Use of Social Networking Sites for Learning by the Library and Information Science Students of National University, Bangladesh

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Abstract:

Social networking sites (SNSs) especially Facebook is now widely used by the students to connect and share information with friends across the world. Nowadays, these tools have been extensively using for academic purposes. The primary objective of this study is to investigate the use of SNSs, especially Facebook by the Library and Information Science (LIS) students of the National University, Bangladesh (NUB). Based on a random sampling method, a structured questionnaire was designed and distributed among 240 LIS students of National University, and 207 (86.25%) were received. It was found that most of the respondents were aware of using Facebook, and it is very significant that the majority of them use Facebook for academic purposes. The finding is significant because Facebook is not only used for social networking but it is also used for academic learning. The NUB must prepare policies and mechanisms on how they can foster SNSs to promote learning in academic setting.

Keywords: *Social Networking Sites (SNSs), Facebook, Higher education, Learning, National university, Bangladesh.*

1. Introduction:

Social networking sites (SNSs) have altered human lives by providing a whole range of new possibilities. SNSs are the websites that permits easy access to a vast quantity of information resources, enables fast synchronous as well as asynchronous communication and offers a wide array of entertainment prospects (Jahan & Ahmed, 2012).

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SNSs allow users to maintain social relationship by viewing, visiting, sharing and it provide user-created content platform applications allowing the users to contribute their knowledge in different formats like text, data, video, and audio. Facebook, MySpace, Twitter, Second Life, Delicious, Blogs, Wikis are just a few of the social networking options available on the internet today (Dickson & Holley, 2010) that are used by various groups to stay in touch with friends and colleagues. Facebook is currently the most popular SNS and the focus of the current research. Now a day's Facebook is not only social applications, but also academic uses. It is a popular social networking site and online communication tool that allows users to construct a public or private profile in order to connect and interact with people who are part of their extended social network. It is so successful that the students use this site on a daily basis for both academic and social goals (Kirschner & Karpinski, 2010).

National University is mainly an autonomous affiliating University in Bangladesh that established in 1992. The University has 2300 affiliated colleges and institutions that offers various academic programs for graduate and post-graduate degrees (NU Website, 2020). This University conducts graduate and post-graduate academic programs such as, MAS, M.Phil, Ph.D. and PGD program on its central campus at Gazipur, Bangladesh. The University has 30 departments under the five academic committees such as Arts, Social Sciences, Natural Science, Life and Earth Sciences and Business Studies (NU Prospectus, 2019). Since 2016-2017 sessions the University offers Ph.D, M.Phil, MAS and PGD program in the Library and Information Science department. In this regards, this work focuses on use of SNSs for learning, especially Facebook use by the LIS students of National University, Bangladesh.

2. Objectives of the Research

The primary objective of this study is to investigate the use of social networking tools especially Facebook by the LIS students in National University, Bangladesh. The specific objectives are to:

 i)   Identify the reason of SNSs for different purposes;
 ii)   Examine the interest of using SNSs for academic purpose; and
 iii) Explore different usage of SNSs for academic purpose.

3. Literature Review:

Social Networking Sites (SNSs) are the popular media to the formation of a community on the internet, which facilitates the users to interact or share views for a common purpose. SNSs can play a vital role for business purposes, social purposes and educational purposes with the internet through sites such as Facebook, Twitter, LinkedIn, MySpace, Whatsapp, Google+ etc. During the early period when SNSs emerge, that time users' just sharing and chatting personal information and ideas around the topic via personal homepage (Mahajan, 2009). Shaheen (2008) investigated the use of social networks and political activism on the Internet and the findings concluded that the use of social networking websites may be an alternate medium to promote the freedom of speech and greater awareness about their political rights among the university students. SNSs play an important role in every student's life. It is easier and convenient to access information, provide information and communicate via social media. Teachers and students are connected to each other and can make good use of these platforms for the working of their education (Social Network Service, 2019). Library professionals are also use SNSs for many activities such as awareness building, library marketing services, develop customer relation, share different event information, news or photos, providing important service links, share the opinions or expertise of staff members, to support just-in-time reference (Phillips, 2011). Mazman and Usluel (2010) focused their article that, there was a statistically positive correlation between perceived ease of use of Facebook as learning site and intention to use by the users. They also design a model about "Purposes of using Facebook and Facebook adoption" that mentioned below-
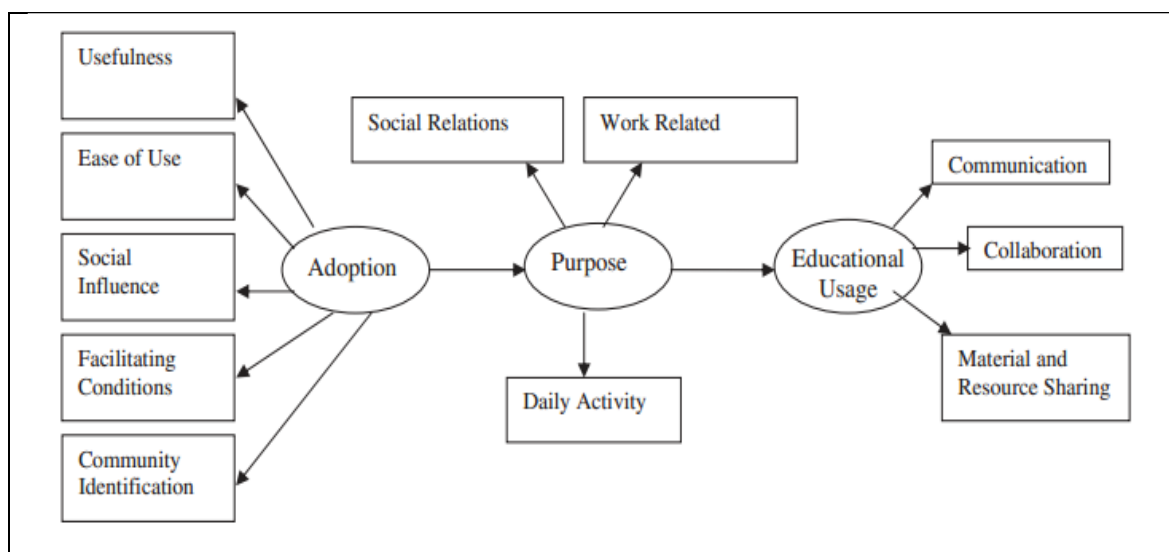

Figure 1: Purposes of using Facebook and Facebook adoption (Mazman & Usluel, 2010)

Facebook was established to develop collaboration between students (Mazman & Usluel 2010) and also develop the communication between students and teachers (Bosch 2009). In this

regards Roblyer *et al.* (2010) mentioned that, Facebook is a valuable tool in educational communications and collaborations and Facebook also provides immediate responses from the students. Islam, Afroze and Darwin (2019) conducted a study on usage of SNS in Bangladesh and offer a model for business student. Authors built a usage model of SNSs among business students of Bangladesh through creating eight different factors consisting of 33 variables. In particular there is a lack of research looking at the educational use of SNSs such as Facebook (Vrocharidou & Efthymiou 2012). These above studies, however conducted on different settings and different countries. The use of Facebook in academic setting is widely accepted and used developed countries. Compare to the developed countries, Facebook in academic settings in developing countries are less. As a developing country in Bangladesh, few studies conducted on Facebook using for academic purposes. There are research gap in this area. The present study has been focused and shed light of using Facebook as an academic tool and how it can be used for LIS students of National University, Bangladesh.

4. Methodology :

To meet the objective of this study, a questionnaire was designed by authors for data collection. The questionnaire consisted of demographic information, reasons of using SNSs, the tasks they perform using SNSs and their opinions on SNSs as an academic tool. Data were collected from the LIS students of NUB using convenience sampling method through a structured questionnaire. The questionnaire contains 16 questions with open-ended, close-ended, and some of the questions used a 5 points *Likert scale* (1-5 points) on the basis of significance value 5 being highest use and value 1 being lowest use of SNS. The initial part of the questionnaire contains bibliographic information and later parts composed of SNSs related questions. SPSS analysis software was used to analyze data and to determine the factors of using SNSs and the correlation among the variables.

5. Data collection

The participants of this survey were the LIS students of NUB. They were from PGD, MAS and MPhil program. Both male and female participants took part in this survey. The survey requested basic demographic data regarding age, gender and academic status and also

contained items regarding the frequency of use of social networking tools. Students were asked to provide answers of their main purposes of using SNSs. Based on convenience sampling method, 240 questionnaires were distributed among LIS students in National University, Bangladesh. After that, 207 questionnaires were received, and the overall response rate is 86.25%.

6. Analysis and Discussion

6.1 Demographic information of the respondents

Table 1 shows the demographic distribution (gender, age, and batch) of the respondents. A total number of 207 respondents used for data analysis. As per the demographic information, a large number of the students were male 71.50% (N=148) and, 28.50% (N=59) were female. The largest number of students 55.57% (N=115) were from the age group 21-25 years. 19.81% (N=41) students were from the age group between 26-30 years, 13.01% (N=27) students age group fall between 31-35 years, and the age group of students 11.61% (N=24) were between 36+ years. In total, 25.60% (N=53) of the respondents were from PGD 1st batch, followed by 29.47% (N=61) PGD 2nd batch, 36.23% (N=75) PGD 3rd batch, 4.83% (N=10) MAS students and only 3.87% (N=08) from M.Phil students.

Table 1: Demographic information of the respondents (*N= 207*)

Variables	Types	N	%
Gender	Male	148	71.50
	Female	59	28.50
Age	15-20 years	24	11.61
	21-25 years	115	55.57
	26-30 years	41	19.81
	30+ years	27	13.01
Disciplines	PGD 1st Batch	53	25.60
	PGD 2nd Batch	61	29.47
	PGD 3rd Batch	75	36.23
	MAS	10	4.83
	M.Phil	08	3.87

6.2 Internet access by the students

The first question to the students was about internet access, how they access to internet, and multiple access points were there in the questionnaire. Table 2 shows that most of the students

56.52% (N=196) used Internet at their home. A good number of the students used Internet in the library 32.85% (N=68), 14.98% (N=31) students used Internet in department lab, 14.00% (N=29) students used Internet in Cyber café, and 2.90% (N=6) students answered that they do not use Internet.

Table 2: Internet access place by the students (multiple responses) (*N= 207*)

Internet access place	N	%
Library	68	32.85
Department lab	31	14.98
Cyber café	29	14.00
Home	117	56.52
I do not use Internet	6	2.90

6.3 Internet connection methods

Table 3 shows that most of the students 52.24% (N=105) used a broadband connection. Students also had mobile internet access 41.29% (N=83), 30.35% (N=61) students used Wi-Fi connection, and 14.44% (N=25) students used a wireless modem to access Internet.

Table 3: Internet connection methods by the students (multiple responses) (*N= 201*)

Internet connection methods	N	%
Broadband	105	52.24
Mobile data	83	41.29
Wi-Fi	61	30.35
Wireless modem	25	14.44

6.4 Use of SNSs

Table 4 shows that among 207 respondents, most of the respondents 94.69% (N=196) use SNS while only 5.31% (N=11) students do not use SNSs.

Table 4: Use of SNSs by the students

Use of SNSs	N	%
Yes	196	94.69
No	11	5.31

6.5 SNSs access tools by the respondents

Table 5 and figure 2 show that 53.57% (N=105) students used desktop, 32.25% (N=73) used laptop, a large part of the students 64.80% (N=127) used mobile phones and 5.61% (N=11) used Tab for accessing social networking sites.

Table 5: Tool(s) used to access to SNSs by the students (multiple responses)

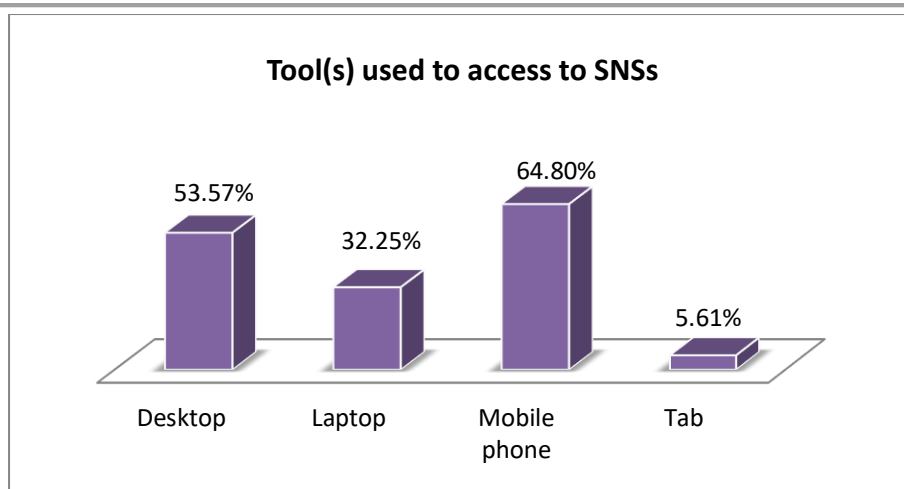| Tool(s) used to access to SNSs	N	%
Desktop	105	53.57
Laptop	73	32.25
Mobile phone	127	64.80
Tab	11	5.61

Figure 2: Percentage-wise distribution tools used to access to SNSs by the Students

6.6 SNSs Usage of SNSs

The below table 6 shows that all of the respondents 100% (N=196) had Facebook account which is followed by 7.14% (N=14) Academia, 13.27% (N=26) Twitter, 16.33% (N=32) Google+, 17.80% (N=29) LinkedIn, 8.63% (N=17) Hi5 and 20.92% (N=41) had others SNSs. Table 6 also shows that most of the respondents 48.98% (N=96) use SNSs more than five years, 29.08% (N=57) use SNSs 4-5 years, 16.33% (N=32) use SNSs 2-3 years, and only 5.61% (N=11) use SNSs from 1 month to 1 year. Table 6 also shows that a large part of the respondents 52.55%

(N=103) use SNSs always, 26.02% (N=51) usually, 14.80% (N=29) sometimes, and few students 6.63% (N=13) use SNSs rarely.

Table 6: SNSs usages information by the respondents (*N= 196*)

Question	Variable	Frequency	%
Do you have any account of the following SNSs? (multiple responses)	Facebook	196	100
	Academia	14	7.14
	Twitter	26	13.27
	Google+	32	16.33
	LinkedIn	29	17.80
	Hi5	17	8.63
	Others	41	20.92
How long have you been using SNSs?	1 month-1 year	11	5.61
	1-2 years	32	16.33
	2-4 years	57	29.08
	4 years +	96	48.98
How often do you usually use SNSs?	Rarely	13	6.63
	Sometimes	29	14.80
	Usually	51	26.02
	Always	103	52.55

6.7 Purpose of using Facebook

The question to the respondents was, "Which purpose(s) do you use Facebook?" Table 7 provides the details of the mean value, Standard Deviation, and Variance, as well as the consequence level for the seven attributes measured by a five-point *Likert Scale*.

Table 7: Purpose of using Facebook

SL No.	Indicators	Minimum	Maximum	Mean	Std. Deviation	Variance
1	For sharing information with friends	4	5	4.79	1.78	.157
2	For entertainment/hobby	4	5	4.56	1.85	.235
3	For passing time	1	5	3.99	1.59	.269
4	For making new friend	3	5	3.69	2.09	.290
5	For looking job opportunities	2	5	3.35	1.90	.433
6	For academic purpose	1	5	3.10	1.85	.367
7	For business purpose/shopping	1	5	3.05	1.90	.450
(N=196) ; [Weight: *Strongly agree =5, Agree =4, Neutral =3, Disagree =2, Strongly disagree =1*] **(Here 4.79 highest & 3.05 lowest score)**						

The Table 7 shows the purpose of using Facebook by the LIS students of National University. The table 7 shows that "For sharing information with friends" is the 1st rank with a mean score of 4.79 and std. deviation 1.78, which is the highest value. Similarly, "For academic purpose" and "For business purpose/shopping" are the 6th and 7th ranks with a mean score of 3.10 and 3.05 and std. deviation 1.85 and 1.90 respectively, which are the lowest values. "For entertainment/hobby"; "For passing the time"; "For making a new friend" and "For looking job opportunities" ranked 2nd, 3rd, 4th, and 5th indicated with a mean score of 4.56, 3.99, 3.69, and 3.35, and std. deviation 1.85, 1.59, 2.09 and 1.90 respectively.

6.8 Use of Facebook for academic purposes

In the last portion of the questionnaire, students were asked to find out their opinion about the use of Facebook for educational purposes. This question was also a five-point *Likert Scale* question with six attributes.

Table 8: Use of Facebook for academic purposes

SL No.	Indicators	Minimum	Maximum	Mean	Std. Deviation	Variance
1	Viewing course and class schedule	4	5	4.90	1.85	.178
2	Communicate with other students in the courses	4	5	4.86	1.80	.235
3	Communicate with course teachers	3	5	4.54	2.07	.269
4	Access course notes and other materials	3	5	4.48	2.04	.290
5	Live/Online group discussion	4	5	4.07	1.92	.433
6	Students collaborate in higher education courses	2	5	3.39	1.79	.367
(N=196); [Weight: *Strongly agree =5, Agree =4, Neutral =3, Disagree =2, Strongly disagree =1*] (Here 4.90 highest & 3.39 lowest score)						

The above table 8 is arranged to identify the opinion about use of Facebook for academic purposes by the LIS students. The table demonstrates that "Viewing course and class schedule" is the highest mean value that is 1st in rank with a mean score of 4.90 and std. deviation 1.85. Similarly, "Communicate with other students in the courses" is the 2nd indicator with a mean

score of 4.86 and std. deviation 1.80. "Communicate with course teachers" is the 3rd rank with a mean score 4.54 and std. deviation 2.07. "Access course notes and other materials" is the 4th rank with a mean score 4.48 and std. deviation 2.04. The last two ranks "Live/Online group discussion" and "Students collaborate in higher education courses" with mean values of 4.07 and 3.39 and their std. deviation 1.92 and 1.79 belong to ranks 5th and 6th respectively.
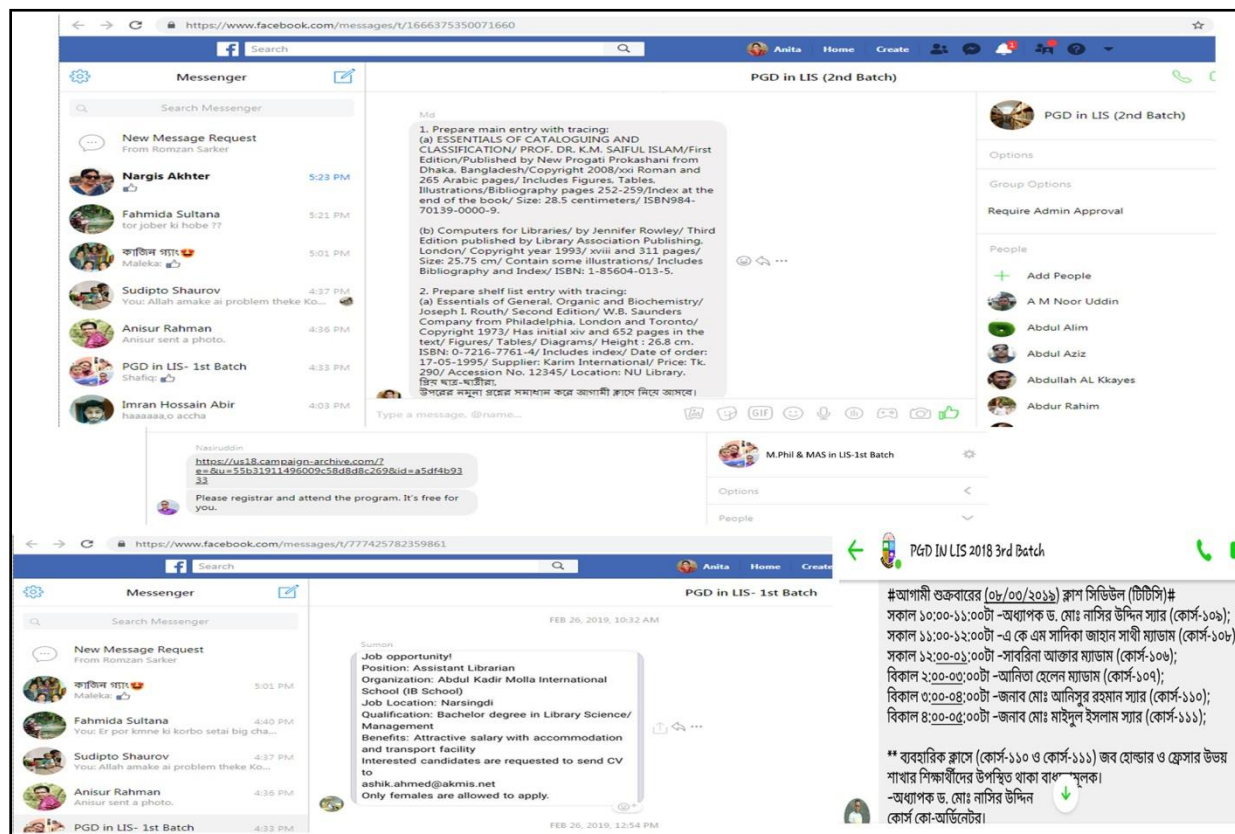

Figure 3: Existing use of Facebook by the LIS students of National University

7. Findings and recommendations

The NU students in Bangladesh widely accepted use of Facebook as a medium of learning and communication tool for academic purposes. It was found from the findings that students extensively use Facebook for academic purposes. Considering it easy to use and convenient sharing facilities, probably the students use it for communication purposes in the educational environment. This finding is in line with the Magogwe & Ntereke's (2013) study, where they found that Facebook has become one of the vital media for communication. It significantly

improves communication skills. In this research, most of the students 196 (94.69%) out of 207 use SNSs. This study found that respondents who use SNSs all of the respondents (N=196) use Facebook. It is apparent from the responses that most of the respondents, 48.98% (N=96) use SNSs for more than five years, and a big part of the respondents 52.55% (N=103) always use SNSs (Table-6). The study exposed that students of the LIS department are using Facebook for many purposes. "For sharing information with friends" is the 1st rank with a mean score of 4.79 and std. deviation 1.78, which is the highest value, on the contrary "For academic purpose" is the 6th rank with a mean score of 3.10 and std. deviation 1.85, which is the lowest value.

Facebook nowadays, along with much of the Internet is a great innovation that allows users to express their opportunity to create new communities. Notably, Facebook may break the silence of the communication and academic literacy students and create a more interactive relationship between the students and the institution. The study also identifies the opinion about the use of Facebook for academic purposes by the LIS students of National University. The result found that "Viewing course and class schedule" is the highest mean value that is 1st in rank with a mean score of 4.90 and std. deviation 1.85, on the other "Students collaborate in higher education courses" with a mean value of 3.39 and the std. deviation 1.92 and 1.79 belong to rank 6th, respectively.

Though National University has no central policy for using Facebook, some departments and academic committees now have their own Facebook pages (Figure-3). To get up-to-date information about the organization, check out useful links and resources concerning their course students should follow them. Students should be encouraged by teachers to use Facebook for academic purposes. Via these sites, they should allow students to interact with them. Many students are not interested in creating individual Facebook accounts for academic purposes. In this case, to communicate with students for educational purposes such as to share messages, class schedules, class lectures, exam results, and relevant links of books or journal teachers may create separate accounts. Also, the National University authority should create an

official Facebook page so that students, teachers, staffs, and related persons get information quickly.

8. Conclusion

This study sought to examine the use of SNSs, e.g., Facebook use by the LIS students of National University, Bangladesh. For this study, the researchers set out three objectives, and most of the objectives are met. The popularity of Facebook among the on-campus students of National University are increasing day by day. It is clear from the study that most of the respondents are aware and use SNSs especially, Facebook. This work revealed how students use Facebook to serve their academic purpose. Overall, LIS students of National University showed a positive attitude in using Facebook in higher education. Most of the students feel that social networking tools can be useful for their courses as well as these tools can improve communication between and among students and teachers. This study showed that SNSs, especially Facebook holds great opportunities and challenges for transforming education and learning at National University. It is essential for networking and communication in the 21st century.

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APENDIX-I

Students' Survey Questionnaire on

Use of Social Networking Sites for Learning by the Library and Information Science Students of National University, Bangladesh

The main aim of this questionnaire is to assess the use of social networking sites in particular Facebook by the Library and Information Science (LIS) Students of National University. It will be highly appreciated if you could take a few minutes to complete the survey.

1. Demographic and academic information:

1.1   Name   :   ………………………..

1.2   Gender   :   ☐ Male   ☐ Female

1.3   Age group   :   ☐ 21-25 Years   ☐ 26-30 Years
                        ☐ 30-35 Years   ☐ 36+ Years

1.4   Program   :   ☐ PGD   ☐ MAS   ☐ M.Phil

1.5 Academic Session/Year : ………………………

2. Information on Social Networking Sites (SNSs) use:

2.1 You have access to Internet at: (you can choose more than one)

☐ Library   ☐ Department lab   ☐ Cyber café

☐ Home   ☐ I do not use Internet

2.2 What is your main Internet connection method? (you can choose more than one)

☐ Broadband   ☐ Mobile data   ☐ Wi-Fi

☐ Wireless modem   ☐ Other (please specify)……………………

2.3 Do you use social networking sites?

☐ Yes   ☐ No **(Please go to Question no. 4)**

2.4 Which tools(s) do you use to access to SNSs? (you can choose more than one)

☐ Desktop   ☐ Laptop   ☐ Mobile phone

☐ Tab   ☐ Others (please specify)………………

2.5 Do you have any account of the following SNSs? (you can choose more than one)

☐ Facebook   ☐ Academia   ☐ Twitter

☐ Google+   ☐ LinkedIn   ☐ Hi5

☐ Other (please specify)………………….

2.6 How long have you been using SNSs?

☐ 1 month to 1 year   ☐ 1-2 years   ☐ 2-4 years

☐ More than 4 years

2.7 How often do you usually use SNSs?

☐ Rarely   ☐ Sometimes   ☐ Usually   ☐ Always

2.8 How many connections (Friends) do you have for your SNS account (on average)?

☐ Less than 100   ☐ 101-300   ☐ 301-500   ☐ 501 +

3. Information about usages of Facebook:

3.1 Which purpose(s) do you use Facebook?

(Weight: *Strongly agree =5, Agree =4, Neutral =3, Disagree =2, Strongly disagree =1*)

Purposes	5	4	3	2	1
For entertainment/hobby	☐	☐	☐	☐	☐
For looking job opportunities	☐	☐	☐	☐	☐
For academic purpose	☐	☐	☐	☐	☐
For business purpose/shopping	☐	☐	☐	☐	☐
For making new friend	☐	☐	☐	☐	☐
For sharing information with friends	☐	☐	☐	☐	☐
For passing time	☐	☐	☐	☐	☐

3.2 Frequency of responses to likelihood of participation in academic purposes:

(Weight: *Strongly agree =5, Agree =4, Neutral =3, Disagree =2, Strongly disagree =1*)

Course related activities	5	4	3	2	1
Communicate with other students in the courses	☐	☐	☐	☐	☐
Access course notes and other materials	☐	☐	☐	☐	☐

Live/Online group discussion	☐	☐	☐	☐	☐
Communicate with course teachers	☐	☐	☐	☐	☐
Viewing course and class schedule	☐	☐	☐	☐	☐
Students collaborate in higher education courses	☐	☐	☐	☐	☐

4. If you do not use the Social Networking Sites (SNSs), what is the reason?

☐ I am not interested   ☐ I joined once but I do not enjoy doing it

☐ I do not have time   ☐ I do not know how to join ☐ Other (please specify)............

Thank you very much for your participation