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ALTINBAS UNIVERSITY

Graduate School of Science and Engineering

Information Technology

**THE IMPACT OF SOCIAL MEDIA ON  
UNIVERSITY STUDENTS IN IRAQ AND TURKEY**

Abdulnaser Mutashar FASHAKH

M. Sc. Thesis

Supervisor

Prof.Dr.Oguz Bayat

Istanbul,2019

# **THE IMPACT OF SOCIAL MEDIA ON UNIVERSITY STUDENTS IN IRAQ AND TURKEY**

by

**Abdulnaser Mutashar Fashakh**

Information Technology

Submitted to the Graduate School of Science and Engineering  
in partial fulfillment of the requirements for the degree of  
Master of Science

ALTINBAŞ UNIVERSITY

[2019]

This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

---

Asst. Prof. Dr. Abbas Fadhil ALJUBOORI

Co- Supervisor

---

Prof. Dr. Oguz BAYAT

Supervisor

Examining Committee Members

Prof. Dr. Oguz BAYAT	School of Engineering and Natural Sciences, Altinbas University	_____
Prof. Dr. Osman Nuri UCAN	School of Engineering and Natural Sciences, Altinbas University	_____
Asst. Prof. Dr. Oguz ATA	School of Engineering and Natural Sciences, Altinbas University	_____
Asst. Prof. Dr. Adil Deniz DURU	Sport Science , Marmara University	_____
Asst. Prof. Dr. Dilek Goksel DURU	Faculty of Engineering, Arel University	_____

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

---

Asst. Prof. Dr. Oguz ATA

Head of Department

---

Prof. Dr. Oguz BAYAT

Director

Approval Date of Graduate School of  
Science and Engineering: \_\_\_\_/\_\_\_\_/\_\_\_\_

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Abdulnaser Mutashar Fashakh

## DEDICATION

First, I would like to thank God for His bounty, which gives me the ability and power to complete this study. This thesis is devoted to the spirit of my mother in her grave for her spirit of peace, which was the source of my inspiration, and she told me that "every success in your life will be my best gift. "To my proud father, who has been supporting me with good love and constant encouragement, I will continue to do my best to meet your expectations. To my family, my wife, and my children, who have suffered the difficulties of my departure from them. I dedicated this to the people who were referring to me and still care a lot about me. Finally, to the family, relatives and friends who were encouraging me during this study.



## **ACKNOWLEDGMENTS**

I would like to thank my supervisor Professor Oguz Bayat and my Co-advisor Dr Abbas Fadhil Aljuboori for all support they gave me during my thesis. It's a great pleasure to express my deepest gratitude to all my Lecturer's and my friends who encouraged, helped, and shared their wonderful time with me during my master's degree study.



## ABSTRACT

### THE IMPACT OF SOCIAL MEDIA ON UNIVERSITY STUDENTS IN IRAQ AND TURKEY

Fashakh, Abdalnaser,

M.Sc., Information Technology, Altinbas University

Supervisor: Prof. Dr. Oguz Bayat

Co-advisor: Ass. Prof. Dr. Abbas Fadhil Aljuboori

Date: July / 2019

Pages: 45

Today we live in the technological revolution that began to dominate the most details of our daily lives and became the important concern the most widespread factor is the means of social communication consequently, in this study, we decided to shed light on the general effects, academic, political and business by measure difference impacts on the students of universities in Iraq & Turkey, and I have chosen three Iraqi universities (Kerbela University in the Middle Euphrates, UOITC University in Baghdad and Tikrit University in western Iraq) and three Turkish universities (Altinbas University, Marmara University and Karabuk University) where we put it, in to consideration, cultural and social differences accordingly, Data was collected from survey distributed over (34) questions. We tried to cover most of the common student's who uses social media and the impact on them. The questionnaire was distributed through (100) survey paper to each Iraqi university. The total number of participants (201) in the Iraqi universities distributed to (77) participants from the University of Kerbala, (50) participants from the University of Tikrit and (74) participants from the University of Information and Communication Technology (UOITC) and for Turkish Universities we published an online survey but the participation was somewhat weak. So we used a paper survey to increase the number of participants in the three Turkish universities. The total participation was (50) participants from Altinbas University, (38) from Marmara University and (33) from Karabuk University.

**Keywords:** Social networking, University Students, Education, Business, Politics effects.

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# 1. INTRODUCTION

In the following chapters, we review the introduction of the research topic and explain the problem of the study and explain the thesis methods used in this thesis.

Over the most recent couple of years, developments have been attempting an expanding enthusiasm for utilizing the web and correspondence innovations instrument (ICT). Wide gatherings of utilization and innovations were produced to help correspondence to others whenever and all over the place. by and by, the web has progressed toward becoming be a need for the world network. All individuals can achieve all the data with no restriction, on schedule and spot. Additionally, in the learning method, correspondence can be one of the determinant elements to pick up accomplishment in the learning procedure. The utilization of ICT likewise can be given great effects for the learning procedure just as to give learning proficiency to enable understudies to participate with other about the subject of the exercises in light of the fact that everyone from them has distinctive one of a kind learning style [1]. Despite organized check messages on different informal communities, examining discourse or gatherings, in addition, consistently check papers, presently people moreover, checking profiles of them on social locales by subordinate others' changes, by posting their summery [2]. Research has appeared numerous people connect with SNS. from sorts of eLearning framework that is expanding now is social instruction. As per Horton [3]. Generally of individuals utilizes SNS for a scope of more reasons "comfort, allowing quick refreshing, investigate and share determinedly enormous data, thinking about everyday life, making up and keeping up unaffected social contacts and associations, keeping agreeable learning revamps with coordinated effort and correspondence and enabling vehicle of rules are the guideline ones". These points of view light up why SNS are recognized quickly paying little mind to the manner in which that they at first had risen with the motivation driving sharing photographs, individual's data records, profiles, and related substance [4]. Electronic life grabs the attention of the understudies and a short time later diverts it towards non-educational and ill-advised exercises including vain visiting and incredible web surfing. Thinking about the above decree, we can say that online life may genuinely impact the examination penchants, educational life and learning experiences of the understudy (Kappuswamy and Shankar, 2010) [5]. Electronic life is a way to deal with

grant online that can be used to relate, share information and collaborate with others. Online life can resemble locales and applications [6]. The hurt enlightening execution and web propensity are associated through the utilization of nonconcurrent correspondence program through the web region and the fora. Jocaben et al [7]. lit up that casual association is tending towards the business-related perspective, growing new affiliations, or promoting shared interests, for instance, definitive issues or music. Lockyer et al [8] also shown that clients can give their own one of a kind data to the assistance profile page of them, interface with unique excellence utilizations, split sight and tag and sound substance that they have made an association with others to a course of action of open substance, start or join subgroups of progressive concern social affairs. Yield [9] Informal communities are a way to deal with bestowing online that can be used to interfacing, share information and gathering up to other people. Web-based life can resemble locales and applications [10]. This examination is done to include the potential outcomes of online life in the educational setting by aggregate learning and improve the understudies' academic execution. The results exhibit that aggregate adjusting insistently and inside and out with natural with sidekicks, shrewd with instructors a dedication which influences the understudies' academic execution [11]. In the prologue to this examination, I might want to survey of the degree of the general, scholarly, political and Business sway on college understudies in two nations that are to some degree diverse socially and socially in Iraq and Turkey, where past investigations thought about a particular part of the impacts on college understudies, particularly scholastic ones. My examination incorporates a few angles that stretch out to the general political and Business impacts, notwithstanding scholastic impacts. Everybody knows about the insurgency and the improvement of innovation today. In the cutting edge of these, internet-based life is the rudiments of our journal. Our follow-up to her and driven by Facebook, YouTube, Twitter, Skype and online journals and so forth. Along these lines, we are attempting here to cover the degree of these impacts on college understudies in the two nations above and estimating the contrasts between.

## **1.1 THE AIM OF THE STUDY**

This study aims at identifying and analyzing the impact of social media on university students in two different countries (Turkey and Iraq). They have social and cultural diversity through various impacts such as general, academic, political and business, and we will see if there difference or not and we make important recommendations focusing on maximizing students for scientific and academic purposes through investing more time in the academic side and communication between teachers and students and between educational institutions and their students.

## **1.2 THESIS LAYOUT**

The following chapters of this thesis are organized as follows:

- In chapter two, the related works to impact of social media on university students are reviewed.
- The used method is described in chapter three, where the statical methods and the percentage results are illustrated in detail.
- The results, analysis, discussion and compared the difference impacts between the two countries conducted in six universities in this study are presented in chapter four.
- The conclusions and recommendation with future work of the study are summarized in chapter five.

## **2. RELATED WORKS**

### **2.1 INTRODUCTION**

We have found a lot of previous related works on the topic, the impacts of social media on university students. Most focus only on one aspect of academic, political or else of impacts, but here in our study, we covered four aspects of the impacts through covered it by carefully selected paper survey and an online survey that included questions general, academic, political and Business impacts on universities students.

### **2.2 GENERAL IMPACTS**

On account of the prior perception, web-based life use, its forerunners, and results have produced a great deal of late research. This surge of research has taken a gander at issues, for example, thought processes in taking part in electronic verbal exchange via web-based networking media stages [12] Social impact has for quite some time been examined and connected in a few distinct settings, including as a feature of the augmentation of the Hat [13] utilization of internet-based life in grumbling conduct [14]. These shut destinations empower people to develop self-presentational messages outfitted towards a specific circumstance or crowd and in this way maintain a strategic distance from the "numerous group of spectators issue" that happens when various parts of one's group of friends are available with little capacity to section messages [15] people use informal organization to remain in contact with "past companions, find the lost contacts, to be in contact with the comparative people, be a piece of groups with shared interests, sort out or be a piece of occasions, read and tag photographs, share/post pictures, make diversions, adjust one's own standing, see other's status". He furthermore accumulated those applications under 7 orders: which were "to remain, uninvolved contact, social perception, reacquiring lost contacts, correspondence, pictures, arranging associated uses, ceaseless contacts and making new contacts". Lenhart clarified that informal organization fundamentally uses of structure contact among individuals. Making arrangements in regards to various occasions, and so forth [16].

### 2.3 ACADEMIC IMPACTS

The development of online life has made chances to build up companion encouraging groups of people before understudies touching base on grounds in manners that might not have been beforehand conceivable without the affordances of new media. In fact, online life sites are being created by colleges to build associations among alumni understudies, personnel, and staff crosswise over conveyed grounds. [17] The progressed and improved use of web-based life stages, for example, Facebook has turned into an overall marvel for a long while. Despite the fact that everything began has been a diversion for a few PC educator's individuals has changed to turn into a social standard and presence style for understudies far and wide [18] Informal community destinations are maybe the most noticeable case of such media. Informal organization locales have gotten significant consideration from specialists and the overall population alike because of the inexorably enormous userbase for destinations like Facebook. Research on Facebook, specifically, has demonstrated that understudies may receive social rewards from utilizing the site [19]. Given the potential for interpersonal organization locales to mingle understudies on grounds, regardless of whether the regularizing conduct being communicated on such destinations advances constructive understudy desires is relied upon to assume a job in how this socialization unfurls. Research on interpersonal organization locales does not unequivocally presume that expanded use of internet-based life will result in constructive results. [20] expressed that online life has a negative relationship with understudies' scholastic execution which is a lot more noteworthy than the focal points determined using web-based social networking stages. Individuals around the world have been dependent on the web which has offered ascend to a bigger number of understudies utilizing web-based life more regularly than previously. [21] With such wide acknowledgement, there is nothing unexpected that web-based life has influenced the manner in which individuals live and mingle. Person to person communication Destinations, for example, Facebook is one of the most recent instances of correspondence advances that have been broadly received by understudies and, along these lines, can possibly turn into a significant asset to help their instructive interchanges and joint efforts with staff. Internet-based life is for the most part utilized by understudies to impart and trade thoughts with instructors explicitly in western settings [22].



## 2.4 POLITICAL IMPACTS

The improvement on Web and its acknowledgement at the open level and a while later its utilization by ordinary citizens through internet-based life which aided in building up a political stage in a special space has assumed a major job in this change. Because of the improvements in online life, and cooperation in city exercises has completely changed the current political scene into new measurements in the most recent decade. Presently explicitly the web-based life has considered a genuine element in the political crusades and the manner in which individuals view and handle the issues talked about on this stage in subtleties autonomous of reality requirements. Already the greater part of the work via web-based networking media, particularly on informal organization destinations, concentrated on the individual uses while a couple of studies have been distributed on the political crusades. Scarcely any investigations chipped away at and focused on how web-based social networking influences political interest and city support. [23] For the improvement of fair qualities in general public, a significant job is played by political cooperation in setting up foundations and legitimization their job in the framework. A large portion of the scientists concur political adequacy; acknowledgement of affecting the political procedure is among few components to impact the political procedure. [24] Political information is a significant factor in political conduct and basic leadership, supposing that the resident has learning they can take an interest effectively in legislative issues [25] Political utilization of internet-based life is an idea, which portrays that long range interpersonal communication destinations are being utilized for political purposes, for example, somebody is appearing political inclination on their own profile page or introducing themselves as a legislator's fan. We place political utilization of SNSs lies between a scope of other political practices, including articulation and cooperation. [26] This political learning can be increased through training, relational dialogue, and the news media [27] Political information is a significant factor in political conduct and basic leadership, provided that the native has the information they can partake effectively in legislative issues [28].

## 2.5 BUSINESS IMPACTS

The connection between Financial status and political cooperation has been examined and most inquiries about demonstrate that financial status is the most significant indicator of political support: "More elevated amounts of political interest were found in natives with higher SES. [29] Consequently, internet-based life has turned into a high corporate need; most by far of exchanged organizations are effectively present on some sort of social stage. Organizations are just currently beginning to understand the business suggestions and nature of this new client created content. Alongside the difficulties and openings that web-based social networking offers, there is a noteworthy level of vulnerability among administrators as for dispensing exertion and spending plan to web-based life [30] The social corporate systems administration channel speaks to the degree to which social corporate assets (e.g., connections, gatherings) are changed into operational execution abilities. Social corporate systems administration alludes to the casualties of corporate staff through informal communities. This channel includes an alternate arrangement of informal communities, for example, LinkedIn or ResearchGate, directed toward expert and scholastic systems administration. Online social stages give minimal effort, profoundly available method for conveying, which empowers associations with individuals both inside and outside the association; online social stages likewise bolster errands through online talk, sharing information, and discovering customers [31] In spite of the fact that the social advertising channel has the best effect on monetary execution through the making of offers related capacities, past research demonstrates how putting resources into web-based showcasing identifies with operational execution, for example, client Business execution and internet-based life [32] We would expect that a positive variety in the number of social supporters will emphatically influence offer costs. In any case, online life systems experience positive system externalities [33] Between corporate systems administration builds work portability among firms, giving productive approaches to focus on the best experts for employment opportunities. Intra-organization systems administration distinguishes significant ranges of abilities from inside the organization. While numerous scientists have analyzed corporate systems administration apparatuses (e.g., CRM, e-business) as a resource for increment operational execution [34].

### **3. METHODOLOGY**

#### **3.1 POPULATION**

The data were collected by the survey in two ways. First, the Iraqi universities (Kerbala University, UOITC University and Tikrit University), which designed the paper survey with the Native language (Arabic), had 34 questions divided into four categories (general, academic, political and business impacts). The second way we designed the website is to publish the link to the online survey and share it with the students of the Turkish universities, as follows through the e-university system and share it with the students by sending them an e-mail with the survey link at Altinbas University, also through e-mail, WhatsApp, to students of Marmara University and Karabuk University we have chosen but we faced challenges, the participation was so weak, so we have increased through a paper survey to the participation of Turkish universities the survey was in Turkish and English languages. We can also see samples of the survey paper in three Arabic, Turkish and English languages in (Appendix A, Appendix B and Appendix C).

#### **3.2 METHOD**

Demographic variables included age, gender, education level, nationality. General impacts, academic impacts, political impacts and business impacts taken as independent variables and the country of the universities are taken as a dependent variable, and we used descriptive statistics such as Mean, Media, Percentage and Standard Division.

##### **3.2.1 Measures**

All categories such as (General impacts, academic impacts, political impacts and business impacts) were measured through adapting scale except demographic variables. The survey questionnaire was designed to be used for data analysis where data is collected from the questionnaire in both countries and their universities. The statistical analysis showed a total of (322) participants with (201) participants from Iraqi Universities and (122) participants from Turkish Universities. The number of females were (163) and (159) of male. Summary

Statistics descriptive analysis used percentage to measure demographic variables. Kruskal Wallis Test and OSL Regression analysis used evaluate dependent variable (country of the universities) and independent variables (General impacts, academic impacts, political impacts and business impacts). Chi-square Test used to measure difference between universities students in both countries and Confidence interval analysis used to measure the reliability by means.

### **3.2.1.1 Independent variables measures**

#### ***General impacts measure***

The General impacts consist of (11) questions can be measured by four different Multi choice answers such as: -

-Three- Multi choice answers like these questions below:

Q1) What do you think about Social Media effects?

Positive    Negative    No effect

Q2) Do you think that social media violates your privacy and makes you vulnerable to extortion?

Yes            No            Sometimes

Q3) Do you think social media effect to your health negatively?

Yes            No            Sometimes

Q4) Do you think social media leads to addiction?

Yes            No            Sometimes

Q5) Do you think social media is an important factor in educating the community?

Yes            No            Sometimes

Q6) Do you think your personal data is confidential, secret and reliable on social media?

Yes No Sometimes

Q7) Do you think the use of social media is easy and simple to access information?

Yes No Sometimes

Q8) Do you think the use of virtual social media negatively affects real social communication such as family, friends and relatives?

Yes No Sometimes

- Four- Multi choice answers like this question below:

Q9) What is the nature of your use of social media?

Chat Browse Call Both of them

- Five- Multi choice answers like this question below:

Q10) How many fake pages do you have on social media?

None One Two Three More

- Six- Multi choice answers like this question below:

Q11) What is your most used for social media?

Facebook YouTube Twitter LinkedIn Skype Blog

### ***Academic impacts measure***

The Academic impacts consist of (8) questions can be measured by two different Multi choice answers such as: -

- Three- Multi choice answers like these questions below:

Q1) I use social media for Academic?

Always Sometimes Never

Q2) Do you follow your university website on social media?

Yes      No      Sometimes

Q3) Do you think social media is an important source in your academic field?

Yes      No      Sometimes

Q4) Do you think social media are a substitute for scientifically recognized sources?

Yes      No      Sometimes

Q5) Do you think social media are a reliable source of access to academic information?

Yes      No      Sometimes

Q6) Do you think social media reducing the time, effort and money to access academic information?

Yes      No      Sometimes

Q7) Are you using social media for learning or education?

Learning      Education      both

- Six- Multi choice answers like this question below:

Q8) What is your most used social media for academic?

Facebook      YouTube      Twitter      LinkedIn      Skype      Blog

### ***Political impacts measure***

The Political impacts consist of (6) questions can be measured by two different Multi choice answers such as: -

- Three- Multi choice answers like these questions below:

Q1) I use social media for politics?

Always    Sometimes    Never

Q2) How many politics groups did you involve?

More than5    Less than5    Never

Q3) How many hours you spend to Follow-up of political events?

More than5    Less than5    Never

Q4) Do you think social media affect and change the political events?

Yes            No            Sometimes

Q5) Do you think social media is a dangerous factor?

Yes            No            Sometimes

- Six- Multi choice answers like this question below:

Q6) What is your most used social media for political?

Facebook    YouTube    Twitter    LinkedIn    Skype    Blog

### ***Business impacts measure***

The Business impacts consist of (9) questions can be measured by two different Multi choice answers such as: -

-Three- Multi choice answers like these questions below:

Q1) I use social media for Business?

Always    Sometimes    Never

Q2) How many Business groups did you involve?

More than5    Less than5    Never

Q3) How many hours you spend to Follow-up of Business events?

More than5    Less than5    Never

Q4) Do you use social media for Business?

Buy            Sell            Both

Q5) Do you think you can do away with shopping and just shopping through social media?

Yes            No            Sometimes

Q6) Are you uncomfortable with Commercial ads while using social media?

Yes            No            Sometimes

Q7) Do you think the promotion of your product as a social media provider is effective?

Very effective            Some effective            No effect

Q8) Do you have confidence in shopping through social media?

Full confidence            Some confidence            No confidence

- Six- Multi choice answers like this question below:

Q9) What is your most used social media for Business?

Facebook    YouTube    Twitter    LinkedIn    Skype    Blog



### **3.3 RELIABILITY AND VALIDITY**

The questionnaire used in the present study was scrutinized in terms of content and structural validity. The final questionnaire was also presented to academic specialists to test whether it meets the theoretical requirements also through a measure The Confidence interval analysis, Regression analysis and correlation analysis.

### **3.4 QUESTIONNAIRE**

The initial version of the questionnaire was developed in Arabic and translated into English and Turkish by an (English-Arabic-Turkish) researcher, the final version was tested for clarity of the questions among a group of Iraqi and Turkish university students. No major changes to the questions were made as a result of this pretest. The introduction to the questionnaire told participants that the study related to university students' use of social media and invited them to take part. The first part of the questionnaire contained part contained demographic questions related to the variables like age, gender, nationality and education level in the study, while the second part related by General Impacts consists of eleven questions, third part related by Academic Impacts consists of eight questions, the fourth part related by Political Impacts consists of six questions and the fifth part related by Business Impacts consists of nine questions .

### **3.5 TOOLS**

After the completion of the collection of the survey papers were filled it in the pages of Excel tables and were encoded and converted into numerical values and were called through the program Jupyter Notebook and were analyzed by the language of Python using many of libraries Python language such as Numpy, Pandas, Matplotlib, SciPy, Seaborn and Scikit-learn. where the language of Python is language modern, importance and easy to use and top Today the programming languages are in the field of data analysis. So, they were selected by us to analyze the survey data collected.

## 4. RESULTS AND DISCUSSION

### 4.1 SAMPLE

The total of the participants was 322 students divided by 201 from Iraqi universities and 121 from Turkish universities. Most of the participants were age 18–22 years (58.69%), age 23–25 years were (15.52%), and (13.66 %) in the age group 26-30 years and age +30 years was (12.11%). So, fully (87.87%) of the sample were 30 years or younger. Also, genders were male (50.6%) and female (49.4%). education level sample was undergraduate (74.22%) and postgraduate (25.78%). Nationality was Iraqi (62.42%) from Iraqi universities and from Turkish universities were Nationality Turkish students (16.77%), Nationality Iraqi students in Turkish universities (10.55%) and other Nationalities were (10.24%) are presented in below Table 4.1.

**Table 4.1:** Total Respondents of Iraqi Universities & Turkish Universities

Total sample size, n=322	
Age	18-22= 58.69% (n=189) 23-25= 15.52 % (n=50) 26-30= 13.66 % (n=44) 31+= 12.11 % (n=39)
Gender	Male= 50.62 % (n=163) Female= 49.37 % (n=159)
EDUCATION	Undergraduate = 74.22% (n=239) Postgraduate = 25.77% (n=83)
University	Altinbas UNV= 15.52 % (n=50) Marmara UNV= 11.80% (n=38) Karabuk UNV= 10.24% (n=33)  Kerbela UNV =23.91% (n=77) UOITC UNV =22.98% (n=74) Tikrit UNV=15.52% (n=50)
Nationality	Iraqi = 62.42 % (n=201)  Turkish = 16.77% (n=54)  Iraqi in Turkey = 10.55 % (n=34)  Others = 10.24% (n=33)

#### 4.1.1 Countries and Gender

The findings show that from Iraq (33.2%) females and (29.2%) males and from Turkey (21.4%) males and (16.2%) females participated in the study respectively. In both countries more male participated as compared to females in the survey but by a few percentages. See the summary in below Table 4.2:

**Table 4.2:** Countries and Gender

<b>Country</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>IRAQ</b>			
Total Count	94	107	201
% within Country	46.8 %	53.2 %	100 %
% within Gender	<b>29.2 %</b>	<b>33.2 %</b>	<b>62.4 %</b>
<b>Turkey</b>			
Total Count	69	52	121
% within Country	57 %	43 %	100 %
% within Gender	<b>21.4 %</b>	<b>16.2 %</b>	<b>37.6 %</b>
Total Count	163	159	322
% within Country	50.6 %	49.4 %	100 %
% within Gender	100 %	100 %	100 %
<b>Total</b>	<b>50.6 %</b>	<b>49.4 %</b>	<b>100 %</b>

#### 4.1.2 Countries and Age

The findings show that students IRAQ age 18 to 22 (78.6 %) among all ages more actively participated. Students from Turkey age 26 to 30 (26.5 %) among all ages more actively participated in the study. But in both countries, overall students from age 18 to 22 (58.7 %) among all ages group participated in the study prominently. So far all over the number of Students from Iraq 201 and from Turkey is 121 See the summary in below Table 4.3:

**Table 4.3** Countries and Age

Country	Age				Total
	18-22	23-25	26-30	+31	
<b>IRAQ</b>					
Total Count	158	22	12	9	201
% within Country	78.6 %	11 %	5.9 %	4.5 %	100 %
% within Age	<b>49.2 %</b>	<b>6.8 %</b>	<b>3.7 %</b>	<b>2.8 %</b>	<b>62.4 %</b>
<b>Turkey</b>					
Total Count	31	28	32	30	121
% within Country	26.4 %	25.6 %	24.8	23.2	100 %
% within Age	<b>9.6 %</b>	<b>8.7 %</b>	<b>9.9 %</b>	<b>9.3 %</b>	<b>37.6 %</b>
Total Count	189	50	44	39	322
% within Country	58.7 %	15.5 %	13.7 %	12.1 %	100 %
% within Age	100 %	100 %	100 %	100 %	100 %
<b>Total</b>	<b>58.7 %</b>	<b>15.5 %</b>	<b>13.7 %</b>	<b>12.1 %</b>	<b>100 %</b>

### 4.1.3 Countries and Education

The findings show that students IRAQ Education level undergraduate (87.1 %) more actively participated than postgraduate level. Students from Turkey Education level undergraduate (19.9 %) more actively participated than the postgraduate level in the study. Also, in both countries, overall students from undergraduate level (74.2 %) more than postgraduate level participated in the study prominently. So far all over the number of Students from Iraq 201 and from Turkey is 121 See the summary below in Table 4.4:

**Table 4.4:** Countries and Education

Country	Education		Total
	Undergraduate	Postgraduate	
<b>IRAQ</b>			
Total Count	175	26	201
% within Country	87.1 %	12.9 %	100 %
% within Education	<b>54.3 %</b>	<b>8.1 %</b>	<b>62.4 %</b>
<b>Turkey</b>			
Total Count	64	57	121
% within Country	52.9 %	47.1 %	100 %
% within Education	<b>19.9 %</b>	<b>17.7 %</b>	<b>37.6 %</b>
Total Count	239	83	322
% within Country	74.2 %	25.8 %	100 %
% within Education	100 %	100 %	100 %
<b>Total</b>	<b>74.2 %</b>	<b>25.8 %</b>	<b>100 %</b>

## 4.2 CONSTRUCTS OF THE MODEL

### 4.2.1 Results the General Impacts of Social Media on University Students in Iraq

**Table 4.5:** Results the General Impacts of Social Media on University Students in Iraq

Question and Scale		Percentage	Mean	Median	STD
Answers					
Q1	Positive	45.77 %	1.76	2.0	0.81
	Negative	27.86 %			
	No Effect	24.37 %			
Q2	Sometimes	47.26 %	2.30	2.0	0.73
	No	36.31 %			
	Yes	14.92 %			
Q3	Sometimes	41.29 %	2.23	2.0	0.73
	No	40.79 %			
	Yes	16.91 %			
Q4	Yes	55.72 %	1.75	1.0	0.90
	Sometimes	31.84 %			
	No	11.44 %			
Q5	Yes	61.69 %	1.70	1.0	0.92
	Sometimes	31.84 %			
	No	6.46 %			
Q6	None	87.06 %	1.24	1.0	0.75
	One	6.96 %			
	Two	2.48 %			
	More	1.99 %			
	Three	1.49 %			
Q7	Facebook	55.72 %	1.82	1.0	1.08
	YouTube	32.33 %			
	Twitter	5.47 %			
	Blog	1.49 %			
	LinkedIn	0.49 %			
Q8	Yes	37.81 %	1.92	2.0	0.83
	Sometimes	30.34 %			
	No	29.85 %			
Q9	Yes	67.66 %	1.52	1.0	0.83
	Sometimes	21.89 %			
	No	7.46 %			

Q10	Yes	56.71 %	1.73	1.0	0.90
	Sometimes	30.34 %			
	No	11.44 %			
Q11	Browse	37.81 %	2.4	2.0	1.17
	Both of them	30.34 %			
	Chat	22.38 %			
	Call	3.48 %			
<b>Total</b>			<b>1.86</b>	<b>1.45</b>	<b>0.88</b>

In above table 4.5 we can see. This study evaluated the general impacts of social media. Eleven questions were included to measure using multi-choice. The general impacts of social media total median ( $M$  1.45), which means that students in Iraq universities are a little affected by social media. We also review the results. Here, in the answer to the first question, we find that a clear majority believes that there are positive impacts on the utilize of social media. In the second question, many see themselves as vulnerable to privacy violations and blackmail while using social media. In the third question, we see a high percentage of those who sometimes see the possibility of social media negatively affecting their health and, to a lesser extent, In the fourth question, the answer was clear to a majority of those with a common belief that their use of the social media exposed them to addiction. However, the answer to the fifth question gave us a significant majority who see the importance of social media as an important factor in awareness Society and in the sixth question, there is also an absolute majority do not use fake pages on social media. In the seventh question shows us the most widely used website by Facebook is very distinctive. In the eighth question, there are varying percentages of them who believe that the personal data is reserved, confidential and reliable on their accounts in the social media. The ninth question is that we have the impression that the majority of them easily use these means with the simple access to information. In question 10, Its negative media impact is negative on the real social community between family, relatives and friends. In this question, we conclude with the eleventh question that the nature of the use of these means of social communication is to browse in a majority and preference for more clarity, we can see the figure 4.1 below by histogram the percentages answers of general impacts for Iraqi students.

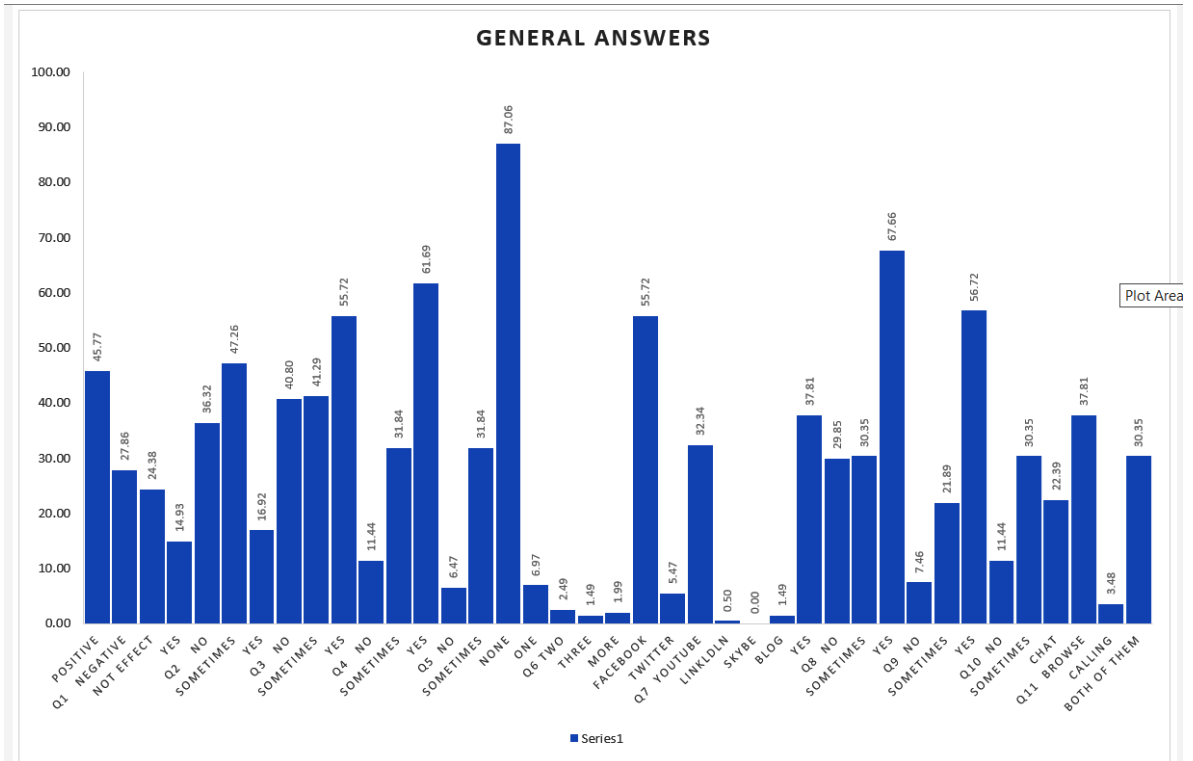


Figure 4.1: The General Impacts of Social Media on University Students in Iraq

#### 4.2.2 Results the General Impacts of Social Media on University Students in Turkey

Table 4.6: Results the General Impacts of Social Media on University Students in Turkey

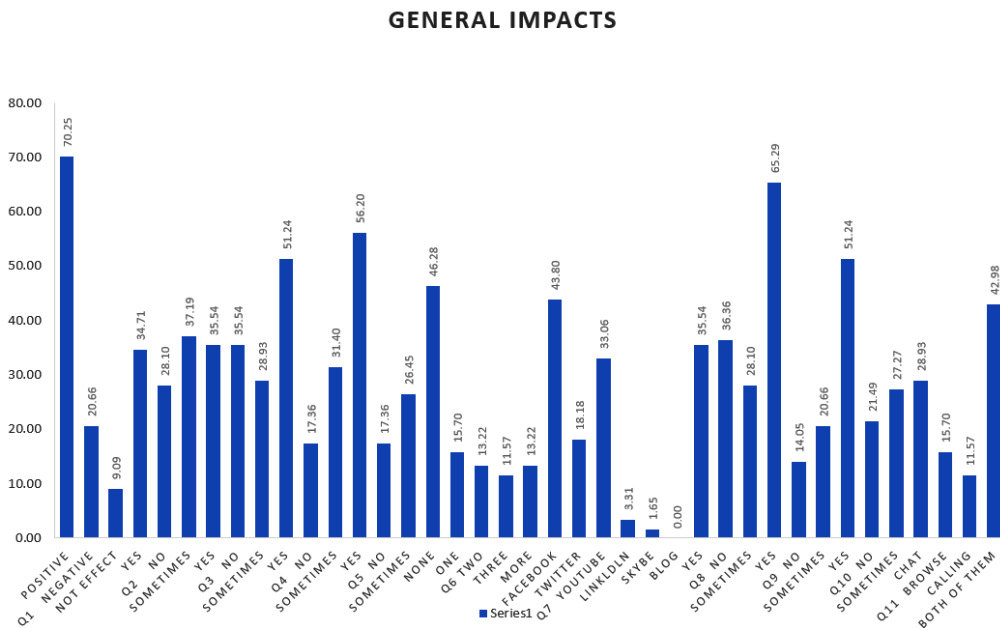
Question and Scale	Percentage	Mean	Median	STD	
Answers					
Q1	Positive	70.24 %	1.38	1.0	0.65
	Negative	20.66 %			
	No Effect	9.09 %			
Q2	Sometimes	37.19 %	2.02	2.0	0.85
	No	34.71 %			
	Yes	28.09 %			
Q3	Sometimes	35.53 %	1.93	2.0	0.80
	No	35.53 %			
	Yes	28.92 %			
Q4	Yes	51.23 %	1.80	1.0	0.89
	Sometimes	31.40 %			
	No	17.35 %			
Q5	Yes	56.19 %	1.70	1.0	0.86



	Sometimes	26.44 %			
	No	17.35 %			
Q6	None	46.28 %	2.29	2.0	1.47
	One	15.70 %			
	Two	13.22 %			
	More	13.22 %			
	Three	11.57 %			
Q7	Facebook	43.80 %	2.00	2.0	1.02
	YouTube	33.05 %			
	Twitter	18.18 %			
	Blog	3.30 %			
	LinkedIn	1.65 %			
Q8	Yes	36.36 %	1.92	2.0	0.79
	Sometimes	35.53 %			
	No	28.09 %			
Q9	Yes	65.28 %	1.55	1.0	0.81
	Sometimes	20.66 %			
	No	14.04 %			
Q10	Yes	51.23 %	1.76	1.0	0.85
	Sometimes	27.27 %			
	No	21.48 %			
Q11	Browse	42.97 %	2.71	3.0	1.32
	Both of them	28.92 %			
	Chat	15.70 %			
	Call	11.57 %			
<b>Total</b>			<b>1.91</b>	<b>1.63</b>	<b>0.94</b>

In above table 4.6 we can see. This study evaluated the general impacts of social media. Eleven questions were included to measure using multi-choice. The general impacts of social media total median ( $M$  1.63), which means that students in Turkish universities more affected by social media. Review the results here, and answer the first question, showing that the majority believe that there are positive effects of the use of social media. The second question is that a simple majority of respondents see themselves sometimes exposed to abuses of blackmail and privacy while using social media. In the third question, the

proportion of those who believe that there are negative effects on their health when using social media and who do not see any negative effects on their health equal. In the fourth question, the answer shows that most respondents believe that the use of social media means to expose them to addiction. However, the fifth question gave us an answer that the clear majority sees the importance of social media as an important factor in the outreach community. We conclude that the sixth question is that there is also a majority of those who say they do not use fake pages on social media. Pages they have. In the seventh question, we find that Facebook is the most popular site and YouTube comes relatively less. When we reach the eighth question, the majority here point to a lack of belief that personal data is kept secret and reliable in their calculations in social media, on the contrary. The ninth question is that the clear majority who use these means easily see smooth access to information. In question 10, a majority sees the negative media impact on the real social community among family, relatives and friends. In this eleventh question, most of them see that the nature of the use of social media is all the contents of Internet browsing, calls and chat combined. For more clarity, we can see the figure 4.2 below by histogram the percentages answer of general impacts for Turkish students.



**Figure 4.2:** The General Impacts of Social Media on University Students in Turkey

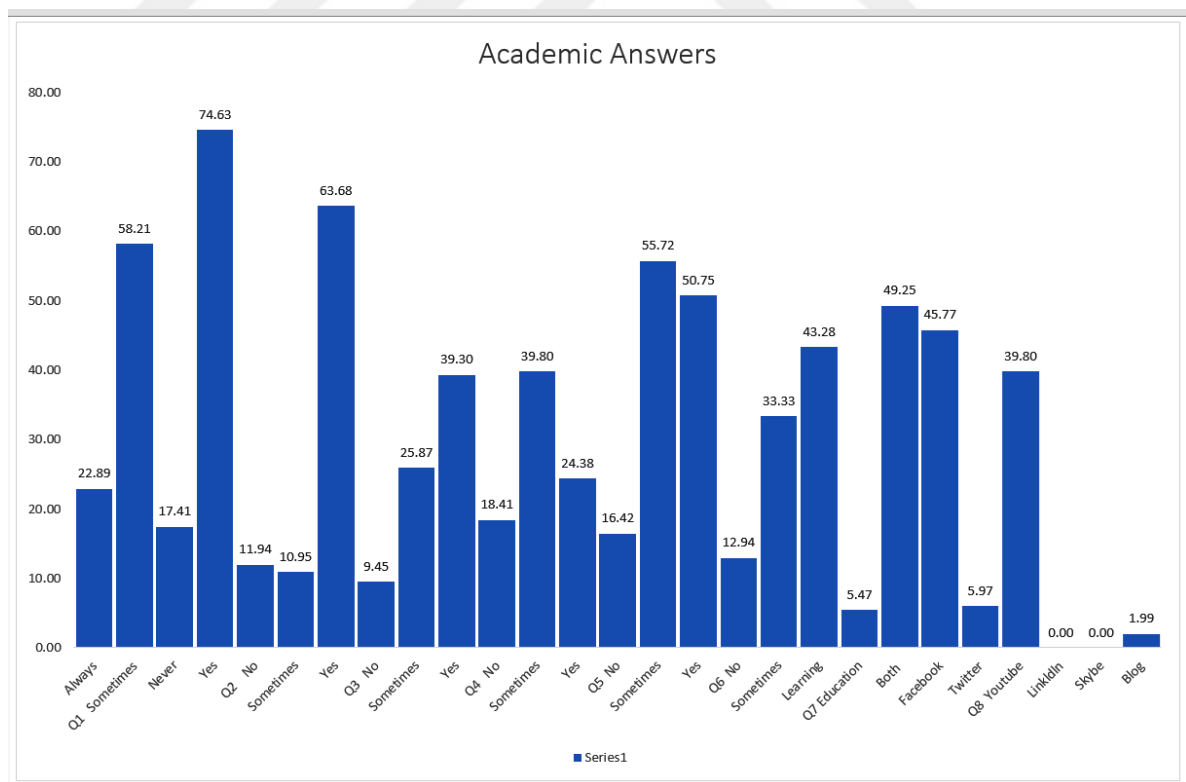
### 4.2.3 Results the Academic Impacts of Social Media on University Students in Iraq

**Table 4.7:** Results the Academic Impacts of Social Media on University Students in Iraq

Question and Scale		Percentage	Mean	Median	STD
Answers					
Q1	Sometimes	58.20 %	1.94	2.0	0.63
	Always	22.88 %			
	Never	17.41 %			
Q2	Yes	74.62 %	1.34	1.0	0.67
	Sometimes	11.94 %			
	No	10.94%			
Q3	Sometimes	63.68 %	1.61	1.0	0.87
	Yes	25.87 %			
	No	9.45 %			
Q4	Sometimes	39.80 %	2.00	2.0	0.90
	Yes	39.30 %			
	No	18.40%			
Q5	Sometimes	55.72%	2.32	3.0	0.85
	Yes	24.37 %			
	No	16.41 %			
Q6	Yes	50.74 %	1.82	1.0	0.91
	Sometimes	33.33 %			
	No	12.93 %			
Q7	Both	49.25 %	2.06	3.0	0.97
	Learning	43.28 %			
	Education	5.47 %			
Q8	Facebook	45.77 %	2.02	2.0	1.12
	YouTube	39.80 %			
	Twitter	5.97 %			
	Blog	1.99 %			
<b>Total</b>			<b>1.89</b>	<b>1.87</b>	<b>0.86</b>

In above table 4.7 we can see. This study evaluated the academic impacts of social media. Eight questions were included to measure using multi-choice. The academic impacts of social media total median ( $M$  1.87), which means that students in Iraqi universities more affected by social media. Here we try to review the results of the impacts of social media in the use of the academic aspect, where we indicate here in answer to the first question that

the majority used the means of social media for academic purposes sometimes, and also shows us in the second question as well as the vast majority of those who follow the accounts of their universities on social media and in question Third, most see social media as an important source in their academic studies. In the fourth question, there are also varying ratios between those who see social media as an alternative source of scientific sources and what they see only sometimes. In question 5 there is also a majority that sometimes sees social media as a reliable source of academic information. In the sixth question, the majority shows that social communication is a means of reducing time, effort and money in obtaining academic information. In the seventh question, there is also unequal use of the means of social communication between teaching, teaching and learning together. In the eighth question, Facebook maintains the top of the most generally utilized web-based social networking, with reference to the great use of YouTube. For more clarity, we can see the figure 4.3 below by histogram the percentages answer of academic impacts for Iraqi students.



**Figure 4.3:** The Academic Impacts of Social Media on University Students in Iraq

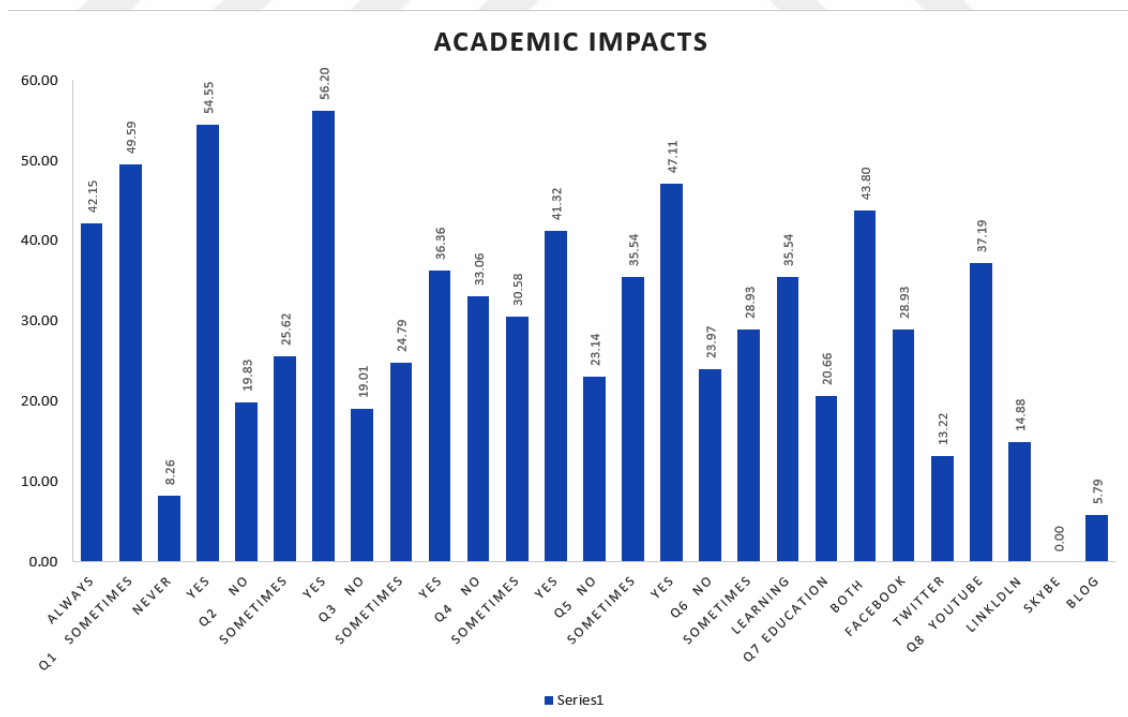
#### 4.2.4 Results the Academic Impacts of Social Media on University Students in Turkey

**Table 4.8:** Results the Academic Impacts of Social Media on University Students in Turkey

Question and Scale		Percentage	Mean	Median	STD
Answers					
Q1	Sometimes	49.58 %	1.66	2.0	0.62
	Always	42.15 %			
	Never	8.26 %			
Q2	Yes	54.54 %	1.71	1.0	0.85
	Sometimes	25.61 %			
	No	19.83 %			
Q3	Yes	56.19 %	1.68	1.0	0.84
	Sometimes	24.79 %			
	No	19.00 %			
Q4	Yes	36.36 %	1.94	2.0	0.81
	No	33.06 %			
	Sometimes	30.58 %			
Q5	Yes	41.32 %	1.94	2.0	0.87
	Sometimes	35.54 %			
	No	23.14 %			
Q6	Yes	47.11 %	1.81	2.0	0.85
	Sometimes	28.93 %			
	No	23.96 %			
Q7	Both	43.80 %	2.08	2.0	0.89
	Learning	35.53 %			
	Education	20.66 %			
Q8	YouTube	37.19 %	2.61	3.0	1.35
	Facebook	28.92 %			
	LinkedIn	14.88 %			
	Twitter	13.22 %			
	Blog	5.78 %			
<b>Total</b>			<b>1.93</b>	<b>1.87</b>	<b>0.89</b>

In above table 4.8 we can see. This study evaluated the academic impacts of social media. Eight questions were included to measure using multi-choice. The academic impacts of social media total median ( $M$  1.87), which means that students in Turkish universities more affected by social media. Here we review the results of the effects of social media in the use

of the academic aspect, where the answer to the first question shows that the majority used the means of social communication for academic purposes in some cases and rarely use them for academic purposes, also shows us in the second question there is a vast majority of those who As for the third question, most see social media as an important source in their academic studies. We get to the fourth question where there are also different ratios among those who see social media as an alternative source of scientific sources and what they see only sometimes. In question 5, we see that there is also a majority that sees social media as a reliable source of academic information. As for the sixth question, the majority shows that social communication is a means of reducing time, effort and money in obtaining academic information. In the seventh question, there is also the use of the majority of means of social communication between teaching and learning together. In question 8, YouTube shows us the most important social networking networks on the web for academic purposes, with Facebook dropping to second place. For more clarity, we can see the figure 4.4 below by histogram the percentages answer of academic impacts for Turkish students.



**Figure 4.4:** The Academic Impacts of Social Media on University Students in Turkey

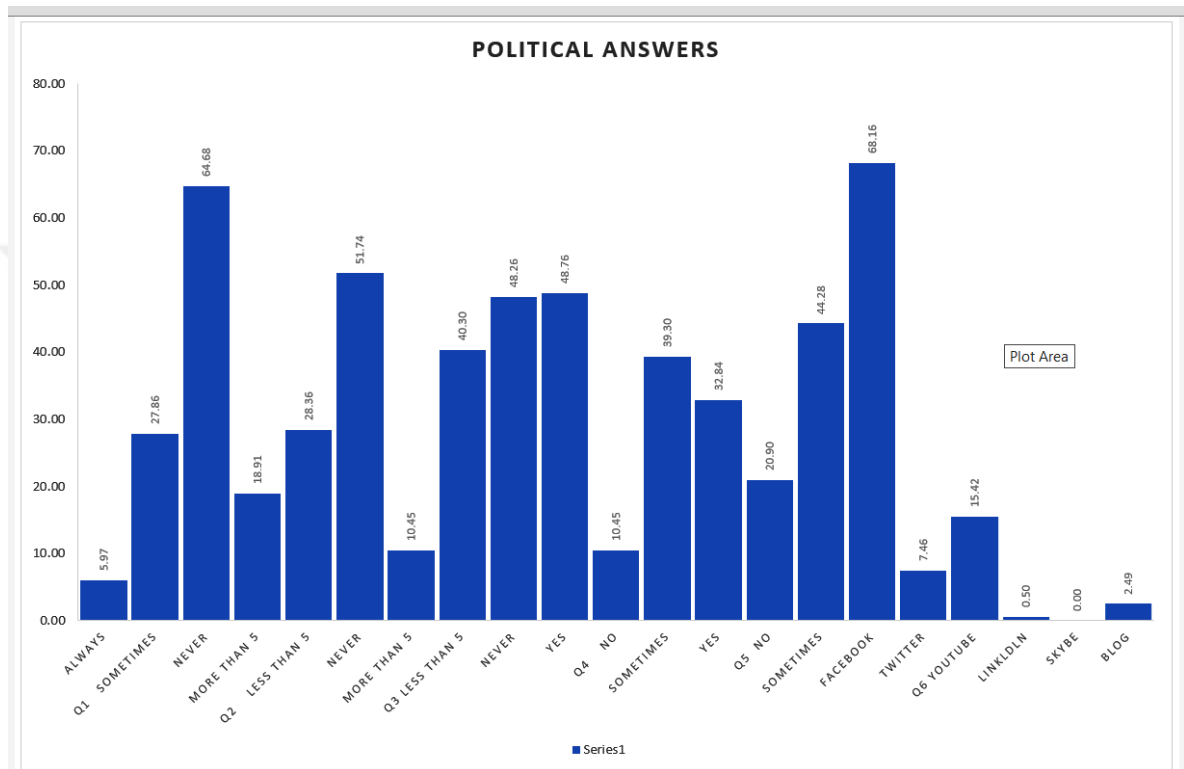
#### 4.2.5 Results the Political Impacts of Social Media on University Students in Iraq

**Table 4.9:** Results the Political Impacts of Social Media on University Students in Iraq

Question and Scale		Percentage	Mean	Median	STD
Answers					
Q1	Never	64.67 %	2.59	3.0	0.60
	Sometimes	27.86 %			
	Always	5.97 %			
Q2	Never	51.74 %	2.33	3.0	0.77
	Less than 5	28.35 %			
	More than 5	18.90 %			
Q3	Never	48.25 %	2.38	2.0	0.67
	Less than 5	40.29 %			
	More than 5	10.44 %			
Q4	Yes	48.756219 %	1.90	2.0	0.94
	Sometimes	39.30 %			
	No	10.44 %			
Q5	Sometimes	44.27 %	2.11	2.0	0.88
	Yes	32.83 %			
	No	20.89 %			
Q6	Facebook	68.15 %	1.55	1.0	1.06
	YouTube	15.42 %			
	Twitter	7.46 %			
	Blog	2.48 %			
	LinkedIn	0.49 %			
<b>Total</b>			<b>1.91</b>	<b>1.63</b>	<b>0.94</b>

In above table 4.9 we can see. This study evaluated the political impacts of social media. Six questions were included to measure using multi-choice. The political impacts of social media total median ( $M$  1.63), which means that students in Iraqi universities more affected by social media. As for the political aspect, in the first question, we show that the majority does not use social media. In the second question, there is no participation in the political groups or even follow the political forums. In the third question, we find that there is no time spent through social media compared to Daily use. In the fourth question, however, there is a widespread belief that social media is influential in changing the political process.

In the fifth question, there is a simple majority that social media see as a dangerous factor in some cases. In question sixth, Facebook keeps progress on the rest of social media Use of political matters as well. For more clarity, we can see the figure 4.5 below by histogram the percentages answer of political impacts for Iraqi students.



**Figure 4.5:** The Political Impacts of Social Media on University Students in Iraq

#### 4.2.6 Results the Political Impacts of Social Media on University Students in Iraq

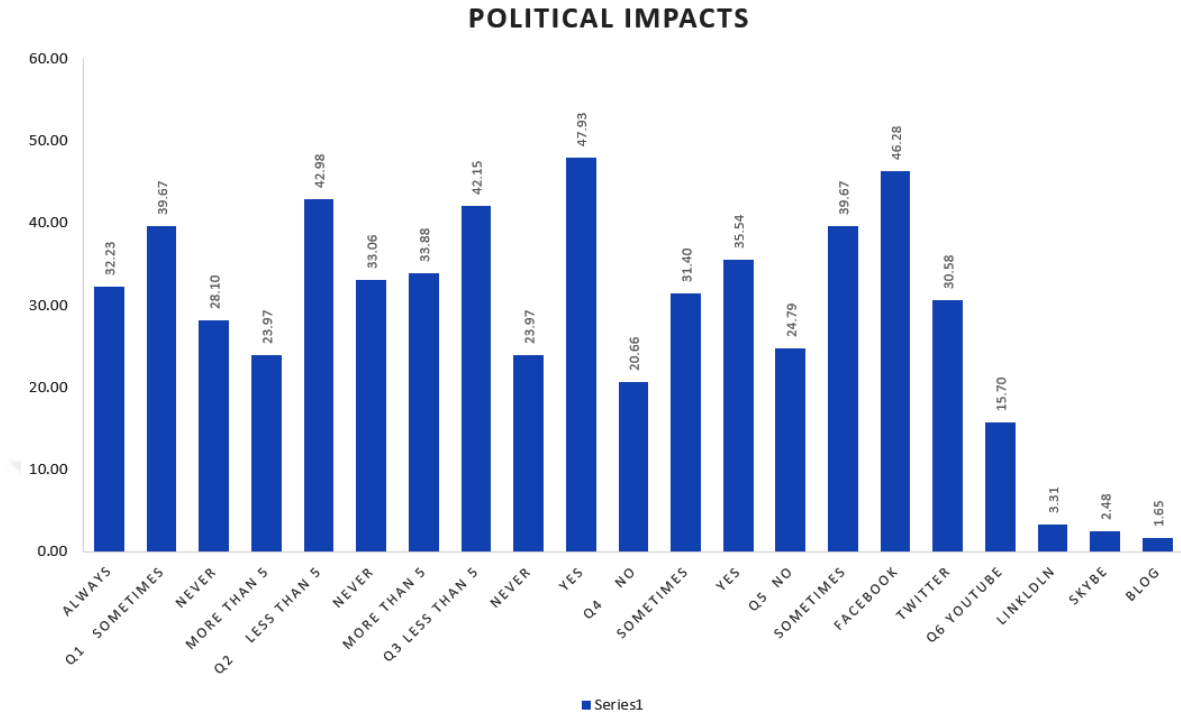
**Table 4.10:** Results the Political Impacts of Social Media on University Students in Iraq

Question and Scale	Percentage	Mean	Median	STD	
Answers					
Q1	Never	24.79 %	2.05	2.0	0.77
	Sometimes	44.63 %			
	Always	30.58 %			
Q2	Never	21.49 %	2.13	2.0	0.76
	Less than 5	40.50 %			
	More than 5	38.02 %			
Q3	Never	28.10 %	1.96	2.0	0.76
	Less than 5	45.45 %			



	More than 5	26.45 %			
Q4	Yes	53.72 %	1.77	1.0	0.86
	Sometimes	19.01 %			
	No	27.27 %			
Q5	Sometimes	36.36 %	2.02	2.0	0.87
	Yes	23.97 %			
	No	39.67 %			
Q6	Facebook	40.50 %	1.95	2.0	1.12
	Twitter	30.58 %			
	YouTube	22.31 %			
	LinkedIn	2.48 %			
	Skype	1.65 %			
	Blog	2.48 %			
<b>Total</b>			<b>1.97</b>	<b>1.83</b>	<b>0.85</b>

In above table 4.10 we can see. This study evaluated the political impacts of social media. Six questions were included to measure using multi-choice. The political impacts of social media total median ( $M$  1.83), which means that students in Turkish universities more affected by social media. As for the political influence, in the first question, we find that the majority use the means of social communication sometimes to follow the political issue. In the second question, most of the participation in political groups or even follow-up political forums at a rate of fewer than five groups. In the third question, most of the time spent on social media means less than five hours a day. In the fourth question, there is a broad majority that sees social media as having an impact on changing the political process. As for the fifth question, there is a simple majority considered by the means of social communication a serious factor in some cases. In the sixth question, Facebook maintains the rest of the social media with significant progress to Twitter ranked second and good. For more clarity, we can see the figure 4.6 below by histogram the percentages answer of political impacts for Turkish students.



**Figure 4.6:** The Political Impacts of Social Media on University Students in Turkey

#### 4.2.7 Results the Business Impacts of Social Media on University Students in Iraq

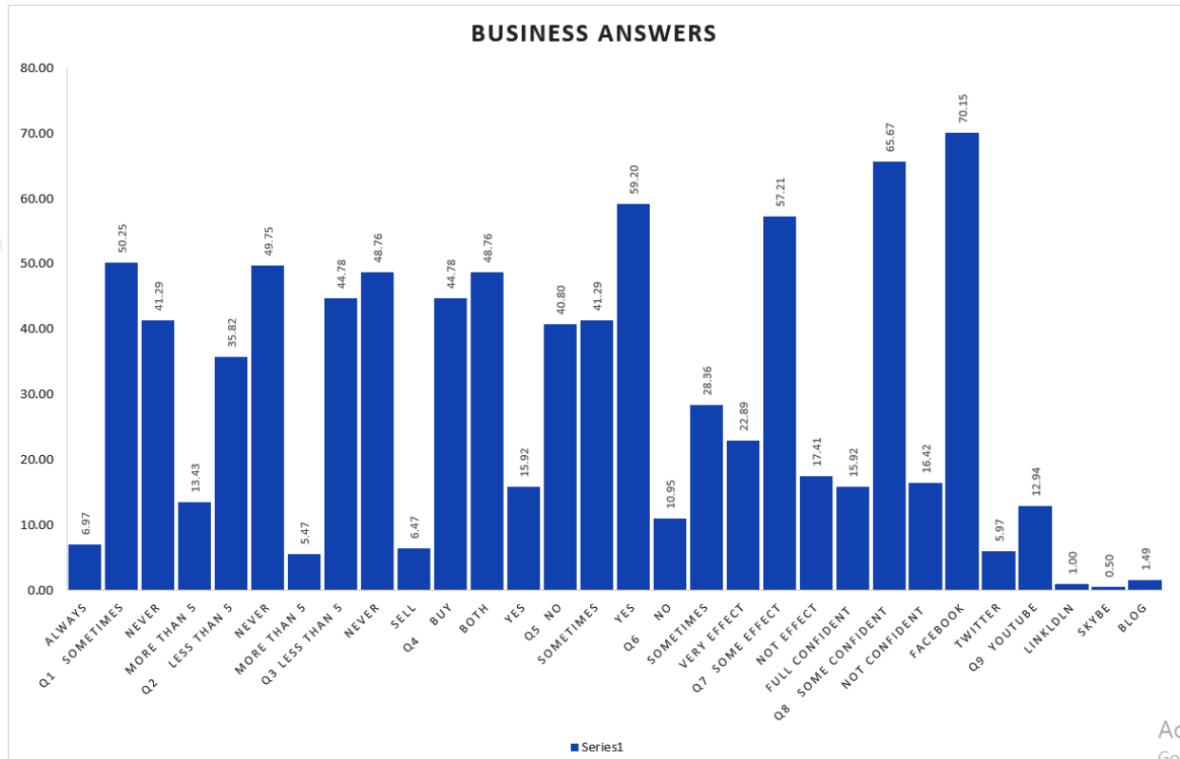
**Table 4.11:** Results the Business Impacts of Social Media on University Students in Iraq

Question and Scale		Percentage	Mean	Median	STD
Answers					
Q1	Sometimes	50.24 %	2.34	2.0	0.60
	Always	41.29 %			
	Never	6.96 %			
Q2	Never	49.75 %	2.36	3.0	0.71
	Less than 5	35.82 %			
	More than 5	13.43 %			
Q3	Never	48.75 %	2.43	2.0	0.59
	Less than 5	44.77 %			
	More than 5	5.47 %			
Q4	Both	49.75 %	2.35	2.0	0.61
	Sell	35.82 %			
	Buy	13.43 %			
Q5	Sometimes	41.29 %	2.25	2.0	0.72
	No	40.79 %			

	Yes	15.92 %			
Q6	Yes	59.20 %	1.68	1.0	0.89
	Sometimes	28.35 %			
	No	10.94 %			
Q7	Some effective	57.21 %	1.94	2.0	0.64
	Very effective	22.88 %			
	No Effect	17.41 %			
Q8	Some confidence	65.67 %	2.00	2.0	0.57
	No confidence	16.41%			
	Full confidence	15.92%			
Q9	Facebook	70.14 %	1.48	1.0	0.99
	YouTube	12.93%			
	Twitter	5.97 %			
	Blog	1.49 %			
	LinkedIn	0.99 %			
	Skype	0.49 %			
<b>Total</b>			<b>2.09</b>	<b>1.88</b>	<b>0.70</b>

In above table 4.11 we can see. This study evaluated the business impacts of social media. Nine questions were included to measure using multi-choice. The business impacts of social media total median ( $M$  1.88), which means that students in Iraqi universities more affected by social media. We conclude by reviewing aspects of Business impacts using social media. Therefore, we note in the first question here that the use of social media for this purpose varies between use sometimes and non-use. In the second question, there is no interest and follow-up to the Business groups. In the third question, we find that there is not much time spent on Business use through social media. In the fourth question, the majority see their use being for sale and purchase together. In the fifth question, About normal shopping methods and compensation through e-shopping on social media. In the sixth question, we find that there is also great dissatisfaction with the clear majority of commercial Ad. In the seventh question, it is sometimes thought that the promotion of products through these means is effective, or in the eighth question, we also have

confidence in the process of shopping and electronic payment through Social media. In the ninth and last question, Facebook also maintains its status as the most widely used site among social networking sites. For more clarity, we can see the figure 4.7 below by histogram the percentages answer of business impacts for Iraqi students.



**Figure 4.7:** The Business Impacts of Social Media on University Students in Iraq

#### 4.2.8 Results the Business Impacts of Social Media on University Students in Turkey

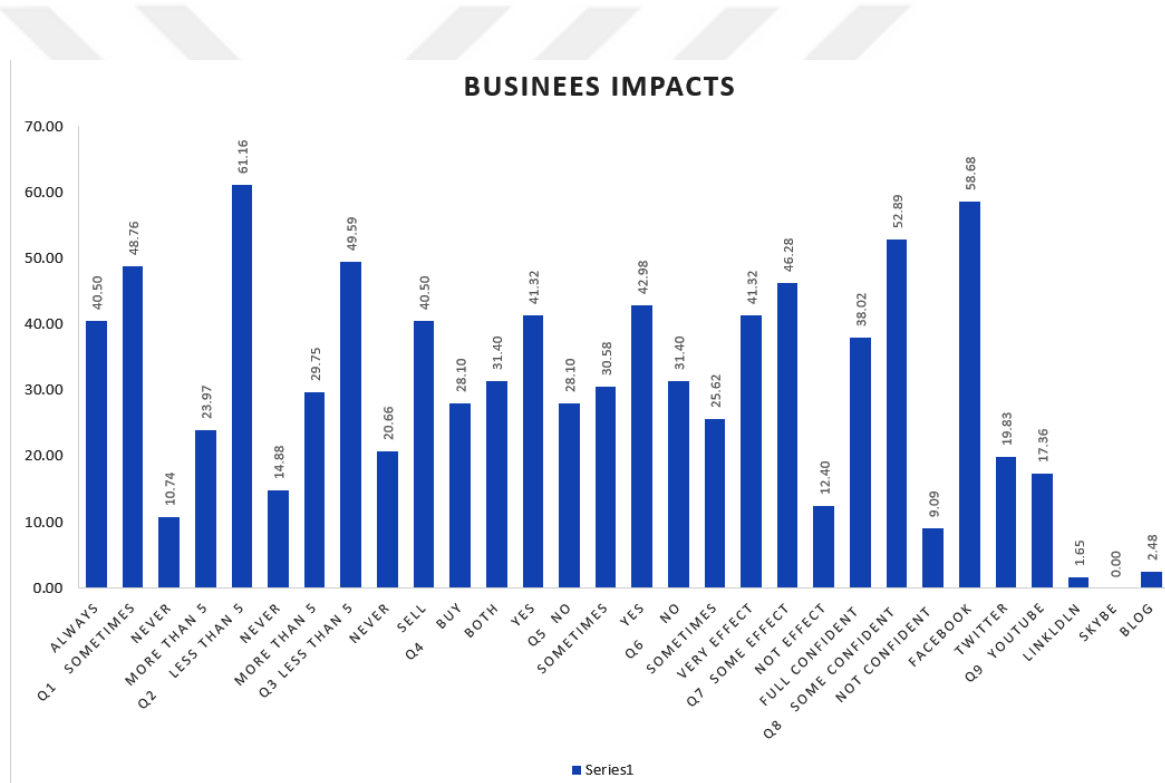
**Table 4.12:** Results the Business Impacts of Social Media on University Students in Turkey

Question and Scale	Percentage	Mean	Median	STD	
Answers					
Q1	Sometimes	34.71 %	1.71	2.0	0.67
	Always	48.76 %			
	Never	16.53 %			
Q2	Never	24.79 %	1.94	2.0	0.63
	Less than 5	51.24 %			
	More than 5	23.97 %			
Q3	Never	26.45 %	1.94	2.0	0.70
	Less than 5	51.24 %			

	More than 5	22.31 %			
Q4	Both	41.32 %	1.94	2.0	0.87
	Sell	51.24 %			
	Buy	22.31 %			
Q5	Sometimes	41.32 %	1.87	2.0	0.85
	No	23.14 %			
	Yes	35.54 %			
Q6	Yes	45.45 %	1.80	2.0	0.80
	Sometimes	27.27 %			
	No	27.27 %			
Q7	Some effective	36.36 %	1.71	2.0	0.67
	Very effective	48.76 %			
	No Effect	14.88 %			
Q8	Some confidence	31.40 %	1.71	2.0	0.61
	No confidence	55.37 %			
	Full confidence	13.22 %			
Q9	Facebook	55.37 %	1.71	1.0	1.05
	YouTube	21.49 %			
	Twitter	14.05 %			
	Blog	4.96 %			
	LinkedIn	0.00 %			
	Skype	4.13 %			
<b>Total</b>			<b>1.81</b>	<b>1.88</b>	<b>0.76</b>

In above table 4.12 we can see. This study evaluated the business impacts of social media. Nine questions were included to measure using multi-choice. The business impacts of social media total median ( $M$  1.88), which means that students in Turkish universities more affected by social media. Either by reviewing aspects of trade effects using social media to university students. Therefore, we see in the first question here that the use of social media for this purpose is often used. In the second question, there is interest and follow-up of business groups by less than five groups by respondents. In the third question, there is also time spent using social media in less than five hours a day. In the fourth question, the

majority believes that its use for procurement purposes. In the fifth question, the majority sees it possible to leave normal shopping and compensate for it through e-shopping on social media. In question 6, there is considerable dissatisfaction with most of the business declaration. In the seventh question, respondents sometimes think that promoting products through these means is effective. In question 8, trust is also relative to shopping and e-payment through social media. In the ninth and final question, Facebook is once again leading the most business sites. For more clarity, we can see the figure 4.8 below by histogram the percentages answer of business impacts for Turkish students.



**Figure 4.8:** The Business Impacts of Social Media on University Students in Turkey

**4.3 DISCUSSION AND HYPOTHESIS**

Our data were ordinal and nominal we made the Skewness test for it to view if the distribution of data was normal or not, and found the distribution was unnormality which meant that it was data type non-parametric because our scale of questions and answers was multi-choice and therefore we used the Mann-Whitney U to test the medians test and the chi-square test to see the differences between the effects of both countries.

## HYPOTHESIS

H1 / There is no significant difference between two countries in terms of General Impacts Use of Social Media.

The results of this study point towards a difference between Iraq and Turkey in General Impacts Use of Social Media. The result shows that students in Turkey ( $\mu$  1.91) are more inclined to General Impacts Use of Social Media as compared to students in Iraq ( $\mu$  1.86). The findings reject the hypothesis (H1). There is a difference between Iraq and Turkey in General Impacts Use of Social Media.

H2 / There is no significant difference between two countries in terms of Academic Impacts Use of Social Media.

The results of this study point towards a difference between Iraq and Turkey in Academic Impacts Use of Social Media. The result shows that students in Turkey ( $\mu$  1.93) are more inclined to Academic Impacts Use of Social Media as compared to students in Iraq ( $\mu$  1.89). The findings reject the hypothesis (H2). There is a difference between Iraq and Turkey in Academic Impacts Use of Social Media.

H3 / There is no significant difference between two countries in terms of Political Impacts Use of Social Media.

The results of this study point towards a difference between Iraq and Turkey in Political Impacts Use of Social Media. The result shows that students in Turkey ( $\mu$  1.97) are more inclined to Political Impacts Use of Social Media as compared to students in Iraq ( $\mu$  1.91). The findings reject the hypothesis (H3). There is a difference between Iraq and Turkey in Political Impacts Use of Social Media.

H4 / There is no significant difference between two countries in terms of Business Impacts Use of Social Media.

The results of this study point towards a difference between Iraq and Turkey in Business Impacts Use of Social Media. The result shows that students in Iraq ( $\mu$  2.03) are more inclined to Business Impacts Use of Social Media as compared to students in Turkey ( $\mu$  1.81). The findings reject the hypothesis (H4). There is a difference between Iraq and Turkey in Business Impacts Use of Social Media.

## **5. CONCLUSION AND FUTURE WORK**

In our study, we found that there is a generally positive impression among students about social media. There is also a great interest and increasing use of these social media for academic use. Many of them do not want to use it for business purposes and do not see the possibility of adopting e-shopping as an alternative to regular shopping. In the political aspects, with their conviction of the extent of the influence of social media in the possibility of changing political events and maybe a dangerous factor in this area, but they also have no desire to participate and follow up the use of social media, For this reason, we should focus on the academic aspect and the range to which students respond to the utilization of social media in their scope and academic studies. This is very encouraging by focusing on making these platforms a reliable educational platform, for example, activate Academic this aspect focus on it through the recommendations of stakeholders in the academic field we must not overlook negative aspects such as impact it is necessary to note the negative effects on health, especially addiction and the use of social media. It is noteworthy that Facebook is the most popular and most common among all these means of social communication, which was presented in the questionnaire with a clear and noticeable advancement of YouTube in the academic field only, which enhances the possibility of using it for academic purposes reliably by academic institutions. This study faced some research limitations and challenges. Firstly, the target of the population is only limited to the Universities students in both countries particularly from Turkey to get filled the online survey form was a bit complicated and the responses by online from a student of Turkey are few and delayed. Thus, this study can be accepted as an examination attempt to the area and results cannot be popularized, but we can provide so important hints for deep research.



## 5.1 FUTURE WORK

While the focus of this study was to discuss the impacts of social media on university students in Iraq and Turkey, future work can be the following steps:

- 1- Apply our work to new media platforms or other media platforms such as Instagram, WhatsApp, and Telegram etc.
- 2- Extending the numbers & the kind of Participation and society.
- 3- Using Data Mining to get accurate results.
- 4- Using Machine Learning to manipulate the data.

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## APPENDIX A

Survey	Survey
<p style="text-align: center;"><b>Main Information</b></p> <p>Age: 18-22 <input type="checkbox"/> 23-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> +30 <input type="checkbox"/></p> <p>Gender: Male <input type="checkbox"/> Female <input type="checkbox"/></p> <p>Nationality:</p> <p>Undergraduate <input type="checkbox"/> Postgraduate <input type="checkbox"/></p> <p>Social media Used: Facebook, Twitter, YouTube, LinkedIn, Skype, Blog etc.</p> <p><b>General Questions:</b></p> <hr/> <p>What do you think about Social Media effects?</p> <p>Positive <input type="checkbox"/> Negative <input type="checkbox"/> No Effect <input type="checkbox"/></p> <hr/> <p>Do you think that social media violates your privacy and makes you vulnerable to extortion?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Do you think social media effect to your health negatively?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Do you think social media leads to addiction?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Do you think social media is an important factor in educating the community?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>How many fake pages do you have on social media?</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> more</p> <hr/> <p>What is your most used for social media?</p> <p><input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> YouTube <input type="checkbox"/> LinkedIn <input type="checkbox"/> Skype <input type="checkbox"/> Blog</p>	<hr/> <p>Do you think your personal data is confidential, secret and reliable on social media?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <p>Do you think the use of social media is easy and simple to access information?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Do you think the use of virtual social media negatively affects real social communication such as family, friends and relatives??</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>What is the nature of your use of social media?</p> <p>chat <input type="checkbox"/> browse <input type="checkbox"/> call <input type="checkbox"/> both of them <input type="checkbox"/></p> <p><b>Academic uses:</b></p> <hr/> <p>I use social media for Academic?</p> <p>Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/></p> <hr/> <p>Do you follow your university's website on social media?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Do you think social media is an important source in your academic field?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Do you think social media are a substitute for scientifically recognized sources?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Do you think social media are a reliable source of access to academic information?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Do you think social media reducing the time, effort and money to access academic information?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Are you using social media for learning or education?</p> <p>Learning <input type="checkbox"/> Education <input type="checkbox"/> Both <input type="checkbox"/> Never <input type="checkbox"/></p> <hr/> <p>What is your most used social media for academic?</p> <p><input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> YouTube <input type="checkbox"/> LinkedIn <input type="checkbox"/> Skype <input type="checkbox"/> Blog</p>

## APPENDIX B

<p><b>Political Effects:</b></p> <hr/> <p>I use social media for politics?          Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/></p> <hr/> <p>How many politics groups did you involve?          More than 5 <input type="checkbox"/> Less than 5 <input type="checkbox"/>          Never <input type="checkbox"/></p> <hr/> <p>How many hours you spend to Follow-up of political events?          More than 5 <input type="checkbox"/> Less than 5 <input type="checkbox"/>          Never <input type="checkbox"/></p> <hr/> <p>Do you think social media affect and change the political events?          Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Do you think social media is a dangerous factor ?          Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>What is your most used social media for political?  <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> YouTube <input type="checkbox"/> LinkedIn <input type="checkbox"/> Skype   <input type="checkbox"/> Blog</p>	<p><b>Business Effects:</b></p> <hr/> <p>I use social media for Business?          Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/></p> <hr/> <p>How many Business groups did you involve?          More than 5 <input type="checkbox"/> Less than 5 <input type="checkbox"/>  <input type="checkbox"/> Never <input type="checkbox"/></p> <hr/> <p>How many hours you spend to Follow-up of Business events?          More than 5 <input type="checkbox"/> Less than 5 <input type="checkbox"/>  <input type="checkbox"/> Never <input type="checkbox"/></p> <hr/> <p>Do you use social media for Business?          Buy <input type="checkbox"/> Sell <input type="checkbox"/> Both <input type="checkbox"/></p> <hr/> <p>Do you think you can do away with shopping and just shopping through social media?          Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Are you uncomfortable with Commercial ads while using social media?          Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/></p> <hr/> <p>Do you think the promotion of your product as a social media provider is effective?          Very effective <input type="checkbox"/> Sometimes effective <input type="checkbox"/> Never <input type="checkbox"/></p> <hr/> <p>Do you have confidence in shopping through social media?          Full confidence <input type="checkbox"/>          Sometimes confidence <input type="checkbox"/>          Never <input type="checkbox"/></p> <hr/> <p>What is your most used social media for Business?  <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> YouTube <input type="checkbox"/> LinkedIn <input type="checkbox"/> Skype   <input type="checkbox"/> Blog</p>
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# APPENDIX C

