

**YANGON UNIVERSITY OF ECONOMICS
MASTER OF DEVELOPMENT STUDIES PROGRAMME**

**A STUDY ON THE EFFECT OF SOCIA MEDIA ON
STUDENTS' LIFE**

Case Study: Female Students of Yangon University of Economics

A Thesis submitted in partial fulfillment of the requirements for the
Master of Development Studies (MDevS) Degree

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ABSTRACT

Nowadays, in this technological era, the Social Media has become a great influence on the everyday lives of students positively or in a negative manner. The positive influences can increase the social intelligence and develop academic performance whereas the negative ones can lead them addicted too many bad things. Therefore, this study aims to examine the reasons of using social media by the female students and to identify the attitudes and perceptions towards social media and its impacts. The study approached quantitative method and gather primary data from 154 female students currently attending master programmes at Yangon University of Economics, and perceptions were rated using Likert five point scale. The study found that 56% of the respondents mostly used social media for the professional and career development and perceived as improvement tool for academic performance by 35% of the students. It is suggested that the academic lectures and assignments should be channeled through social media platforms to help develop the habit of using social media of the students for academic purpose and apply effectively.

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LIST OF ABBREVIATIONS

1G, 2G, 3G, 4G	First Generation, Second Generation, Third Generation, Forth Generation
5GVoLTE	Five Generation Voice over Long Term Evolution
EMBA	Executive Master of Business Administration
EMDevS	Executive Master of Development Studies
EMPA	Executive Master of Public Administration
GSMA	Group Special Mobile Association
ICT	Information and Communication Technology
IoT	Internet-of-things
IT	Information Technology
MAS	Master of Applied Statistics
MBF	Master of Banking and Finance
MCIT	Ministry of Communication and Information Technology
MEcon (Eco)	Master of Economics
MET	Media Ecology Theory
MiDO	Myanmar ICT for Development Organization
NM	New Media
SM	Social Media
SNS	Social Networking Sites
SNT	Social Network Theory
SPSS	Statistical Package for Social Science
UNDP	United Nations Development Program

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

The world is in the affliction of a technological revolution that differs from the periodic waves of technical change that have marked the process of technological change spurs structural changes in the economy and society. Today's technology is becoming more and more scientific. Not only is it created and developed on scientific bases, but it also generates fundamental scientific knowledge. The development of artificial intelligence is the example of the increasingly scientific nature of technology. Patterns of development for the Third World need new technologies (for example, in agriculture, rural industrialization, and education and for the delivery of services) make it possible to achieve a more balanced growth without the exaggerated and disorderly urbanization and subsequent unemployment and other social ills now occurring in much of the Third World.

Currently the newest technology in the world is 5G VoLTE. "G" It simply represents which "Generation" the technology is on. 1G used analog technology in the '80's; 2G used digital in the '90's; and everything after that relies on signals that move from phone tower to phone tower over radio signals. LTE stands for Long Term Evolution, and is associated with the 4G and 5G wireless communications standard designed to provide higher speeds than the 3G networks for

The Internet in Myanmar has been available since 2000 when the first Internet connections were established, it has changed the availability of Information. When Myanmar government have been awarded two new mobile telecommunications licenses to international mobile operators such as Ooredoo (June 2013) and Telenor (Feb 2014) , to bring competition and efficiencies in order increase access to affordable communications services to the people of Myanmar and drive towards achieving universal access to mobile communications. Since that time, drastic improvement in information technology and the most commonly utilized method of communication is social media networking. It is being used by individuals belonging to every walk of life.

The evolution of internet technology has led to its use as the best medium for communication. Whereby, two-third of the world's internet population visits social networking or blogging sites, thus serving as a communication and connection tool. Social networking sites (SNSs) are online Communities of Internet users who want to communicate with other users about areas of mutual interest, whether from a personal, business, professional or academic perspective. The millions of social networking sites have transformed the thought of global village into a reality whereby billions of people communicate through social networking sites. There are numerous online networking platforms that include but are not limited to Facebook, twitter, Instagram, Pinterest, YouTube, LinkedIn, Google+, Flickr, snapchat, vine, Tumblr, VKontakte, etc. But in Myanmar, facebook, Instagram, twitter, LinkedIn and YouTube is more famous than other platforms. 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. Social media has become pervasive, impacting the social fabric of our society and changing the nature of social relationships. It has revolutionized the way we communicate, interact and socialize. New technologies help facilitate and provide flexibility in communicating and sharing of resources.

Social media networking has changed numerous businesses; however the most striking effect of it is in the classrooms and the overall education system. The effect of social media (SM) or new media (NM) in our education institutions and society today are undoubtedly overwhelming. Students in the developed and developing countries are becoming more addicted to social media and its applications for various reasons. A direct relationship exists between Social media usage and the academic performance of students in universities. However the darker side within technological evolution has resulted in dilemmas such as the setback of real values of life especially among students who form the majority of users interacting through the use of social networking sites. On the other hand, the students are socially connected with each other for sharing the daily learning experiences and do conversation on several topic argued that extracurricular activities and academic activities are not enough to satisfy some student those who are suffered by social networking isolation. This shows that social networks are beneficial for the students as it contributes in their learning experiences as well as in their academic life.

These reasons can lead to change in social and personal lifestyle both academically and off-academic. The total population in Myanmar is 53.61 Million and among them social media user is 18 M which is 34% of total population (Digital in

Myanmar, 2018). According to Statcounter Globalstats, social media statistics in Myanmar as Facebook is 94.11%, Pinterest 1.98%, VKontakte 1.47%, Twitter 1.13%, YouTube 1.06% and Instagram 0.15%, etc. Across the country, students are using social media through their mobile phones on a daily basis to view and share contents on them. While reflecting a global debate about pros and cons of using social media, such criticism is impacted on the context of Myanmar as well since social media have become one of the means of communication in Myanmar. Students in Myanmar are becoming more addicted to social media and they use them for various reasons. The reasons can lead to impact on their academic and non-academic life. Therefore, this study aims to find out how female students use social media and their attitudes and perceptions on social media.

1.2 Objectives of the Study

This study aims to examine the reasons of using Social Media and to identify the attitudes and perceptions of female students on social media impacts on students' life.

1.3 Method of Study

In this study, the descriptive method was used and applied quantitative approach to understand and explore the social lifestyle and their academic and non-academic life of female students. A survey was conducted with structured questionnaires. The participants were female master's students who are studying in Yangon University of Economics. Sample size was 154 out of 275 students. 154 respondents were randomly selected from Six Master Program classes of Yangon University of Economics. Structured questionnaires with 5-point Likert scales: (1) stands for Strongly Disagree, (2) for Disagree, (3) for Uncertain, (4) for Agree and (5) for Strongly Agree. Required secondary data were also obtained from internet and reliable sources. A coding scheme was developed and input into the statistical package for social science (SPSS) and analyzed.

1.4 Scope and Limitations of the Study

This study only focused on the female students who are currently studying master's degree programs in Yangon University of Economics to find out the role of Information Technologies, especially social media on women empowerment. In addition, female students are 60% of total students in the university and less common is researched on groups of women specifically. The study took place from March 2019 to

August 2019. As a limitation, this study does not reflect all the students who are studying master's degree programs at Yangon University of Economics because the scope of the study is only female university students.

1.5 Organization of the Study

The thesis is organized into five chapters. The first chapter is introductory part where the background, objective, method, scope and limitations are presented. The chapter two includes review of literature and theory related to social media. The third chapter is measurement taken by the effect of media on student's life. The results and analysis on the collected data are presented in chapter four. The chapter five includes summary of the findings and conclusions drawn from the study.

CHAPTER II

LITERATURE REVIEW

2.1 Definition and Concept of Social Media

Social Media define as web platforms that enable users to create, share, and exchange their ideas, content, information, videos or photos in computer-mediated groups and communities. Social media platforms allow users to have conversations, share information and create web content. Social media has different forms, together with blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and more. Billions of people around the world use social media to share information and make connections. It is easy to confuse social media with social news because we often refer to members of the news as the media. Adding to it, that social news site is also social media site. Some media website includes, Social Bookmarking which interacts by tagging website and searching through website book marked by others and Social News that interacts by voting for articles and commenting on them. Social Networking interacts by adding friends, commenting on photo and profiles and sharing groups for discussions and Social Photo and Video Sharing interacts by sharing photos or videos and commenting on the user submission.

The internet usage of effects social media, in views of Nielsen (2012) is that, students continue to spend more time on the social media than any site. The total time spent on social media across mobile devices increased by 37%, 121 billion minutes in July 2012 compared to 88 billion minutes in July 2011. According to the Media Ecology Theory (MET) aims to understand the social impact of technology and communication (McLuhan, 1964). MET claims that media acts directly to shape and organize culture. Media ecology, or the study of how media and communication processes influence human perception, feeling, understanding, and value, is focused around communication Studies

(Parameswaran, 2008). Marshall McLuhan (1964) focused on defining the relationship between technology and members of a specific culture. He noted that electronic media have revolutionized society, and society quickly becomes reliant on these communication technologies. The rules of media set forth by MET – enhancement, obsolescence, retrieval and reversal – show how technology affects communication through the development of new technology.

Similarly, Social Network Theory (SNT) deals with modeling the complex relationships between people (Yang, Zhang, & Spyrou, 2010) and relates to human communities varying between small numbers of individuals to the whole population (Ethier, 2006). Beginning with the early 1930s, SNT has evolved mainly from psychology, anthropology, and mathematics (Hatala, 2006). These days, researchers have utilized SNT and its concepts as a promising research approach in different branches and fields (Quatman & Chelladurai, 2008). Social networks, in general, have existed since the time of the first human beings where social relationship was established (Coyle & Vaughn, 2008). There are many ways in which people could socialize and create networks in their lives. With the latest developments of Internet and related tools, real life has transferred to online settings (Calvin Moorley , Teresa Chinn, 2014).

2.2 Social Media use for Student’s Life

According to Literature, the students used social media for improving social relationships, enhancing academic performance, professional development, health and culture. The use of Social Media for social capital, academic performance, professional development and health and culture are discussed in the followings.

2.2.1 Social Media Use and Social Life

Individuals receive benefits from their social relationships and interactions such as emotional support, exposure to diverse ideas, and access to new information. Those benefits are called social capital. University students have been shown to gain social capital from Facebook use (Ellison, 2011). Social capital is related to indices of psychological well-being, such as self-esteem and satisfaction with life (Bargh & McKenna, 2004). In addition, (John F Helliwell and Robert D Putnam, 2004) affirmed that social capital is strongly linked to subjective well-being through many independent channels and in several different forms. Greater social capital increases commitment to a community and sets one up to draw on resources from other members of the networks to

which he or she belongs. These resources can take the form of useful information, personal relationships, or the capacity to organize groups (Paxton, 1999). Ellison (2007) found that Facebook appeared to play an important role in the process by which students formed and maintained social capital. Additionally, engaging in social information-seeking behaviors on Facebook (to learn more about a person with whom the user already has a connection) was related to increased social capital, while using Facebook to maintain relationships and meet strangers was not. Overall, the use of social media provides an opportunity to build and maintain social capital.

At the most basic, social life is the combination of various components: activities, people, and interaction. While all of those components are required to define a social life, the nature of each component is different for every person, and can change for each person, as affected by a variety of external influences. This research, mainly focus to study the activities of the students. Social life is the part of a person's time spent doing enjoyable things with others. Living in tandem with others, in relationships, in families, in communities is one of the aspects of people's lives most profoundly changed when information and communication technology enters the equation (Chay Ko, 2017). The technological and the social are in such intimate interaction, constantly influencing one another, that consider their impact on one another in depth.

People today have the freedom to build their own social convoy both on and offline; this may include family, friends, professional mentors, and other important individuals in their life. Social ties online can be a font of social support and joy, especially for people who are isolated for geographical or other reasons. There is, however, no substitute for face-to-face interaction and those who spend time among friends and family report higher levels of well-being than individuals with fewer ties. Understanding how to establish and maintain supportive connections in any medium is an essential part of life. People who live alone especially benefit from cultivating a strong network of social connections. "Creating and networking online content is becoming an integral means of managing one's identity, lifestyle and social relations" (Livingstone, 2008).

2.2.2 Social Media use and Academic Performance

The social media engages students and have to be examined as entrepreneurs of understanding. The interactive character of online conditions has extended with social networking. The web sites are employed in many ways like developing metropolitan

areas, speaking, blogging etc. Additionally different institutions even nowadays are developing groups on several Websites (Mehmood 2013). The improved usage of Websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people to a social norm and existence-style for individuals from around the globe (Ellison, 2007). Teens and teenagers have especially recognized these internet sites to be able to contact their peers, share information, reinvent their personas, and showcase their social lives (Ellison,2007). While using the increase of technology helpful for getting together with others along with the recognition on the internet. Internet addiction consequently gave rise in internet usage within the last couple of decades. Nalwa & Anand, (2003) studied relationships of loneliness and mobile phone dependence with internet addition in Japanese Medical Students and recommended that addicted users prefer using internet setting back their personal and professional responsibilities which ultimately leads to poor academic performance.

2.2.3 Social Media use and Professional Development

Just as previous generations of college students established identities as part of their student development (e.g., Erickson, 1963), today's college students also develop their identity online through their profile and postings. Gonzales and Hancock (2011) described social networking sites as a means to provide multiple opportunities for selective self-presentation through photos, personal details, and witty comments. They stated that "social-networking sites exemplify how modern technology sometimes forces us to reconsider previously understood psychological processes" Social networking sites provide a method to showcase one's ideal identity in a virtual manner by updating status, posting to walls, sharing photos, and making comments on each other's pages (Ellison, 2007). These days, "professional development" involves the possibility of using a multitude of Websites, blogs, and applications to get ahead with social media. One way to maintain up to date practice and knowledge is through continuous professional development. Continuous professional development is an activity that can use both formal and informal approaches that lead to gain in professional knowledge, skills attitudes and behaviour (Heron & Hammond 2001). Continuous professional development may use formal approaches to learning such as training sessions, classroom events or education workshops. Informal learning may take the form of face to face conversations with colleagues or verbal feedback on actions or performance. As a result of the World Wide Web these approaches to knowledge sharing and transmission can extend to online

environments. One such environment is social media using the platform such Twitter, Facebook, Youtube, LinkedIn Learning (Retrieved from www.onlinelibrary.wiley.com).

2.2.4 Social Media use and Health & Culture

Social media have created vast global networks that can quickly spread information and mobilize large numbers of people to facilitate greater progress toward public health goals. Social media can therefore be a powerful tool for public education and advocacy regarding public health issues. Some states' public health departments are using social media for these purposes. Other public health organizations use keyword content from social networks, in combination with location-tracking technologies, to respond rapidly to disasters and to monitor the health and welfare of populations. An active presence on Twitter and Facebook to track "tweets" that might indicate a flu outbreak and to share updates about such incidents. Organizations such as the Red Cross track Twitter posts during natural disasters, such as hurricanes and earthquakes, to gather information about where the greatest needs. Citizen-report blogs have also been monitored by hospitals for information about potential mass casualty events. When used in this way, real-time social media sites provide greater agility and enhanced preparedness for responses to disasters and public health emergencies. Social media sites also provide disaster and emergency response personnel with a means to rapidly share and access important information provided by agencies. The widespread use of social media can also influence public health behaviors and goals through social reinforcement. Because human beings are a highly social species, they are often influenced by their friends, as well as by friends of friends (C.Lee Ventola, 2014).

According to Edward Burnett Tylor, culture is a complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society (Tylor, 1871). In addition, Adelman (1988) mentioned that it is widely accepted that the social outlook of human assistance is necessary in the process of cross-cultural adaptation in terms of social support from people from home country and host country with new culture. Alan Dershowitz's, (1938) famous statement shows that internet knows no borders. With the effect of social media, geographical borders are overcome by individuals. It can be obviously seen that two persons from different places with different cultures are now sharing the similar meanings. Throughout the intercultural adaptation, social media are widely used for learning about their host countries, implement the relationships and stay connected with the events in their home

countries. Communication and interaction are two main factors that have impact how social media affect intercultural adaptation. Sawyer & Chen (2012) found that social media could create a community for international students to connect with people not only from their home but also from the host countries. Therefore, it can absolutely support them having a strong personal relationship and establish a sense of adaptation to the culture of host country. Using social media significantly supports international student to overcome barriers of cross cultural communication in the stage of intercultural adaptation.

2.3 Relationship between Students and Social Media

Nowadays, the role of social media has a great impact on lives of the students not only in academic studies but also in lives. The social media brings advantages to the lives as well as there are certain bottlenecks which often encountered by the users. The influences of social media on students are further discussed in the followings.

2.3.1 Student's addictiveness to Social Media

On the internet, students engage in a variety of activities some of which may be potentially addictive (Kuss & Griffiths, 2011). The mass appeal of social media on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online. Many student cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit. (Morahan- Martin and Schumacher, 2000) explain social media addiction as the excessive use of the internet and the failure to control this usage which seriously harms a person's life.

In an article on the Daily Trust newspaper, Itodo (2011) posits that there seem to be an alarming rate of social networking obsession among students today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled. It is a common sight to see a youth chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting. Attention has been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition (McQuail 2008). Jeong (2005) noted that internet addiction is significantly and negatively related to students' academic performance, as

well as emotional attributes. Students are so engrossed in the social media networks that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy ping-ponging or Facebooking, while lectures are on. The result is that quality time that ought to be spent on academic research and other productive networking is lost.

2.3.2 Students Exposure to Social Media

It has been observed in recent times that students have unlimited access to the internet as well as the social media. Students connect with computer to send and receive information's anywhere on the globe. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Some schools are so equipped that there is internet connection made available within the school premises as well as in the library. Online Wikipedia and blogs are the main resource centers for students as attention have been shifted from making research in the library to overall dependence on these social platforms. It is a common thing to see a student reading in the library and putting the books aside on hearing the sound of a ping on the phone. According to a joint study by Campus 2 Careers and Study Breaks on the use of mobile devices among students discovered that, an average spend 3.6 hours a day with their cell phones and smartphones, while spending less time with computers, TV's, handheld gaming devices and e-readers.

2.3.3 Social Media in the classroom

It may seem like all university students are using technology at all times, and generally speaking, there is truth to that statement. Most university students come to campus with multiple technology devices, using their devices for reasons both academic and personal. Having access to various devices, especially mobile ones, means the ability to be constantly connected with social media (Dahlstrom, 2012). Nevertheless, not all university students have the same ownership and proficiency with technology. A digital divide exists in that there are differences among gender, race, and income with college student use of technology.

Beyond the social networking sites themselves, the popularity of mobile technology with cell phones has provided another layer of effect on university students. Having near-constant mobile access provides opportunities for access to the Internet from

any location, anonymous communication, instant sharing of information, and quick ways to take and share photos. Students are not using social media sites only at home on a computer; they are also using these sites via their cell phones in the classroom also (Mastrodicasa, 2013).

Social networking provides various benefits to the students and teachers. It is very easy to educate from others who are experts and professionals via the social media. One can follow anyone to learn from him/her and enhance his knowledge about any field. Regardless of our location and education background we can educate ourself, without paying for it (Akram, 2018). Social media are increasing student engagement outside of the classroom and they are creating new and innovative ways to learn (Ivala & Gachago, 2012; Bynum, 2011). The average college student spends eight hours a day online (Kuh, 2001). However, college students have concerns about their Internet usage and balancing social life, extracurricular activities, and even part time jobs.

2.3.4 Popular Social Media Sites among the students

There is a number of commonly used social media sites among the students and the prevalent ones are Facebook, Twitter, LinkedIn, YouTube, Pinterest, Instagram, Snapchat and WhatsApp. Among them Facebook considered to be the largest media sites followed by many others more. The details of each social media site are further discussed as per the followings.

Facebook; This is the largest social media network on the Internet, both in terms of total number of users and name recognition. Facebook came into existence on February 4, 2004, Facebook has within 15 years managed to collect more than 2.32 billion monthly active users and this automatically makes it one of the best mediums for connecting people from all over the world with your business. It is predictable that more than 1 million small and medium-sized businesses use the platform to advertise their business (Akram, 2018).

Facebook allows users to set up a profile and post updates, links, photos, conversations, and the like. Williams and Merten (2008) found that university students are often obsessed with their Facebook and Twitter profile.

Twitter; Twitter that restrictive the posts to 140 characters is no way to advertise the business, but this social media stage has more than 321 million active monthly users who can build use of the 140 character limit to pass on information. (Waseem Akram 2018). Twitter was founded on March 21, 2006, and has its headquarters in San

Francisco, California. It is an online version of text-messaging with the capability of sending the same message to several thousand people all at once (Ezumah, 2013).

LinkedIn; This is targeted at professionals interested in professional networking. Each user sets up a profile similar to a resume and then can link to other people that they know. Having been created in 2003, LinkedIn is one of the oldest social networks. However, this particular site is relatively new to younger generations. Facebook, Twitter and LinkedIn are being joined by a complete new line of competitors in the social media business. The social network platforms Snapchat, Instagram, Pinterest, and YouTube have become the new gateway for the expression for today's college generation (Ezumah, 2013).

YouTube; The biggest and most well-known video-based online networking site — was established on February 14, 2005, by three previous PayPal workers. It was later purchased by Google in November 2006 for \$1.65 Billion. YouTube has more than 1 billion site guests for every month and is the second most well-known internet searcher behind Google (Akram, 2018).

Pinterest; Pinterest is commonly a beginner in the online networking field. This stage comprises of computerized announcement sheets where organizations can stick their substance. Pinterest reported September 2015 that it had obtained 100 million clients. Private ventures whose intended interest group is for the most part comprised of ladies should put resources into Pinterest as the greater parts of its guests are ladies (Akram, 2018).

Instagram; Instagram is a visual online networking stage. The site has more than 400 million dynamic clients and is possessed by Facebook. A significant number of its clients utilize it to post data about travel, form, sustenance, workmanship and comparable subjects. (Akram, 2018). It's allows users to take pictures and videos and share them on a variety of social networking platforms.

Snapchat; Snapchat is a image informing application training item that was made by Reggie Brown, Evan Spiegel and Bobby Murphy when they were understudies at Stanford University. The application was authoritatively discharged in September 2011. (Akram, 2018). There are an estimated 100 million daily active users of Snapchat, about 70% of whom are women (Smith, 2015). Wagner (2014) found that more than 77% of college students use Snapchat at least once per day. The most popular Snapchat use was for creativity (73%) followed by keeping in touch (27%). About one-fourth of the college student respondents (23%) reported that Snapchat is easier to use than texting.

WhatsApp; WhatsApp Messenger is a cross-platform instant messaging client for smartphones, PCs and tablets. This application needs Internet connection to send images, texts, documents, audio and video messages to other users that have the app installed on their devices. Launched in January 2010, WhatsApp Inc. was purchased by Facebook on February 19, 2004, for about \$19.3 billion. Today, more than 1 billion persons make use of the administration to speak with their companions, friends and family and even clients (Akram, 2018).

2.4 Relationship between Female and Social Media

According to Haferkamp (2012), affirmed that men primarily consider SNS as a communication medium but not a relevant platform for self-portrayal, whereas women seem to be driven by a more motivate of self-presentation. Many studies around the world reported significant findings about gender variations in social media usage among university students. Muscanell and Guadagno conducted a study in 2012 to explore the influence of gender and personality on an individual's use of social networking. They found that female use social media for educational purposes more than male. A similar study in United Arab Emirates(2010) revealed that facebook looked further essential for female university students to extend their social network, access more information and experiences. Technologies, including communications technologies, have a long history of shaping and being shaped by the gender of their users. Although technologies used to perform housework have an apparent historical connection to gender in many cultures a more ready connection to SNSs. These technologies have the potential to at least temporarily overwhelm the positive and empowering uses.

Social Media channels provide news and information across genders. (Shabir, 2014), believed that Social media influences the youth and females included. World events of today are impacted by social media as researches prove that 50% of people on daily basis gets instant news through this channel (Lowisz, 2014). Undoubtedly, the usage of social media has affected social and human feelings. These feelings can results to pain, hurt, mental and emotional breakdown (Williams, 2012), crisis in marriage and many more. Women should be empowered by enhancing their skills, knowledge and access to information technology. Self-regulatory mechanisms for the social media need to be created and strengthened and approaches developed to eliminate the misbehavior of users in the social media (Velmurugan, 2015).

In 1995, challenges remain in utilizing media to combat discrimination, counter gender stereotypes and raise awareness of women's rights issues. While globally, women are greater users of social media than men (McPherson, 2014), many women, especially in developing countries, still do not have access to this technology due to infrastructure, costs and discriminatory social norms (International Center for Research on Women, 2010).

The positive outcome is that social media has given a platform for female to communicate without any gender discrimination and may also voice their own issues; without the same being filtered through any agent of patriarchal society whether male or female. A powerful tool to create and communicate gender democracy and gender culture of society are media technologies which have become an integral part of people's everyday lives and part of society. Mass media are able to legitimate gender ideas and notions shaped by gender politics and ideology, and to increase the probability of their reception by audiences. The efficacy of gender, culture, formation depends both on state, gender, and politics and on gender strategies and ideology of mass media and the images presented by them.

In particular, social media can make new ways of networking and doing business possible, based on innovative concepts such as sharing, collaboration and co-creation (Antes & Schuelke, 2011). And also social media can open up new opportunities for female entrepreneurs, and encourage the creation of new businesses run by women, thanks to their flexibility and attributes. Moreover, social media can support women in business to express their capabilities in networking by building virtual communities.

2.5 Problem of Social Media

Strober(2016) studied that technology has been consuming the lives of students ever since the first computer and phone were created. It has been an outlet for many teens, but it has also become an addiction. Social media is a way to get our feelings or pictures out to the public for friends and colleagues to see. However, social media has caused many problems in our society, and it is time we speak up about these issues. The distinguished six problems concerning social media are described as below;

Number of Likes/Comments; People, especially teens, have become obsessed with the idea of receiving "likes" on their pictures. Even Twitter, which used to have a "favorite" button, has now switched over to the word "like." Someone who constantly checks their phone to see the amount of likes, and check their phone once a significant

amount of people have liked it. Either way, the last step is gratification. However, even though countless likes might make happy, it is only short term. That instant gratification might satisfy "social media need," but it is kind of sad to think that the people all rely on "likes" to make us feel good about their selves.

Fake Identities; This is a huge problem that witness every single day on social media. More often then not, the person has a completely different appearance than they put out onto the internet, and they might even have a different name. People will use fake pictures to make themselves look better, creating a false representation of who they really are. It can help with a person's self-esteem on a social media site, but it will do nothing for them in real life, and it certainly will not help others.

Elimination of Face to Face Conversation; Something else to think about is the change in methods of communication. After phones came out, people tended to stay inside their homes, hiding behind a screen. There were less coffee dates, less group gatherings, and not as many words spoken in person. Instead, we resorted to texting conversations, chat rooms/group texts, and a lot of fighting. Since people are not in contact with another, they tend to lash out more. People feel empowered when they are online. Their confidence in making a post or sending a message increases because they do not have to see the person's reactions. This method of communication has essentially led to cyber bullying.

It Promotes Procrastination; As a student is consumed with studying, homework, and projects. However, in the modern technology era, people life is also consumed with Twitter, Instagram, and countless other social media sites. It might seem a bit crazy, but it is hard to resist the daily scroll on Instagram. Being online while doing homework is difficult because surrounded by tempting sites on the internet. It seems like a simple option to just turn off the phone, but it is not that simple.

No More Privacy; This may seem a bit ironic, but, with this new technological advancement, there is nowhere to hide. Even with privacy settings on and everything, the internet makes it easily accessible to find out personal information about others. There's not much we can do to control the way people act on social media. It is a new concept to all of us, and, sadly, we just have to accept it. Technology might be a huge part of our lives nowadays, but it certainly isn't everything.

Cyber-Bullying; Participating in online social networks also increases the likelihood of being victimized online, or, cyber-bullied (Mesch, 2009). Cyber-bullying is the use of communication technology, such as SNSs, to harm or "bully" others (Mesch,

2009). Forms of cyberbullying include harassing emails, web pages, hateful instant messages, text messages, and cruel posts on social networking sites (Mesch, 2009). The result of being a victim of cyberbullying can be embarrassment, feelings of belittlement, low self-esteem, and even suicide (Mesch, 2009). Because the Internet allows students to remain anonymous on websites or create false profiles, cyber-bullying has become a serious issue (Mesch, 2009). One national poll showed that over 13 million children between the ages of 6 and 17 have reported victims of cyber-bullying (Mesch, 2009). Research has also shown that an adolescent is more likely to harass or harm another student if they are not together face-to-face, which also can make a social networking site a perfect place for trouble to manifest (Mesch, 2009). However, there is no current legislation that protects students from this type of harassment, even though there are laws for more traditional types of bullying (Geach & Haralambous, 2009). The above problems are more distinguish than others. But I thought that many others problems will have concern by the social media using.

2.6 Review on Previous Studies

Aye Yu Lin (2012) studied “ICT Infrastructure and Mobile Communication Development in Myanmar” to study the improvement of ICT infrastructure in Myanmar for economic development. In findings, there were limited and unstable infrastructure, too many outdated telecom network system, lack of national information strategy and mismatch of ICT manpower supply and demand. Therefore the upgrade of ICT infrastructure and the expansion of mobile communication are necessary to expedite the development of ICT sector. Thein Lwin Oo (2012) studied “Development of Internet Service Provider in Myanmar” and studied the development of ISP sector in Myanmar. In Findings, internet access becoming a reality throughout the country, the development of designed web content and e-readiness application is expected to flourish.

Nyunt Ohn (2017) studied “The influence of Media Development on Good Governance in Myanmar” and his paper is to study the specific role Media – can help promote the practice of good government in Myanmar and media development can contribute to promotion of good governance in Myanmar. In findings, around 75.05% of the respondents are fairly satisfied with the performance of the media in the country in terms of applying influence on practices of core elements of good governance and it can be concluded from this study that media play an influential role fairly well in promoting the practices of good governance in Myanmar.

Khin Hnin Thu (2010) studied “The use of ICT in basic education in Yangon city” with the objectives of determining the extent of access to computers at school, and the impact of ICT teaching on students. In findings, about 90% of schools had access to computers. 40% of school had access to internet but 30% only access to the internet. The study found that less than 30% of schools used e-mail priority and office use.

The above previous studies indicated the use of ICT increasing in Myanmar. Another previous study entitled “Social network addiction (SNA) related to anxiety among students” by Kyaw Sann Win, Thae Maung Maung, Tun Tun Win, Kyaw Soe & Than Tun Sein (2017) conducted & research in Kyaukse University, Mandalay, Myanmar. The researchers found that significant association between SNA and anxiety. Among the social network addicted users, 59.1% suffer from anxiety by using Social Networking.

CHAPTER III

SOCIAL MEDIA DEVELOPMENT TRENDS IN MYANMAR

3.1 Development of Social Media in Myanmar

The impact of new technologies such as ICT give rise to changes across a wide range of industries and affect production methods, inter industry relationships, social relationships among others. ICT can be used to promote greater access to education and information of good quality and thus ultimately help in bridging the digital devices. According to United Nations Development Program (UNDP, 2001) ICTs are basically information handling tools, a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. Overall, ICTs are grouped under two categories: “traditional” and “new”.

Traditional ICTs constitute non-electronic media such as print and analogue technologies, example radio, television, fixed line telephones. New ICTs consist of computers and data processing applications accessible through their use (email, Internet, word processing, cellular phones, wireless technologies and other data processing application). On the other hands, ICTs are an expanding assembly of technologies used to collect, store and share information between people using multiple devices and multiple media. This phenomenon leads a wide range of obstacles for economics and social development in developing countries: this is particularly true of the internet.

In Myanmar, the Ministry of Communications and Information Technology (MCIT) formulated the ICT Master Plan in 2005 which laid out the road map for the development of the ICT sector until 2030. In a review of the plan after stage 1 (2006-2010), the Ministry acknowledged that the ICT development in Myanmar is slow. MCIT believed that this was due to international economics sanctions and global recession, and expects the ICT sector to grow significantly in the coming years. The Myanmar government is implementing the “2nd ICT Master Plan 2011” following “1st ICT Master Plan 2005”, in order to improve the quality of their people life via social informatization. Despite this access, figures from the International Telecommunications Union suggests that prior to the commencement of liberalisation in 2011 Myanmar had the lowest mobile

penetration rate in the world at 2.6 per cent (Qiu 2014, 381). By mid-2016, over 43 million sim-cards had been sold by telecommunications companies Telenor, Ooredoo and Myanmar Posts & Telecommunications. It was estimated that around half (21.5 million) of these sim-cards regularly used internet data and 39 million had the capacity for internet use, highlighting an extraordinarily rapid uptake of low-cost, web-enabled smartphones in Myanmar, which retail in increasingly ubiquitous mobile phone shops around the country from around US\$25 (Aung Kyaw Nyunt, 2016). In 2019, Myanmar people can choose many options to get efficient and affordable communication services especially internet access.

Figure 3.1 Statistics data of Myanmar Mobile, Internet and Social Media Use



Source: Digital 2019, Myanmar

The above figure shows the total population and active social media users as a percentage of the population in Myanmar, January 2019.

Nowadays, the ICT industry leads the social change toward informatization that allows the general public to access the desired information at anytime and anywhere, owing to the rapid growth of the information and communication technology, competition among service providers, and policy support from the government. In addition, advanced ICT accelerates switching from technology intensive industrial society to knowledge intensive information society. Myanmar's communications infrastructure has grown as the communication sectors have expanded. ICT can be used to promote greater access to

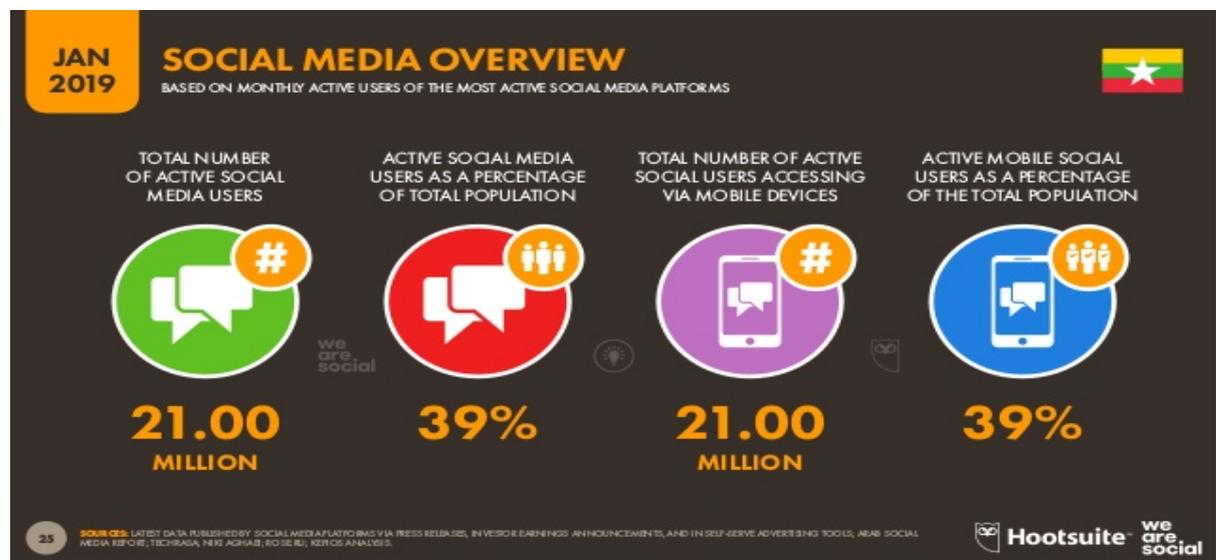
education and information of good quality and thus ultimately help in bridging the digital devices.

3.2 Social Media trends in Myanmar

Today, nearly everyone has a smart phone with an access to endless sources of knowledge at their fingers tips. The internet is no longer an exclusive product for the few but an everyday tool. Along with Myanmar’s democratization process, social media has become an agora for debate. Millions of users are taking to Facebook to discuss, proclaim and argue over the direction the country is taking. From politics to education, health to economics, everything is a matter for controversy.

Myanmar has access to Google, YouTube, Instagram and LinkedIn. But in the golden land, Facebook is king. The younger generation especially is increasingly present on social media, as most of them see it as a way to express their joy and achievements. Bad stories, sad stories, love stories – everything is up for sharing. But spreading one’s feelings can turn competitive as users frenetically document their days. Social media definitely cuts down on time to find people and find places of interest. It also shook up the gender boundaries as women feel freer to engage in discussion otherwise reserved for the male-dominated teashops. But Myanmar is also discovering the darker side of social media.

Figure 3.2 Social Media Overview on Myanmar



Source: Digital 2019, Myanmar

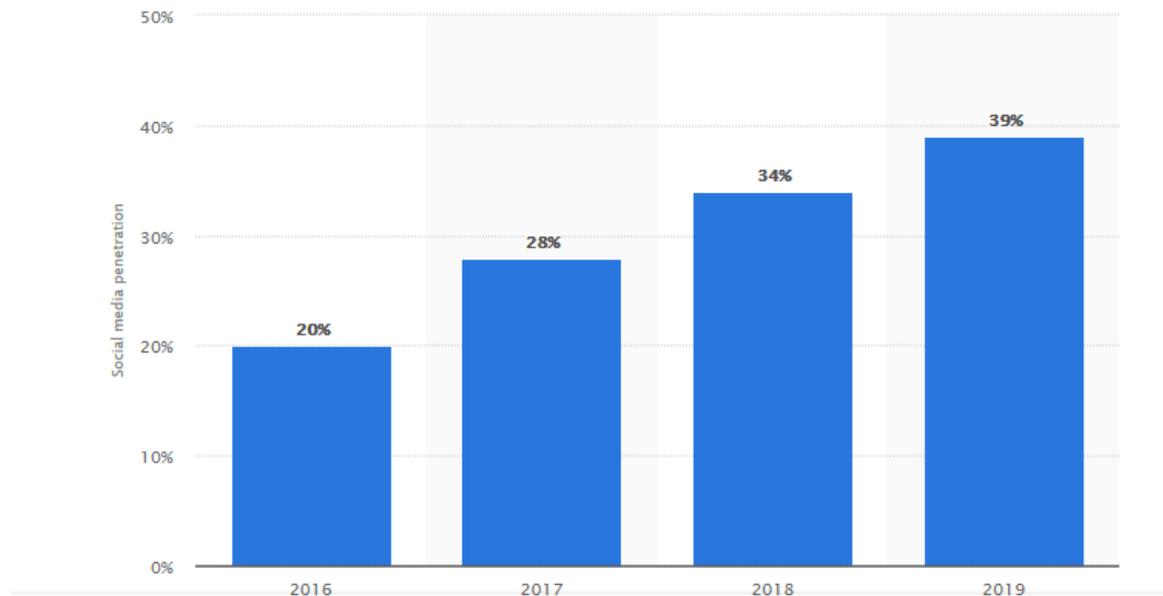
The above figure shows active social media users as a percentage of the population in Myanmar, January 2019.

According to Group Special Mobile Association (GSMA) intelligence, a body representing mobile operators worldwide, there are roughly 25 million internet users in Myanmar, for a total population of around 54 million. In a June survey by the Myanmar ICT for Development Organization (MiDO), a non-governmental organization, about 14 million people, ages 18-64, use Facebook every month. Unquestionably, social media shapes the world we live in. For instance, it dissipates the distance between faraway friends and lovers can stay in touch. Businesses can increase their presence and influence without having to physically move. Job opportunities and scholarships are advertised online and anyone can apply from anywhere.

Social media binds communities together, creating a wider sense of togetherness – something happening in one part of the country can be known by all in a matter of minutes. But again, free-flowing information is a double-edge sword. Relevant information spreads as fast as rumors and fake news. Social media also blurs the line between the private and public sphere, as some argue that Facebook is the Trojan horse of personal freedom. Both restricted and non-restricted content – what you want only a selected group to see or what the whole online community can see – ultimately belongs to Facebook. Finally, social media ignores social status, something of problem in conservative Myanmar.

The biggest problem is that Myanmar jumped into the virtual ocean without learning how to swim first. Few people are aware of the intricacies of social networks, and especially its rules and codes. Social media platforms can watch every little step you take in the digital world, and these steps leave footprints that belong to them, or to hackers that may infiltrate their network. Myanmar — a nation navigating a transition away from military rule toward democracy — offers a perfect example of what happens when the widespread, and rapid, adoption of social media comes before the necessary pre-conditions of development are in place to harness it for good.

Figure 3.3: Active social media users as percentage of the total population in Myanmar (2016 to 2019)



Source: Myanmar: Social Media Penetration, 2019 (Retrieved from www.statista.com)

This statistic shows the share of social media users as a percentage of the total population in Myanmar from 2016 to 2019. As a January 2019, about 39 percent of the Myanmar population were active social media users.

3.3 Audience Perceptive on Media in Myanmar

There is a widespread preference towards local media as people feel that these media outlets provide them with information relevant to their local communities and daily lives. Television is a preferred medium for consuming news but social media, and Facebook in particular, is catching up. A culture of sharing news and information ensures that even people without access to Facebook know of the platform and get updates through friends and family.

People's trust in media differs but with many preferring state-owned media to deliver trustworthy and reliable news and information. Some news consumers showcase a natural skepticism towards news and information, but limited access to reliable information makes it difficult for them to verify what they read, see or hear. Despite some people's ability to critically reflect on the information they encounter, the level of media

literacy in Myanmar remains low with many finding it difficult to decipher media content and grasp the role and purpose of media and news.

With limited access to information, Myanmar people have become accustomed to sharing news and information with each other. Although official figures state that only about one out of three in Myanmar are active Facebook users, most people participated in the audience study knew of Facebook and had gotten information from Facebook in one way or another. Facebook has clearly become a big factor in Myanmar's news and information flows and the reach of the social networking site is far bigger than the official figure of 34 percent. The sharing culture of Myanmar has ensured that information from the social networking platform is spread outside of the online realm and reaches people by word of mouth in traditional ways. One of the things that people particularly appreciate about Facebook and social media is the platform's ability to present them with news and information at a speed that cannot be matched by any other media. (Emilie, 2018)

3.4 Exploring Digital and Mobile Cultures in Myanmar

According to Phandeyar survey conducted by Thant Zin Oo (2017), contrary and common assumptions about the prevalence of passive information consumption, Myanmar mobile users practice active searching. They find the information that they need on Facebook rather than Google. People use Facebook as the internet because it is more responsive to search and thus offers better quality content. Social networking is secondary. Even though participants were increasingly aware of the prevalence of negativity and misleading content on Facebook, they have developed their own ways of curating their experience. Participants put a lot of trust in some of the channels/pages related to their different topics of interest. Young adults learn through reading and watching on mobile phones for self-improvement. While Facebook is favored for the diversity of its offering, including availability of Myanmar content and information, web surfing, blogging, and video watching- for many participants, Youtube could rival Facebook in terms of interest and entertainment if its usage were less expensive. On Facebook, there is an abundance of Myanmar language content that can be searched in either Zawgyi or Unicode using the app. This shows that Myanmar language participants, especially users of Zawgyi, choose Facebook at least in part, because it facilitates information seeking. When it comes to internet searching, Facebook is the de facto Google of Myanmar.

Since Myanmar experienced a “digital connectivity revolution” around 2014, with user numbers beginning to soar high starting from urban regions, we assumed that the majority of mobile users today started using phones around that time. But it became interesting when we factored in user’s age to understand their first mobile phone experience. As many of our participants were young adults and college students, we discussed when they first got their hand on a smartphone and what benefits they thought it brings. Many users seemed to recognize a need for younger users to reach a certain level of maturity before mobile phones could reasonably be used. And yet, almost all participants believed that the access to information, knowledge, and self-directed learning provided by the internet was a net-good for user of all ages. College students, in particular, acknowledged mobile phones’ utility and aid their studies in higher education, including; ability to develop useful skills, and tutorials from Youtube, Pinerest, Facebook pages; and opportunity to look for courses, training, extracurricular classes, and scholarships. Mobile book reading was also discussed as a benefit of digital technology, particularly as users can download many books not otherwise available in Myanmar and/or share books with friends using Zappya.

Facebook it comes to business, it is not just people selling products through their Facebook profile: trade agents benefit from learning up-to-date market prices, news, and trends related to their products for instance automobile retail or land sales. People using their Facebook profile to sell products and connect with others to create a small-scale online shop. According to participants, deals were done through Facebook, Messenger, with money exchanged either in advance, via bank transfer, or in person when delivering the product. There is a mixed view on how reliable this type of business can be; although participants said that they bought online because many products are not available in physical shops, some said the products do not live up to the quality that was advertised online, and they felt cheated.

Sometime can use for romantic life. Social Media especially Facebook courting is common among men and women living in rural and peri-urban areas as well as with migrant workers living abroad. Online courting is the most common and happens primarily between people across different regions. The primary reason for such cross-geographical connection, as enable by Facebook, is that the medium allows users to sometimes lie about themselves. A typical relationship like this involves talking online without meeting in person over an extended period of time, sometimes years, until they finally arrange to meet outside and then “elope” almost immediately. Although Facebook

is the most common platform used for finding potential partner, bantering, or developing online-only romantic relationships, conversations can also take place on other messaging platforms such as viber.

Facebook is also the most popular blogging platform for self-expression, public sphere and surfing in such contents. We also learnt that many users in Myanmar disregard Facebook's requirement for true-identity profile. Facebook serve many functions, more than merely connecting with friends and family, and therefore self-identification is not necessary. As such, non-real identity accounts can be either simply ordinary or malicious. For this open and equal access nature, this is when the institution is no longer capable of doing the quality evaluation of all the information it host on its platform, it is up to users to become active evaluator of information they are exposed to everyday. There is no such answer is Facebook net good or bad for Myanmar.

3.4.1 Mobile Phone, Social Media and Myanmar Women

Fornebu (2018) conducted by the women in the survey reveal that mobile phones help them with flexibility to balance their professional lives with their personal lives. Myanmar women's top three mobile activities include using social media, reading news and making personal phone calls. Between 50% - 80% of women in all markets say they use social media apps most out of any other mobile features, despite much talk of social media fatigue. While social media usage was found to rule mobile habits around the clock, Myanmar women also use mobile to make personal phone calls as their top communications activities when other markets trends revolve around using messaging apps as their main way to communicate.

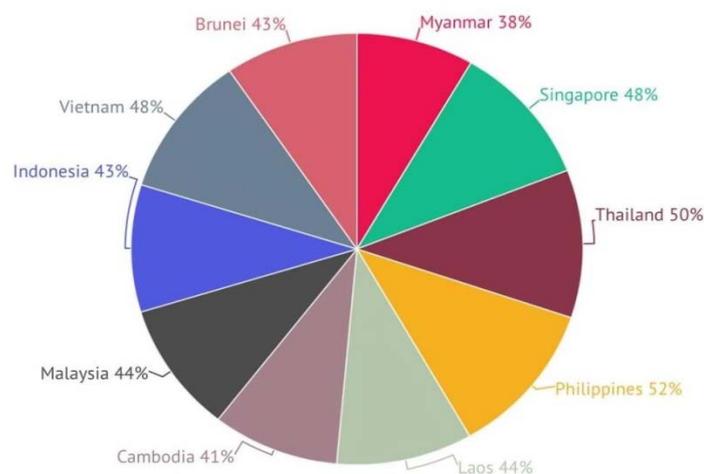
As for how mobile technology has impacted their working lives, the most common answers in Sweden and Norway are "not changed" or that mobiles allow them "flexibility to work anywhere". Thai, Myanmar, Singaporean and Malaysian women agree that mobiles allow for more work flexibility. Myanmar women also claim that having mobile phones also gives them a global perspective. In the evening, respondents to the survey were also asked about their last three mobile activities before bedtime and in the middle of the night. Checking social media news feed came across as the first in the list in all markets. While 47% checks their social feeds, 28% of Myanmar women also read news, 25% watch movies, TV series on mobile and 16% turns to gaming before bed. Work related mobile activities seems to decline as the night approaches. Fascinating

finding on mobile usage when waking up in the middle of the night is that Myanmar women are the only ones with an increased percentage of gaming to 19%.

According to Phandeevar Survey (2017) conducted by Thant Zin Oo, understand that women have different experiences online-experiences that sometimes hinder than from utilizing the full potential of digital technology. According to Facebook Audience Insights, approximately 65% of Facebook accounts in Myanmar belong to men, and only 35 to women. In many peri-urban and rural areas, digital skills are still seen as “male skills”. When it comes to the negative view of the social media, women are traditionally more likely to be associated more with negative effects of the digital technology. This sometimes results in women hiding their real identity on Facebook, in an effort to avoid their use being discovered by family. This behavior was especially common in peri-urban community.

Online Harassment is the biggest barrier that prevents women from fully navigating digital space. Women user on Facebook sometimes use fake name and photo, to avoid harassment or abuse- particularly, abuse features a digital manipulation of their pictures. It is very important to note that women do also face many other forms of harassment in their digital everyday life, which may not have surfaced during the discussions due to privacy, trust, and group pressure, Furthermore, harassment was not intended to be major focus of this study. Therefore, a further exploration of the experiences of women online harassment in their everyday life in Myanmar would be hugely beneficial.

Figure 3.4: Woman Active FB User Percentage in the Country



Source; Social Media Development Myanmar-SMDM

This chart shows the percentage of woman who actively use Facebook in each country of South east Asia region.

3.4.2 Effects of Social Media

Everything has pros and cons, especially social media. It depends on the individuals and how they use it. In other words, it is beneficial if it is used productively, and it can bring undesirable consequences or can put a serious damper on our life if it is used improperly. Among the social media, such as Facebook, Instagram, Twitter, and Viber, Facebook is the largest and most popular social networking site in Myanmar

It is prevalent among youths, some of whom use it for more than just posting selfies and keeping up with friends. Facebook offers valuable sources of information on assorted fields such as education, economics, politics, and technology. Via Facebook, they can gain once-in-a-lifetime opportunities, such as studying at prestigious universities abroad through fully-funded scholarships, information of which probably would never have been seen if not of the popular social media site. Such an opportunity is like a divine gift from the heavens for an impoverished youth with great passion to pursue a quality education abroad. Moreover, through information from Facebook, underprivileged youths can apply for stipends and continue their continuous learning and further studies. For some youths, Facebook becomes a place to search for information about free seminars, talks, workshops and online courses. Some of the youths who have a thirst for knowledge read local and international news from the official pages of media companies and keep abreast of the latest developments in technology and hot issues of the world. Some are seeking jobs on Facebook, where various types of jobs in a wide range of industries are disseminated by companies large and small.

On the other hand, the drawbacks outweigh the advantages for some youths who use Facebook in the wrong way. Some encounter cyber-bullying and security attacks. Others become distressed, depressed and discontented when they compare their lives with those of others that they can so easily see on Facebook. Some teenagers allow Facebook to take up too much of their time, and thus have less time to study and to engage in face-to-face communication with their beloved ones. As a result, they often suffer academically, and their physical interaction with others gradually fades away. What's worse, some teenagers spend their time cyber-chatting with strangers they have never met. All too often, they find those strangers charming and admirable. In some cases, they fall in love with them without considering the potentially disastrous results of committing

yourself to someone you have seen only on the screen of a smartphone. This impulsiveness can put them in danger. In these kinds of undesirable cases, social media can be a source of trouble. In a nutshell, the use of social media can result in harmless fun, but also in serious danger.

3.4.3 Information and Communication Technology Legal Framework and Implementing Guidelines

The slow implementation of legal and institutional frameworks and policies has affected liberalization in the sector. ICT is a very dynamic sector, which requires that the government and the sector's regulator immediately adopt policies and regulations to facilitate smooth operation of ICT services. To its credit, the government has updated some of its legal and institutional framework to help facilitate this, and it approved the new Telecommunications Law, which incorporates the legal framework for IT.

The immediate concern, however, is implementing the law's provisions; these need to be operationalized once the implementing rules and regulations are in place. It is worth highlighting that the existing legal framework for ICT was developed not via a systematic blueprint, but in response to temporary needs. Thus, continuous review and updating is needed to harmonize regulations amid technological developments and changes in the ICT market (Orbicom and International Development Research Centre, 2009). The Telecommunication Law that applies to (a) any person, department and organization within the territory which includes the land, water and airspace of the Republic of the Union of Myanmar (b) Myanmar citizens, who are anywhere beyond the limits of the Republic of the Union of Myanmar, had repealed the following law (a) The Myanmar Telegraph Act, 1885 (b) The Myanmar Wireless Telegraphy Act, 1934 in October 8, 2013.

The other popular law for social media in Myanmar is Section-66D. In 2013, former President Thein Sein's government passed the Telecommunications Law to regulate private telecom operators. However, one section of the law is being used in an attempt to restrict peaceful speech for political reasons. Section-66D of the Telecommunications Law stated that "anyone found guilty of extorting, coercing, restraining wrongfully, defaming, disturbing, causing undue influence or threatening any person by using any telecommunications network shall be punished with a maximum three years in prison, a fine or both."

CHAPTER IV

ANALYSIS ON SURVEY RESULT

4.1 Profile of Study Area

The Yangon University of Economics is a State University which is under the Department of Higher Education (Yangon Region, Myanmar), Ministry of Education. The University was established as a professional institute to train economist, statisticians, accountants, and management personnel, and to do research on economic, business and statistical issues related to the Myanmar Economy. The University now has five major teaching departments, namely, Economics, Applied Economics, Statistics, Commerce, and Management Studies. The other supporting Departments of the Institute are the Myanmar Language, English, Mathematics, and Geography Departments. The University has three Campuses: Kamayut Campus, Hlaing Campus, and Ywa Tha Gyi Campus. The undergraduate courses are being offered in Ywa Tha Gyi Campus and Master courses and PhD courses are being conducting in Kamayut Campus and Hlaing Campus.

Table (4.1) Programs Offered at the Yangon University of Economics

Program	Bachelor's	Master's	Doctoral
Accounting	B.Act.	M.Act.	Ph.D. (Com.)
Business Administration	BBA	MBA , EMBA	Ph.D. (Com.)
Commerce	B.Com.	M.Com, MBF	Ph.D. (Com.)
Development Studies	B.Dev.S.	M.Dev.S. , EMDevS	Ph.D. (Econ.)
Economics	B.Econ. (Eco)	M.Econ. (Eco)	Ph.D. (Econ.)
Population Studies	B.P.S.	M.P.S.	Ph.D. (Stats)
Public Administration	BPA	MPA , EMPA	Ph.D. (Econ.)
Statistics	B.Econ. (Stats)	M.Econ. (Stats), MAS	Ph.D. (Stats)

Source: Yangon University of Economics

4.2 Study Design

This survey applied the quantitative survey method targeting the female master students of Kamyut Campus and Haling Campus both Master Class and Executive Master Class. The programs include EMDevS (Executive Master of Development Studies), EMPA (Executive Master of Public Administration), EMBA (Executive Master of Business Administration), MAS (Master of Applied Statistics), MBF (Master of Banking and Finance) and MEco (Eco), (Master of Economics).

4.2.1 Sampling Design and Method

The quantitative interviews were conducted within six classes from Yangon University of Economics. Out of the total 247 female students in those classes, 200 students were randomly selected and questionnaires were mostly delivered to individuals (200) using simple random sampling method. Among them, 154 female respondents have completed the survey questionnaires. Random sampling method gave each female student an equal opportunity to become part of the sample. The descriptive method used was appropriate as it allowed in presenting and analyzing the responds accurately. The study applied Statistical Package for Social Science (SPSS) for data analysis.

Table (4.2) Number of Female Students

Major	Academic Year	No. of Students
Executive Master of Business Administration	First Year(17 th Batch)	47
Executive Master of Public Administration	First Year(17 th Batch)	45
Executive Master of Development Studies	First Year(16 th Batch)	32
Master of Applied Statistics	First Year(3 rd Batch)	52
Master of Banking and Finance	First Year(2 nd Batch)	59
Master of Economics	Final Year	12
Total		247

Source: Students Affairs (Yangon University of Economics)

4.2.2 Questionnaires Design

The questionnaire comprised five main components such as Profile of Respondents with Eight Questions, Social Life Style with Ten Questions, Academic Performance with Thirteen Questions, Career and Professional Development with Eight Questions and Health and Culture with Four Questions in order to examine the effect of Social Media on Social Life of Female Students in Yangon University of Economics.

4.3 Analysis on Survey Data

The data analysis commenced with the demographic information of respondents followed by study related detailed information. Each component of the study was presented and analyzed in the followings accordingly.

4.3.1 Profile of Respondents

The study was conducted with 154 female master students of Yangon University of Economics. They are Master students of MAS (Master of Applied Statistics), MEcon(Eco) (Master of Economics) and Executive Master Students of EMDevS (Executive Master of Development Studies), EMPA (Executive Master of Public Administration) and EMBA (Executive Master of Business Administration). Altogether 73 of them are Executive Master Students and 81 are Master Students.

Table (4.3) Age Distribution of Respondents

Age Category (Year)	18 to 24	25 to 34	35 to 44	45 to 54	55 to 64
Number of Respondents	10	57	62	24	1

Source: Survey data, 2019

In terms of age, there are 10 respondents aged between 18 years to 24 years, 57 between 25 years to 34 years, 62 between 35 years to 44 years, 24 between 45 years to 54 years and 1 between 55 years to 64 years, which are mentioned in the above Table (4.3). It was found out that the more number of respondents were in the age category of 35 to 44 followed by 25 to 34 years of age. The least number of respondents found was only 1 at the age category of 55 to 64.

Table (4.4) Years of using the Social Networking Sites by the respondents

Year	Less than 1	1 to 3	3 to 5	5 to 9	More than 9
Number of Respondents	1	5	35	59	54

Source: Survey data, 2019

The above table indicated the years of social networking sites being used by the respondents. The year of social networking sites used by the respondents ranged from 1 to more than 9 years and it was found that 35 respondents have been using the social networking sites for 5 to 9 years followed by 54 respondents for more than 9 years ago.

Table (4.5) Number of Social Networking Sites used by the respondents

Question 1.3	Category	Frequency	Percentage
In total how many social networking sites do you use?	1	7	4.5 %
	2	37	24 %
	3	37	24 %
	4	73	47.5 %

Source: Survey data, 2019

The respondents have been using social networking sites for less than 1 year to more than 9 years and among them over 47% are using 4 and above social networking sites, which are showed in table (4.4) and (4.5). Using 4 networking sites by 73 respondents out of 154 indicated to be a good number and only 7 respondents was found to be using only one social media site.

Table (4.6) Frequency of Social Networking Sites Used by the Respondents

Question 1.5	Category	Frequency	Percentage
Which of the social networking sites do you use most often?	Facebook	142	92.2%
	Instagram	38	24.7%
	Twitter	9	5.8%
	WhatsApp	24	15.6%
	Linkedin	40	26%
	Snapchat	4	2.6%
	Viber	89	57.8%
	Others	16	10.4%

Source: Survey data, 2019

Social networking sites such as Facebook, Viber, LinkedIn, Instagram, Twitter, WhatsApp, Snapchat and others are commonly used by the respondents. It was found that most of the respondents are using above 4 social networking sites. Table (4.6) shows that 142 (92.2%) are using Facebook, 89 (57.8%) are using Viber and 40 (26%) are using LinkedIn. Among the social networking sites, Facebook was found to be the most commonly used among the respondents followed by 4 respondents using Snapchat.

Table (4.7) Time Spent on Social Networking Sites by the respondents

Total Spending Time of Respondents	Frequency	Percent
Less than 30 Minutes	10	6.5%
An Hour	39	25.3%
2 hours to 4 hours	81	52.6%
5 hours to 7 hours	19	12.3%
More than 7 hours	5	3.2%

Source: Survey data, 2019

Table (4.7) showed the average time spending by the respondents on social networking sites. It was categorized into less than 30 minutes to more than 7 hours in

maximum. The results indicated that 81(52.6%) are using social media sites for 2 to 4 hours, 39(25.3%) are using one hour and 19 (12.3%). The rest 6.5% are using less than 30 minutes and they could be used only one social networking site such as Viber only. The other 5 (3.2%) are using more than 7 hours and the reasons spend for the social sites varies for a range. The study attempted to find out the purposes of using social networking sites and the responds were stated in the following table (4.8)

Table (4.8) Purposes of using Social Network

Question 1.7	Category	Frequency	Percent
Why do you use social network	Socialize and make new friends	52	33.8%
	As a source of recreation and relaxation	83	53.9%
	Find out information about my carrier development	86	55.8%
	Find out information about my academics	54	35.1%
	For Business	60	39%
	Others	18	11.7%

Source: Survey data, 2019

Over 50% of respondents are using the social media for their carrier development and recreation and relaxation. Over 30% of respondents are using for their business, academics and socialize. Others 11.7% of the respondents stated using social media sites for playing online games. The majority of the respondents using social media sites by 86% for finding out information on the carrier development and it is a positive indicator for a good use of social media by the respondents.

The study also identified whether the respondents have experienced cyber bullying when using social media. It was found that total 116 (75.3%) of respondents have never experienced cyber bulling and 36 (23.4%) have experienced often. Only 2 (1.3%) have always experienced. This result shows that compared to the number of those who give always response and who were often, that of those who answered in the affirmative is considerably large.

4.3.2 Social Value and Social Life Style

This section shows the social value and social life style of respondents in Yangon University of Economics. To measure the attitude of the respondents a five-point Likert scale was used. The respondents were asked to indicate the agreement or disagreement on each statement. Each question based on a five-point Likert scale, ranging from 1=strongly disagree, 2 =disagree, 3=neither agree nor disagree, 4=agree and 5=strongly agree, were used measure. Since each statement is measured with a five-point Likert scale, the minimum, the middle and the maximum value of mean score is 1,3,5. Thus if the mean score is higher than 3, it can be assumed that positive effect in their social life. If the mean score is lower than 3 the relationship are uncertain.

Table (4.9) Responses for social value

No.	Statement	Mean	Std. Deviation
2.1	social media destroyed your social value?	2.44	.808
2.2	social media has destroyed your relationship with family, friends, and course-mates?	2.45	1.002
2.3	social media helps in destroying gender equality?	2.73	.865
2.4	social media is the means for you to find love?	2.08	.980
	Overall	2.43	0.91

Source: Survey data, 2019

Table (4.9) indicated the social value of female students. It was found that in Question 2.1 and 2.2, mean score of social media destroyed the social value is 2.44 and social media destroyed the relationship with family, friends, and course-mate is 2.45 respectively. Question 2.3 is described that mean score of social media helps in destroying gender equality is 2.73 as neutral. Mean score 2.08 provided that there were social media is the mean of to find love as nearly almost are disagree for this Question 2.4. The overall mean score was 2.43 provided the disagreement for social media that can destroy social value of the respondents.

Table (4.10) Responses for social lifestyle

No.	Statement	Mean	Std. Deviation
2.5	Social networking sites change the behavior of students in an effective manner	3.40	.814
2.6	Social networking is essential for today's life	3.85	.765
2.7	Social Media can solve some of the student's personal problem	3.21	.845
2.8	Satisfy on using social media by spending money	3.52	.960
2.9	The use of social media calling, chatting, sharing contents, linking links and many is time consuming	3.55	.908
2.10	The use of social media is becoming addictive to female students	3.13	.876
	Overall	3.44	0.86

Source: Survey data, 2019

Table (4.10) showed the regarding the social life style of female students. From the survey results on the questions concerning their manner, daily life, satisfaction or happiness. According to the survey result, with regard to the statement “Social networking sites change the behavior of students in an effective manner” that mean score is 3.40. With regards to the statement “Social networking is essential for today's life” that mean score is 3.85 expressed social media is actually essential for their today’s life.

Regards to the statement “Social Media can solve some of the student's personal problem” expressed mean score is 3.21 that shown in nearly 3. Therefore social media can solve their personal problem are uncertain. With regards to the statements “satisfy on using social media by spending money” and “The use of social media calling, chatting, sharing contents, linking links and many is time consuming” expressed mean score are 3.52 and 3.55 respectively. Regards to the statements “The use of social media is becoming addictive to female students?” expressed mean score is 3.13 that is nearly 3 as neutral. Overall mean score 3.44 provided that social media can give positive effect for their social life style.

4.3.3 Academic Performance

This section shows that career and professional development of respondents in Yangon University of Economics. To measure the performance of the respondents a five-point Likert scale are used. The respondents were asked to indicate their agreement or disagreement on each statement. Each question based on a five-point Likert scale, ranging from 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree and 5=strongly agree, were used measure. Since each statement is measured with a five-point Likert scale, the minimum, the middle and the maximum value of mean score is 1,3,5. Thus if the mean score is higher than 3, it can be assumed that positive effect in their life. If the mean score is lower than 3 the relationship are uncertain.

Table (4.11) Distribution of Academic Performance

No.	Statement	Mean	Std. Deviation
3.1	Social Media influence the academic performance of students negatively	3.01	.835
3.2	I usually postpone my academic task for spending more time on the SNS	2.90	.933
3.3	It's hard concentrating on study knowing that student can play online games and visit these sites	3.52	.851
3.4	Do you think using social media helps you in your studies	3.92	.604
3.5	The usage of social media is useful in higher educational institutions	3.76	.714
3.6	Social Media facilitate the academic activities and coordinate with others.	3.82	.554
3.7	Social Media can solve the student's academic problem.	3.34	.774
3.8	Groups and pages related to studies are created by scholars on Social Media helps students	3.93	.638
3.9	I can learn online education program by using social media.	3.97	.631
3.10	Group discussions can be arranged with the experts using social media	3.96	.551
	Overall	3.61	0.71

Source: Survey data, 2019

The above Table (4.11) showed the academic performance of the respondents. According to the survey result, with regard to the statements “Social media influence the academic performance of students negatively” and “I usually postpone my academic task for spending more time on the social networking sites” that mean scores are 3.01 and 2.90 respectively. Those mean score are nearly 3 and that result show uncertain negative effect for their academic performance. Similarly, with regard to the statements “It’s hard concentrating on study knowing that student can play online games and visit these sites” expressed mean score is 3.52 that result shown female students are addictive online games also and negative effect for their academic performance.

Regard to the statement “Social media helps you in your studies by any means” expressed mean score is 3.92 that relationship is positive benefit for their academic performance. With regard to the statement “Social media is useful in higher educational institutions, an effective communication application” that mean score is 3.97 and Similarly, with regard to the statement “Social Media facilitate the academic activities and coordinate with others” expressed mean score is 3.82 respectively. This result shown that positive relation with their academic performance.

With regard to the statement “Social Media can solve the student's academic problem” expressed mean score is 3.34 and that shown in slightly positive effect for their students’ academic performance. Regard to the statements “Groups and pages related to studies are created by scholars on Social Media helps students in their study” and “I can learn online education program by using social media” expressed mean score are 3.93 and 3.97 respectively. These result shown that students can get positive benefit of online learning by using social media. Similarly, with regard to the statements “Group discussions can be arranged with the experts using social media” expressed mean score is 3.96 also. Overall mean value 3.61 provided that social media can give positive effect for their academic performance.

4.3.4 Career & Professional Development

This section shows that career and professional development of respondents in Yangon University of Economics. To measure the performance of the respondents a five-point Likert scale are used. The respondents were asked to indicate their agreement or disagreement on each statement. Each question based on a five-point Likert scale, ranging from 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree and 5=strongly agree, were used measure. Since each statement is measured with a five-point

Likert scale, the minimum, the middle and the maximum value of mean score is 1,3,5. Thus if the mean score is higher than 3, it can be assumed that positive effect in their life. If the mean score is lower than 3 the relationship are uncertain.

Table (4.12) Distribution of Career & Professional Development

No.	Statement	Mean	Std. Deviation
4.1	important from the view of job searching	3.65	.823
4.2	help you that find answers to your career questions	3.62	.724
4.3	facilitate for getting jobs related information.	3.87	.558
4.4	valuable in regards to your career planning and career advancement	3.59	.653
4.5	I can start my own business by using social media	3.69	.795
4.6	marketing tool in your business.	4.04	.625
4.7	create your own reputation or brand	3.71	.757
4.8	facilitate to improve your professional development	3.68	.791

Source: Survey data, 2019

Table (4.12) shows that career and professional development of the respondents. According to the survey result, with regard to the statement “important from the view of job searching” that mean value is 3.65 and this result shown social media is important role to find their job. Regard to the statements “help you that find answers to your career questions” and “facilitate for getting jobs related information” that expressed mean scores are 3.62 and 3.87 respectively. Thus result shown social media can support information for their career development.

Similarly, with regard to the statement “valuable in regards to your career planning and career advancement” expressed mean score is 3.59 and shown positive relation also. Regard to the three statements “I can start my own business by using social media”, “marketing tool in your business” and “create your own reputation or brand” expressed mean scores are 3.69, 4.04 and 3.71 respectively. This result provide that the students can start their own business and create own brand by using social media

effectively. Similarly, with the regard to the statement “facilitate to improve your professional development” expressed mean score is 3.68 that shown social media support to improve for professional development also. Overall mean score 3.73 provided that social media can give positive effect for their career and professional development.

4.3.5 Health & Culture

This section shows that career and professional development of respondents in Yangon University of Economics. To measure the performance of the respondents a five-point Likert scale are used. The respondents were asked to indicate their agreement or disagreement on each statement. Each question based on a five-point Likert scale, ranging from 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree and 5=strongly agree, were used measure. Since each statement is measured with a five-point Likert scale, the minimum, the middle and the maximum value of mean score is 1,3,5. Thus if the mean score is higher than 3, it can be assumed that positive effect in their life. If the mean score is lower than 3 the relationship are uncertain.

Table (4.13) Distribution of Health & Culture

No.	Statement	Mean	Std. Deviation
5.1	SM is the new resource for online health information	3.91	.545
5.2	SM encourages female students in their health awareness	3.86	.553
5.3	SM promote borrowing of foreign culture and traditions	3.51	.779
5.4	SM encourage female students in their political awareness	3.30	.722

Source: Survey data

Table (4.13) shows that Health and Culture of the respondents. According to the survey result, with regard to the statements “the new resource for online health information” and “encourages female students in their health awareness” expressed mean score are 3.88 and 3.87 respectively. This result shown as social media can support health awareness to the students with positive way.

Regarding to the statement “promote borrowing of foreign culture and traditions” expressed mean score is 3.48 and that shown they can learn foreign culture and traditions by using social media. With regard to the statement “encourage female students in their political awareness” expressed mean score is 3.30 that shown social media encourage political awareness for the students also. Overall mean score 3.63 provided that social media can give positive effect for their health and culture awareness.

CHAPTER V

CONCLUSION

5.1 Findings

The primary objective of the survey is to examine the reasons of using social media and analyze the effect of social media on academic and professional development of female students and to examine the effect of Social Media on their social value and social lifestyle. A structured questionnaire was used to collect all relevant information. A 5- point Likert scale was used for rating the perceptions of the respondents.

It was found that all the respondents were female and ages were between 18 years to 64 years but over 90% of them were 25 years to 54 years old from Master and Executive Master Students studying at Yangon University of Economics. As reported, the results asking the questions whether the social media destroy their social values or not. The overall mean score 2.43 was provided and the respondents disagreed that social media destroyed social value of the respondents. Therefore, the respondents agreed that using social media maintained social values, interaction, relationships and gender equality.

The results found overwhelmingly positive effect of student's life by the respondents while selecting Agree and Strongly Agree options and the overall mean score of the reaction was 3.37 in the survey. It revealed that social media usage among the female students has influenced on their student's life such as their social life style, academic performance, career, professional development and health & culture.

According to the findings, over the half of respondents have been used social media for their relaxation and social. 35% of respondents believed social media can improve their academic performance. Overall mean score of 3.61 indicated that using social media can lead to positive effect upon their academic performance while there was no disagree and strongly disagree option selection when they responded to the statements such as helping their studies, solving their academic problems, getting information from scholars and supporting online education programs learning.

It was observed by the primary data that 56% of respondents mostly used social media for their professional and career development. And overall mean score of 3.73 showed that social media can give positive effect on the respondents' career and professional development such as job finding, career planning and advancement and doing their own businesses whereas no disagree and strongly disagree option selection when they responded to the statements.

In addition, nearly 70% of respondents believed social media provide health and culture awareness for their life. Overall mean score of 3.63 suggested that social media can give positive effect on the respondents' health and culture awareness such as getting health information, encouraging health awareness, promoting foreign culture and involvement in politics while there was no disagree and strongly disagree option selection when responding to the statements.

To sum up, the survey found that only a few percentage of the respondents considered using social media had negative effect upon social values, life styles, academic and professional development and health and cultural awareness . Majority of the respondents agreed that using social media provided them with advantages for the life style, academic and professional development and health and cultural awareness. There is no doubt that social media will remain an important tool in human life in today globalized and digitized world if they are used properly and effectively. Many social media tools are available and issues and risks related to using them are prevented cautiously in advance.

5.2 Suggestions

From the findings of the social media survey, the following suggestions could be made. According to the finding, using social media still maintain positive social values for the respondents. Social media sites and applications should be culture-oriented both in content and features to maintain cultural and social values. And they should also evaluate the news and information on social media and limit believing everything on them.

The results revealed that social media usage among the female students has influenced on their student's life. It is suggested that female students should spend lesser time on social media since it can be addictive, money and time consuming. The result indicated that using social media can lead to positive effect upon their academic performance. Students should make sure the social media sites and applications they used are supporting they studies and academic performance. At the same time, Professors and

lecturers should encourage the students by channeling assignments or discussions on social media platforms to help study habits of using these sites for academic work on purpose.

The results of career and professional development showed that social media can give positive effect on the respondents' career and professional development such as job finding, career planning and advancement and doing their own businesses. To maintain this results, the social media should be used properly for the personal development or for the benefits self and community. Learning platforms such as LinkedIn learning, Facebook and YouTube on social media should be used on purpose to learn academic, professional and career development. The results found that social media can give positive effect on the respondents' health and culture awareness. The social media tools are available and useful if they can be used properly and carefully. The users should take cognizance of data privacy awareness and take very good care of potential reputation risks for themselves and for the organizations they represent.

To sum up, social media as a useful servant but a dangerous master at the same time and a two edge sword has been revealed in the findings of the study that, despite the benefits that students can gain advantages from using social media networks such as sharing of information, building relationship, participating in group discussions with other students and scholars. There is to some degree of addiction and distraction of attention caused by the use of social media which could have serious consequences on the academic life of students. It is suggested that workshops and seminars on using social media effectively should be organized in the various faculties to educate students more about the possible implications while using social media on the maintenance of social values, positive impact on life style and improvement of their academic and professional performance.

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APPENDIX

A Study on the effects of social media on social life; Case Study of female students- University of Economics

Major:

I. Profile of Respondents

1. Age of respondents

18–24

25–34

35–44

45–54

55–64

2. Highest educational level of respondent

Executive Master

Master

3. In total how many social networking sites do you use?

(Social networking site here means including but not limited to Facebook, Instagram, Twitter, Viber, WhatApps, LinkedIn, Snapchat and others.)

1

2

3

4 and above

4. How long have you been using social networking site?

More than 9 yr

- 5 yr to 9 yr
- 3 yr to 5 yr
- 1 yr to 3 yr
- Less than 1 yr

5. Which of the social networking sites do you use most often?

- Facebook
- Instagram
- Twitter
- WhatsApp
- LinkedIn
- Snapchat
- Viber
- Others

6. In a day, on an average how many minutes per day do you spent on Social

Networking Sites?

- Less than 30 minutes
- An hour
- 2-4 hour
- 5-7 hours
- More than 7 hours

7. Why do you use social networks?

- Socialize and make new friends
- As a source of recreation and relaxation
- Find out information about my carrier development
- Find out information about my academics

For Business

Others

8. Have you ever experienced cyber bullying when you use social media?

Always

Often

Never

Please complete the following questionnaire with specific regard to the above enquiry, by placing a CROSS in the appropriate box.

II. Social Life Style	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. Has the use of social media destroyed your social values and lifestyle?	<input type="checkbox"/>				
2. The use of social media has destroyed your relationship with family, friends, and course-mates?	<input type="checkbox"/>				
3. The use of social media helps in destroying gender equality?	<input type="checkbox"/>				
4. The use of social media is the means for you to find love?	<input type="checkbox"/>				
5. Do you think social networking sites change the behavior of students in an effective manner?	<input type="checkbox"/>				
6. Do you think using some kind of social networking is essential for today's life?	<input type="checkbox"/>				
7. Social Media can solve some of the student's personal problem?	<input type="checkbox"/>				
8. Do you satisfy on using social media by spending money?	<input type="checkbox"/>				

9. The use of social media calling, chatting, sharing contents, linking links and many more is time consuming?	<input type="checkbox"/>				
10. The use of social media is becoming addictive to female students?	<input type="checkbox"/>				

III. Academic Performance	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. The social media influence the academic performance of students negatively, because they distract from the students studies.	<input type="checkbox"/>				
2. I usually postpone my academic task for spending more time on the social networking sites.	<input type="checkbox"/>				
3. It's hard concentrating on study knowing that student can play online games and visit these sites just by logging into them.	<input type="checkbox"/>				
4. Do you think using social media helps you in your studies by any means?	<input type="checkbox"/>				
5. The usage of social media is useful in higher educational institutions, because they are an effective communication application.	<input type="checkbox"/>				
6. Social Media facilitate the academic activities an coordinate with others.	<input type="checkbox"/>				
7. Social Media can solve the student's academic problem.	<input type="checkbox"/>				
8. Groups and pages related to studies are created by scholars on Social Media helps students in their study.	<input type="checkbox"/>				
9. I can learn online education program by using social media.	<input type="checkbox"/>				

10. Group discussions can be arranged with the experts using social media.	<input type="checkbox"/>				
11. Social Media can make students campaign.	<input type="checkbox"/>				
12. Social Media is personal/social- can't be used for education.	<input type="checkbox"/>				
13. Social Media helpful for the students' studies because students can receive announcements from lectures and faculty.	<input type="checkbox"/>				

IV. Career & Professional Development	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. What do you think, is presentation of yourself on social media important from the view of job searching	<input type="checkbox"/>				
2. Social Media can help you that find answers to your career questions.	<input type="checkbox"/>				
3. Social Media facilitate for getting jobs related information.	<input type="checkbox"/>				
4. Social Media can be valuable in regards to your career planning and career advancement?	<input type="checkbox"/>				
5. I can start my own business by using social media.	<input type="checkbox"/>				
6. Social Media can use as a marketing tool in your business.	<input type="checkbox"/>				
7. Social Media can create your own reputation or brand.	<input type="checkbox"/>				
8. Social Media can facilitate to improve your professional development	<input type="checkbox"/>				

V. Health & Culture	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. Social Media is the new resource for online health information.	<input type="checkbox"/>				
2. The use of social media encourages female students in their health awareness.	<input type="checkbox"/>				
3. Does the use of social media promote borrowing of foreign culture and traditions?	<input type="checkbox"/>				
4. The use of social media encourages female students in their political awareness.	<input type="checkbox"/>				

Thank you so much for your kind support to me.

Note: The responds will be used only for study purpose and completely confidential.