree

6. Do you think using social networks are posing negative effects on your studies by any means?

- Strongly agree
- Agree
- Strongly disagree
- Disagree

7. How many social networking websites do you use?

- 1-2
- 2-5
- 5-10
- 10-20
- More

8. Do you think usage of social networks has any positive effects on your life?

- Strongly agree
- Agree
- Strongly disagree
- Disagree

9. What is/are the best advantage(s) of using social networks?

- Sharing information/work quickly
- Meeting new people can help you socialize
- Learning technology becomes easier
- Keeping in touch with friends is convenient
10. Do you think usage of social networks has any negative effects on your life?
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree

11. What is/are the worst disadvantage(s) of using social networks?
   - Reduced focus on studies and affects academic performance
   - Lesser physical activity results in health problems
   - Decreases/destroys social skills (not an adequate replacement for face-to-face communication)
   - There is no concept of privacy
   - None

12. Do you evaluate the content you publish on social networks?
   - Yes
   - No
   - Sometimes

13. Do you think there are any privacy issues related to social media networking?
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree

14. How does social networking affect your real social life?
   - Has no effect
   - Sometimes I feel uncomfortable in having face-to-face conversation
   - I always feel uncomfortable in having face-to-face conversation

15. Do you think the friends made through social media are trustworthy?
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree
16. Is your parents aware of your social networking activities?
   - Yes, all of them
   - No, none of them
   - Some of them

17. Do you think using some kind of social networking is essential for today's life?
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree

18. Have you ever regretted any information that you shared/posted over social media?
   - Yes
   - No

19. Please select the degree to which peer pressure plays/have played any role in you joining a social media?
   - A lot
   - To some extent
   - Not at all
PARTICIPANT INFORMATION SHEET

Investigate the impact of the social media in students
Reference Number: 2015D0596
Cardiff Metropolitan University

Project summary
The purpose of this research project is to Investigate the impact of the social media in student’s education life. Your participation will enable the collection of data which will form part of a study being undertaken at Cardiff Metropolitan University.

Why have you been asked to participate?
You have been asked to participate because you fit the profile of the population being studied; that is you are between the ages of 18 and 30 and use social media as part of your daily life and student in one of the universities.

Your participation is entirely voluntary and you may withdraw at any time.

Project risks
The research involves the completion of a questionnaire and participation undertaking questionnaire which will be recorded for later analysis. We are not seeking to collect any sensitive data on you; this study is only concerned with Investigate the usage of social media in your daily life. We do not think that there are any significant risks associated with this study. However, if you do feel that any of the questions are inappropriate then you can stop at any time. Furthermore, you can change your mind and withdraw from the study at any time – we will completely respect your decision.

How we protect your privacy
All the information you provide will be held in confidence. We have taken careful steps to make sure that you cannot be directly identified from the questionnaire form; there is no information on these questionnaires that will identify you. Your personal details (e.g. signature on the consent form) and your questionnaire will be kept in secure locations by the research team. When we have finished the study and analysed all the information, all the documentation used to gather the data will be destroyed. The data collected will be held in a secure and confidential environment during the study and destroyed when it is complete.

YOU WILL BE OFFERED A COPY OF THIS INFORMATION SHEET TO KEEP

If you require any further information about this project, then please contact:
The researcher: Abdulwahaab Alsaif
Cardiff Metropolitan University
st20047199 @cardiffmet.ac.uk

Supervisor: Mohamed Mostafa
Lecturer in Computer Science
Cardiff Metropolitan University
momostafa@cardiffmet.ac.uk
PARTICIPANT CONSENT FORM

Cardiff Metropolitan University
Participant name:
Title of Project: Investigate the impact of the social media in student's education life
Name of Researcher
Abdulwahaab Alsaif
Final Year student at Business Information System.
st20047199 @cardiffmet.ac.uk
Supervisor
Mohamed Mostafa
Lecturer in Computer Science
Cardiff Metropolitan University
momostafa@cardiffmet.ac.uk

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. [ ]

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. [ ]

3. I agree to take part in the above study. [ ]

4. I agree to the questionnaire data to be used in the analysis of this study as anonymized [ ]

5. I agree to the use of anonymized quotes in publications [ ]

Signature of Participant _________________________________ Date _________________________________

Name of person taking consent _________________________________ Date _________________________________

Signature of person taking consent _________________________________

Cardiff Metropolitan University
Ethics Committee
Reference Number: 2015D0596