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The Students' Attitude on Using Social Network Site (SNS) in their Academic Life in University

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Abstract
In recent years, the usage of social network websites has become popular because of the extreme development of technology and massive use by users. Consequently, the public has transformed into an enormous user of social network websites. At present, the Internet, precisely Social Network Site (SNS), has a prodigious effect on the university academic life and education system. The crucial point behind implementing this research was to realize and explain the students' educational outcomes that engage in social networking sites for the majority of their time as well as to learn about students' perspectives regarding the usage of technology in their academic lives at the university level then students' opinions were examined. The quantitative research methods were managed in this study, and questionnaires were administered to accumulate quantitative data with students. The research participants comprised 105 students in the computer science department – university of Sulaimani in the north of Iraq. This research has exposed that most students positively think about social network sites that spend most of their time on it daily. They use it for academic purposes to share and generate new ideas related to their studies. On the other hand, they use it for having fun and entertainment with their friends.

Keywords: E-learning, Social Network Sites (SNS), ICT, Academic Social Network (ASN).

Introduction
In today's society, technology has a significant impact on the way humans exchange information and communicate with others across the globe. Face-to-face talks, mail, and phone conversations were all common methods of communication in the preceding century. Even though information technology has improved, the Internet allows individuals to communicate and exchange information (Chou & Chou, 2009). In the twenty-first century, an essential feature of education is Internet-based computing, which provides learners with a wide range of technological and logical alternatives. Furthermore, Information and Communication Technology ICT is rapidly gaining favour to advance the educational system.

In the field of education, several studies and investigations emphasize the importance of computers and the Internet in allowing students to communicate with others through Internet-based computers (Weinberger & Fischer, 2006). To put it another way, academics and researchers have tried to join Social Networks Sites (SNS) and research groups in order to connect with others (Krause, 2012). The term "Social Network Sites" refers to a website that enables users to communicate with one another online and exchange images, music, videos, and other personal information. Examples of SNS include Twitter, Facebook, LinkedIn, etc. (Home, 2017). Researchers and academicians have been particularly interested in the function of social networking platforms in teaching and learning, particularly encouraging students to participate actively in the course and associated activities. In addition, academics are attempting to figure out how to utilize social networking sites for academic objectives. Meanwhile, it has been created and released throughout a few previous years (Özgen, 2012). However, when the phenomena of social networking sites (SNSs) continue to grow at an alarming rate, it is critical to understand their effect on the educational system and the learning context (Subramani, 2015).

SNSs have been an official part of several schools and universities since they are more popular. The opposite view is held by other academics, who believe SNSs should be introduced to students and professors in higher education to understand better their impact on student learning (Ellison, Steinfeld, & Lampe, 2007). Students, teachers, and their classmates' social interactions and activities may significantly impact the teaching and educational experience (Dunlap & Lowenthal, 2009; Hussein et al., 2021; Altun& Sabah, 2021). Furthermore, according to Dunlap and Lowenthal (2009), university students and faculty members are frequent users of social networking sites for personal, educational, and entertaining objectives. Aside from that, Carosu and Salaway (2009) said that most students use SNS to interact with their peers and colleagues at university, which is a fantastic opportunity to employ it in the process of education. Those interested in communicating and interacting with their instructors throughout their study and lecture using the precise SNS method as colleagues then transferred files and

information between them, on the other hand, expressed their desire (Carosu&Salaway, 2009).

Problem statement and research purpose

Social networking sites (SNSs) are an essential part of academic life. They can be a terrific tool for establishing relationships between colleagues and friends and gathering and disseminating information about university activities. However, it raises some problematic considerations about integrating social networking sites into academic life at the university level and students' reactions to utilizing social networking sites. For example, in the University of Sulaimani in the Kurdistan region of Iraq, there is a lack of research about the implementation of SNS sites, which is significant. However, after conducting a thorough review of the literature, we discovered that sufficient analysis revealed that most university students actively use social networking sites. Additionally, it provides an ideal chance to incorporate such sites into classroom instruction and learning. Further, academic and social integration may be an essential concept to consider to aid teachers and students in their academic lives at the university level of education.

The purpose of this research is to get a comprehensive knowledge of the present use trends of social networking sites (SNSs) in academic life at the University of Sulaimani – computer science department and students' perceptions of SNSs in general. To get enough information, the researcher gave a questionnaire. It is also essential to understand how social media influences students and teachers in an educational setting. In addition, the advantages of using social networking sites to assist teachers and students in exchanging knowledge and communicating with one another are discussed. Furthermore, it is worth noting that there are just a few studies and investigations on the impact of social networking sites (SNS) on instructors' and students' academic lives in the northern part of the country. As a result, the purpose of this study is to provide answers to the following research questions: The perspectives of Computer Science students about the usage of social networking sites for their academic and university lives are being investigated. Therefore, this study has the potential to be important in assessing and illustrating the influence of social networking sites on university students.

Literature review

Social networking sites (SNS) are becoming a global phenomenon due to the fast rise in their popularity. For the most part, young adults and teens use social networking sites (SNS) to disseminate information, develop relationships with their peers, and publicize aspects of their social and personal affairs (Ellison, 2007). SNSs, according to Wang et al. (2014), might enhance human life. Recently, ICT has been incorporated into their educational systems in a coordinated and integrated manner in several advanced nations, which has had a growing impact on teaching and learning (Keller &Cernerud, 2002). According to Davis et al. (2012), SNS are mobile apps and web-based applications via which businesses and people may develop, involve, and share original material in digital contexts through a variety of communication channels.

SNSs are a rapidly evolving online platform that has fundamentally altered and adjusted the way individuals interact, observe, and exchange information with other members of that community (Weinberger & Fischer, 2006; Abubakr& Kaya, 2021). Furthermore, according to Kim et al. (2011), students use SNS primarily for knowledge, social engagement, and friendship. SNSs, on the other hand, provide support in analyzing and investigating data, making judgments and collaborating on ideas, and sharing expertise with website users (Weinberger & Fischer, 2006; Altun, 2015). Furthermore, with social networking sites, users may create personal profiles comprised of one of the many personal information such as their username, surname, birthdate, email address, location, and interests and hobbies. In addition, users of social networking sites may communicate with their classmates, coworkers, and family members over the Internet.Furthermore, it is used to make new friends, post and share links, photographs, and videos, and communicate with others (Ellison, 2007; Kord, 2008; Barzani, 2021). In contrast to other virtual societies and platforms, social networking sites (SNSs) distinguish themselves by enabling users to publicize and express their social interactions (Zgen 2012). Furthermore, they differ in terms of their qualities and the sorts of users and members who belong to them (Zgen, 2012).

So many SNSs are out there that it might be challenging to know which one is best for you. As a result of this, De la Torre (2009) shows that in today's society, it is appropriate for students and young people to use the Internet, particularly social networking sites (SNSs), to improve their communication and technology skills. On top of that, teens and young adults make up the majority of computer and Internet users across the globe (Kirschner & Karpinski, 2010). Social, informational, compassionate, and visible benefits were included in Butler et al. (2002)'s classification of the advantages of participating in SNSs. Users of SNSs may virtually administer webinars and seminars using voice and camera software, which is very helpful for facilitating communication and cooperation between parties located all over the globe. By utilizing this platform, educators and students can express themselves, make new connections, and build online portfolios that highlight their skills and expertise (Eke &Odoh, 2014). In contrast, many factors contribute to pupils' academic success. Therefore, it is still vital and critical that social media

impact student achievement, even more so than external and other elements (Eke &Odoh, 2014).
Sánchez et al. (2014) recommended that institutions adopt Facebook as a teaching tool. Teachers and students should also use social networking sites like Facebook to communicate, collaborate, and participate in the educational process. On the contrary, the usage of social networking sites (SNS) was linked to a decrease in a student's grade point average (GPA) (Karpinski et al., 2013). Social media facilitate Student-to-student and student-to-instructor communication in higher education. Even thoughmost folks are now attempting to communicate and work in an online world, online interaction is still a necessary means of communication and connection (Brady, Holcomb, & Smith, 2010). Additionally, Paul et al. (2012) suggested that academic institutions and teachers increasingly use social media platforms such as Facebook and LinkedIn to communicate with existing and prospective students and offer instructional material.

Related research

The use of social media in academic settings has lately begun to get increasing attention. Students' involvement in social networking sites at university and the impact of social networking sites on students' academic achievement have all been explored in general. For example, Roblyer et al. (2010) investigated how lecturers and learners at higher education institutions use Facebook for instructional reasons in their research. According to the research findings, learners and university instructors utilize social media for academic objectives (Roblyer et al., 2010). However, Tiryakioglu and Erzurum (2010) conducted research in which they recruited 67 teachers who held a variety of academic positions at institutions in Turkey and participated in it. According to the investigation findings, 75 percent of teachers have social networking accounts, and there is no significant difference in attitudes toward social networking sites among male and female members of the research group (Tiryakioglu& Erzurum, 2010). According to another survey conducted at a big institution in the southern United States of America, 56 percent of academic staff believed that social networking sites (SNSs) would be beneficial for the student to instructor interactions and student to student interactions (Ajjan& Hartshorne, 2008). Mehmood and Taswir were responsible for establishing Nizwa College of Applied Sciences in the Sultanate of Oman (2013). This research looked at the impact of social media on students' academic performance and how to use social media as a platform for educational purposes. According to the findings of this survey, all of the students said that they utilized social media to achieve social and academic objectives. Teachers and students might get a wide variety of advantages from using Facebook for educational reasons, according to another thesis submitted by zgen (2012), entitled "Social networking sites use for teaching and learning". In order to communicate efficiently, optimize their participation in class contributions, and connect with their course appropriately, the students selected Facebook as a Content Management System (CMS) (Özgen, 2012).

According to the paper "The Academic Use of Social Networks among University Students" (Gómez, Roses, and Farias, 2012), students use social networking sites (SNSs) for both teaching and learning purposes at a high rate. Students also exhibit a favourable attitude toward using social media for academic reasons by professors by completing the survey (Gómez, Roses, & Farias, 2012). Furthermore, Ravishankar (2013) carried out a study in which he used social media as a platform for learning, collaboration, and developing students' skills. The use of social networking sites (SNS) is an adequate substitute for traditional methods of expanding students' academic experience by engaging students in online cooperation and engagement. Furthermore, Childers (2011) examined the relevance of social media in today's society, and the varying degrees of receptivity students have to it when it is used in the academic sector, among other things. It is explained in this article how lecturers and learners at universities have begun to use social networking sites for academic reasons, which helps to clarify the framework of social networking sites. Furthermore, this research reveals that social networking sites (SNS) substantially impact academic life, notably communication between learners and communication between students and instructors. Moreover, Brady et al. (2010) highlighted that education-based social networking sites (SNSs) might be the most beneficial in distant education courses, such as a scientific tool for improved communication technology among students in higher education (Brady, Holcomb, & Smith, 2010).

Methodology

The data gathering process is critical since it is the most vital aspect of the investigation. In order to gather data from the students to arrive at appropriate responses to the study questions, quantitative methodologies were used. In this research, the data collecting instrument is a questionnaire used to acquire information from students. In this research, three questionnaires were used: the first from zgen (2012), the second from Brady, Holcomb, & Smith (2010), and the third from Ravishankar (2013). Two parts were included in the questionnaire (Appendix A). Demographic data is presented in the first part, while student usage of social networking sites for academic purposes is discussed in the second. Students from the computer science department at the University of Sulaimani, in the second, third, and fourth grades, participated in the activity. A total of 105 replies were collected from a sample of 113 questionnaires

sent out to students. Data were analyzed using the Statistical Package for the Social Sciences (SPSS). The use of descriptive SPSS features allowed for tables and frequencies examined constructively.

Students' gender, age, and grade level are the subjects of three questions in Table 1. There are 62.9 percent male students and 37.1 percent, female students at this college. In addition, 22.9 percent of students are between the ages of 18 and 20, 64 percent are between 21 and 24, and 16.2 percent are beyond the age of 25. It's important to note that most students are between 21 and 24. 41.0 percent of second-grade students, 35.2 percent of fourth-grade students, and 23.8 percent of third-grade students took part in this survey.

TABLE 1 Students' demographic information

		Frequency	Percentage
Gender	Male	66	62.9
	Female	39	37.1
	Total	105	100.0
Age	18-20	24	22.9
	21-24	64	61.0
	25 – older	17	16.2
	Total	105	100.0
Grade	2nd grade	43	41.0
	3rd grade	25	23.8
	4th grade	37	35.2
	Total	105	100.0

Table 2 shows that the majority of students, 32.4%, spend more than three hours each day on social networking sites. In addition, 44.8% of students chose informative communities. 76.0 percent of students said they use social networks primarily for chatting away, although there are various reasons for this. 53.3 percent of students are enthusiastic about working in groups and believe it is advantageous. Seventy-five percent of students responded that time-consuming was the most significant hurdle they encountered when utilizing social media for educational purposes in the final question. Because of this, participants can pick more than one option in the questionnaire; each decision is reflected in the average of the total responses.

TABLE 2 Information on the demographics of students' use of social media

Questions	Options	Frequency	Percentage
Per day, how much time do you spend on social media sites?	30 minutes	11	10.5
	1 hour	13	12.4
	Two hours	30	28.6
	Three hours	17	16.2
	More than three	34	32.4
	Total	105	100.0
On social networking sites, students become members of a kind of community.	Educational	24	22.9
	Entertainment	41	39.0
	Informational	47	44.8
	Other	19	18.1
Use of social networking sites has a specific goal.	Downloading music/video.	66	62.9
	Uploading music/video.	23	21.9
	Posting photos.	37	35.2
	Blogging.	0	0
	Creating polls/quizzes or surveys.	0	0
	Chatting.	80	76.0
	Submitting articles to website.	0	0

	Communication with teachers and class fellows.	3	2.9
	Other.	0	0
Students' attitudes about group project collaborations on social networking platfom	Problematic	9	8.6
	Somewhat useful	39	37.1
	Very useful and interesting	56	53.3
	Other	1	1.0
Students' perceptions of the difficulties associated with utilizing social networking sites for teaching and learning.	Lack of integrity.	12	11.4
	Privacy concerns.	42	40.0
	Time consumption.	74	70.5
	Lack of training to use online mechanisms.	5	4.8
	Lack of all required features in a networking platform.	0	0
	Lack of knowledge to use the platforms.	4	3.8
	Others.	0	0

According to demographic statistics, most students spend more than three hours on social media each day, confirming that the majority of students are strongly connected. As previously said, this point presents a fantastic chance to utilize this instrument as a learning platform since the students have a strong desire to use it; in addition to this enthusiasm, the student may also gain indirectly from utilizing it. When it comes to the second issue, most students use social media for educational reasons. Online group projects facilitate student communication and collaboration, which is critical for learning and teaching. On the other hand, students' most significant obstacle is their misunderstanding of the idea of time.

Findings and discussions

In this part, the data analysis findings of students' opinions regarding the usage of SNSs have been provided. The results were based on data that had been gathered. The first step in the study is to compile descriptive data from surveys that ask students about their use of social networking sites. The researcher then analyzes students' perspectives about the influence of social media on learning.

Students' agreeability level toward SNS

Students' attitudes regarding social networking sites (SNS) are shown in Table 4. Again, there will be 105 people in attendance. The learners' agreeableness level is 37.04 percent, while the average is 67 percent. These findings show that most students favour the use of social networking sites like Facebook and Twitter.

TABLE 3*Students' degree of agreement with social networking sites*

	N	X	%	Std. Deviation
Students' attitudes level	105	37.04	67.34	5.76

The attitudes of computer science students on using SNS sites in their academic life in university

Students' views about social networking sites (SNS) in academic life at university, particularly in teaching and learning, are described from various diverse viewpoints. However, it can be shown that most students at university use SNSdue to this. Additionally, the results show that students had a generally positive view of SNS, as seen by the overwhelmingly positive responses from those who took the survey. In addition, Ravishankar (2013) reported that most university students use social networking sites regularly, which aligns with what all of the students mentioned.

Students are asked to respond to a set of questions (Appendix A). In the first question, 83.8 percent of students claimed that SNS are necessary for student social experiences in colleges; zgen (2012) also stated that the SNS is important in university. This is a critical concept to keep in mind while using social media in the classroom, but with a few exceptions. Student interest in social media in the school may be seen in this data. In the second quarter, 61.9% of students said they had lost class time due to time spent on social networks. According to the results of Q3, 83.8 percent of high school and college students believe that social media helps them interact and connect with their peers. As an additional clarification, in response to question 4, 51.5 percent of students said that social networking is crucial in academic life. But in the other hand, according to zgen (2012), students were

ambivalent aboutwhether or not social networking sites were important to their university academic opportunities. In the fifth question, 62.9 percent of students highly agree with social networking sites that enable students to voice their opinions to promote their ideas.

Furthermore, Brady et al. (2010) claimed that social networking sites (SNSs) allow students to communicate their perspectives with the whole audience. The vast majority of students, it seems, utilize it to pretend to have strong beliefs, which pushes them to share their thoughts and expertise with others over the Internet. In the sixth question, 53.4 percent of students agreed, demonstrating that most students utilize social media to keep in touch with their peers. This notion explains why students primarily use social networking sites to interact with their peers.

Regarding Q7, 45.7 percent of the students selected neutral, indicating that they had uploaded the video and written a remark about it related to the course. Most students (50.5 percent) picked neutral in response to Q8, which asked them to respond to criticisms. This statement highlights the fact that the majority of students are enthusiastic in responding to critical remarks. The average score for Q9, 10 and 11 is in the middle since most students selected neutral answers (42.9 percent, 57.1 percent, and 41.0 percent, respectively), and these questions are not pleasant for the students, based on the findings of the survey.

TABLE 4*Students' opinions regarding social networking sites (SNS) are described in descriptive statistics.*

Question No	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
Q.1	55.2%	28.6%	14.3%	1.9%	0	4.37	.800
Q.2	36.2%	25.7%	17.1%	12.4%	8.6%	3.69	1.311
Q.3	29.5%	54.3%	8.6%	3.8%	3.8%	4.02	.940
Q.4	26.7%	51.4%	15.2%	4.8%	1.9%	3.96	.887
Q.5	20.0%	42.9%	24.8%	2.9%	9.5%	3.61	1.131
Q.6	23.3%	28.1%	29.5%	9.5%	9.5%	3.36	1.128
Q.7	6.7%	25.7%	45.7%	11.4%	10.5%	3.07	1.031
Q.8	11.4%	15.2%	50.5%	15.2%	7.6%	3.08	1.035
Q.9	1.0%	21.0%	42.9%	16.2%	19.0%	2.63	.835
Q.10	1.9%	5.7%	57.1%	23.8%	11.4%	2.58	1.081
Q.11	2.9%	15.2%	41.0%	19.0%	21.9%	2.69	1.041

In general, the findings of this survey reveal that the majority of students have good opinions regarding social networking sites (SNSs) in their academic lives at university. As Brady et al. (2010) pointed out, there are several educational benefits to using social networking sites, ranging from improved communication and cooperation to higher depths of reflection. Students are heavily reliant on social media in their academic pursuits, as seen by the impressive start to the study. As can be seen, the average score for all questions is towards the top of the range, indicating that respondents generally agree with the survey's findings. Students' use of SNSs is beneficial, as noted in the mean. According to Tiryakioglu and Erzurum (2010), it is evident that social media may impact college students. Students reported that they use social networking sites regularly, and they all agreed that social networking sites had an impact on their academic performance. Furthermore, people spend most of their time on these websites for recreational purposes.

Students may exchange and produce new thoughts and ideas related to their research and studies, according to the results of studies undertaken in this area. Additionally, such social networking websites are beneficial to their academic endeavours. Furthermore, the vast majority of college students may connect with their peers via social networking sites. They can create virtual courses and teams for their lectures, which allow lecturers and learners to collaborate on related themes and engage, disseminate, and collaborate like a team. This research aimed to uncover and determine the phenomena of social networking sites (SNS) and their impact on college academic life.

Furthermore, the findings suggest that most new students are enthusiastic about incorporating new technologies into their university programs and curricula. Since SNS can be used for a variety of academic activities, such as communicating with others and browsing educational materials, the majority of respondents believe that social networking sites (SNS) have a positive impact on their university academic performance, despite the fact that the prior generation is less interested in adopting new technologies. On the other hand, SNS has a minimal detrimental influence on academic achievement.

To maximize the potential of SNS as a teaching and learning tool, students and teachers must maintain a healthy work-life balance. Furthermore, students mainly used social networking sites (SNS) for amusement instead of for academic purposes during their leisure time. Additionally, students reported that they utilize social networking sites for enjoyment during lectures, homework, and reading. Therefore, students' academic performance may suffer due to their usage of social media sites. The vast majority of students, in turn, said that they trade and distribute test questions on social media platforms. Thus, it might serve as a virtual conduit for exchanging information and examination question papers, among other things.

Conclusion

The academic community has been noticeably reluctant to integrate social networking sites (SNS) into its educational programs and curricula despite widespread support and encouragement. Therefore, the attitude of students about using social networking sites (SNS) at university was explored in this research. Teachers and academics widely use SNS; on the other side, most students utilize it in their academic careers. The students in this research recognized the potential advantages of social networking sites in their academic lives due to their participation in this study. On the whole, most students in the Department of Computer Science expressed good and acceptable feelings and attitudes regarding the usage of social media sites at university.

Furthermore, the kids have shown their eagerness and excitement for utilizing it for educational purposes in the classroom. As a result, it was discovered that most students are actively involved in the usage of social networking sites in their academic lives. This study showed that almost all students presently utilize social networking sites (SNSs) in their academic lives, which presents an ideal chance to use them for learning and teaching. Moreover, it can be an excellent tool for developing students' abilities while they are in college.

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