



Effect of Social Media Use on Academic Performance among University Students in Bangladesh

Saifur Rahman^{1*} and Md. Nur Alom Sarkar Mithun¹

¹Department of Agricultural Extension Education, Bangladesh Agricultural University, Bangladesh.

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2021/v20i330484

Editor(s):

(1) Dr. Der-Jang Chi, Chinese Culture University, Taiwan.

Reviewers:

(1) Shaista Noor, Taylor's University, Malaysia.

(2) Michael Owusu Tabiri, Ghana Communication Technology University, Ghana.

(3) Leovigildo Lito D. Mallillin, Gulf College, Oman.

Complete Peer review History: <https://www.sdiarticle4.com/review-history/72495>

Original Research Article

Received 14 June 2021
Accepted 18 August 2021
Published 26 August 2021

ABSTRACT

Around the world, social media sites are becoming a part of people's daily life. The students are also getting involved in these sites for several purposes. So, it is very important to understand the effect of social media on university students. In recent years, researchers around the world have taken this issue as a topic of great interest. Considering the social impact of this issue, the current research was conducted at the Bangladesh Agricultural University, Bangladesh. Data were collected from 200 students using the google forms questionnaire and the time of data collection was July-September, 2020. The findings of the study suggest that Facebook was the most used social media by the respondents, followed by YouTube. The majority of the students use social media for communication purposes and 46% of respondents were found to use these sites for 41-55 hours per week. The majority of them had moderate mood after using social media. In addition, the study also finds that students use social media to gather academic information, they consider this information as reliable. Respondents were also found to think that social media sites are saving their time as well as effort. Finally, the study identifies a negative relation between academic performance and time spent on social media. The findings of this paper may be utilized to provide practical strategies for improving students' educational success through maintaining a balance between recreation, knowledge sharing, and academic performance. It is recommended for the students to utilize their time wisely and not making social media the only means of recreation.

*Corresponding author: Email: saifurgext41486@bau.edu.bd;

Keywords: Social media; academic performance; university students; CGPA; Bangladesh.

1. INTRODUCTION

The use of social media has become a very common phenomenon in this modern era of science and technology. People are using social media sites mostly for communication, sharing their beliefs, thinking, facts, success stories. [1-4]. The most popular and widely used social networks include Facebook, Skype, YouTube, Instagram, Linked In, Twitter, and WhatsApp [5-7]. Presently, 3.8 billion people regularly use social networking websites around the world [8]. According to 2021 Statistic [9], Facebook is the most popular social media platform with 2.79 billion monthly active users, followed by YouTube (2.29 billion) and WhatsApp (2 billion). These sites have been warmly welcomed by teenagers and youths as a method of virtual communication with their friends globally [10,11]. The students of different levels are using it in a number of ways. University students are the most active users of social networking sites among all categories of students [1]. Students are now communicating with their teachers for academic collaboration, accessing course materials, customizing their profiles, and creating student groups using social media platforms to access any information faster than before [12,13,14]. Besides, educational institutions are also utilizing social media to interact with students and alumni as well as to disseminate academic information [15]. In addition, the academic performance and career development of the students largely depend on the social networking sites [12,16,17] as they spend much of their time on these sites [18]. So, it is evident to say that social networking websites are playing a key role in the academic sector [18,19,20].

On the other hand, some negative sides of social media are also visible in the life of the students [5,11,12,21]. When social media usage is poorly handled, it can have severe implications on the career of the students [1,22]. Students using social media more than the average have poor educational progress, as measured by their Grade Point Average (GPA), and a low rate of attention in class [23,24,25]. In addition, excessive use of social media has a detrimental impact on mental health, leading to stress and panic [26]. Thus, the effects of social networking sites among university students must be explored to secure their bright futures and careers [18].

The number of social media users in Bangladesh is about 83.72 million and the majority of them

are university students [27, 28]. According to Internet world stats [29], Bangladesh ranks 9th in terms of the number of internet users. We must know if social media in having any impact on the academic performance of the university students of Bangladesh. Considering the above situations, the current study was conducted to explore the impact of social media on the academic performance of university students of Bangladesh.

1.1 Literature review

Tariq et al. [30] identified that the education of teenagers and children is getting hampered by social media usage. He also recommended banning the use of social media by the students. Alwagait et al. [31] conducted research on the impact of social media on the academic performance of university students in Saudi Arabia. The research identified that use of social media doesn't have any impact on the academic performance of the students. In addition, time management was found to be an important factor that affected academic performance. Usher et al. [32] conducted research with 1088 medical students and identified that majority of the students are considering social media as a relevant source of information while only 20% were found to depend on a peer-reviewed journal. It was further added that educational institutions are facing problems with this issue.

Camilia et al. [33] investigated that, students are wasting their valuable time on social media sites doing unnecessary chats and acts which is reducing their study time, and ultimately their result is falling. Aljuboori et al. [34] conducted research on the impact of social media among Iraqi university students. He found that students have a positive impression regarding social media and it is rising day by day. In addition, students are more interested in using social media for their academic purpose rather than political and other issues. Karjo et al. [35] identified that Indonesian students are familiar with social media but they like to use it more for communication rather than learning or academic purpose. Akubugwo [36] found that social media is hampering students' academic performance. Talaue et al., [37] considered social media as a useful tool for the development of students in the academic field and social media has a dual impact on the achievement of students. The research further added that students are communicating with peers to discuss their academic as well as life issues.

In Bangladesh, several related research has been done. Kabir et al, [38] researched university students' social media usage. He identified that 27% of the respondents were addicted to social media and the majority had a highly positive attitude towards social media sites. Again, Alam et al. [39] conducted research with 100 post-graduate students and identified that social media sites are contributing to students' knowledge level. Besides, Saha [27] researched with 502 university students and found that students are using social media sites for more than one hour per day. In addition, students were found to have a high perception, low negative attitude, and moderate dependency on social media. So, from the literature review, it is quite understandable that this topic has received researchers' attention to a great extent. But still, in Bangladesh, no research work was found where students CGPA was considered as the prime factor of academic performance. That's why we undertook this current study considering students' CGPA as the measure of academic performance.

1.2 Research objectives

The main goal of this research is to identify the impact of social media on the academic performance of students. The following are some specific goals:

- i. To identify the most used social media by university students,
- ii. To investigate students purpose in using social media,
- iii. To know about time spent on social media as well as mood after using social media,
- iv. To inquire of students thinking about social media on their academics,
- v. To identify if there is any relation between the academic performance of the students and their social media usage

2. METHODOLOGY

The students of the Agriculture Faculty of Bangladesh Agricultural University (BAU) were taken as the population of the study. There are almost 1200 students in the agriculture faculty. Among them, 200 students were taken randomly as a sample of this study. The sample size is 16% of the population. The sampling procedure is similar to Kabir [38]. To have valid and reliable data a primary questionnaire was prepared using google form keeping the sole purpose of the study in mind. Data was collected using the pre-tested questionnaire and before finalizing the

questionnaire, necessary corrections, and modifications were done based on the pre-test experience. Data were collected from July to September of the year 2020. The questionnaire link was sent to each participant with an email. The first page of the questionnaire had detailed information regarding the purpose of the study, ethical approval was also taken from each respondent, and instructions were also given regarding how to withdraw the provided information (If anyone wishes). The answers of the respondents were kept private. The data has been saved to an environment secured by passwords.

2.1 Data Analysis

In accordance with the study goals, data obtained from interviewees was statistically checked, collated, tabled, and evaluated. The statistics utilized to describe the variables were frequency, percentage, range, mean, and standard deviation (SD). For further explanation, tables and figures were utilized. The data were analyzed using the statistical package for social science (SPSS-20) computer software. We also used a scatter diagram to identify if there is any relation between students' academic performance and time spent on social media.

3. FINDINGS AND DISCUSSION

3.1 Demographics of Respondents

Table 1 shows the students' selected attributes. The result indicates that the average age of the respondents was 23.21. As the respondents were third-year and fourth-year students to it is evident that they belong to age 23-24. Again, data shows that 57.4% of students were male and 42.6% were female. Lastly, the average CGPA of the respondents was 3.55. Generally, in agriculture faculty, the students have a good CGPA. The findings suggest the same.

3.2 Mostly used Social Media by the BAU Students

Fig. 1 represents respondents' profiles on different social networks. Facebook was the most used social media according to the data. A similar finding was made in the study of Kabir as well as Emerick [38,40]. Followed by YouTube and Instagram [27,34]. LinkedIn and Twitter hold the fourth and fifth positions, respectively followed by other social media. Out of 200 respondents, 98% have Facebook profiles while 67.3% have YouTube and 25.7% have an

Instagram profile. In Bangladesh, for the last few years, students' involvement with Facebook has increased to a great extent. Almost every section and the practical group have separate Facebook group for sharing class information and notes. That's why students need to check their Facebook ID at least once in a day so that they do not miss any class information. In some cases, teachers also share the class information on Facebook so that the message reaches more students within a short period. Again, as agriculture is a technical subject so videos help the students in learning. In addition, YouTube is also a great source of entertainment for the students. That's why after Facebook, YouTube was the most used social media site among respondents.

3.3 The Aim of using Social Media

The proper use of social media allows students to be more inventive, dynamic, and research-oriented [12]. The purposes of using social media by the respondents have been shown in Fig. 2. The majority of students (41%) use social media for communication. 32% of them use social media for entertainment purposes. Followed by 21% for finding information, and only 6% of them use this for learning. Globally the basic use of social media is communicating with others. Our findings are also in line with the global perspective. Besides communication purposes, entertainment, information seeking, and learning use are also rising day by day. Students are getting involved in Facebook groups like the IELTS learning group, Scholarship information group, Job exam preparation group, etc. The findings are in line with the results of Kabir and Karjo [38 and 35].

3.4 Social Media usage Per Week (hours)

Fig. 3 denotes time spent on social media by students. The majority (46%) of the students were found to use social media for 41-55 hours per week. The second highest usage was of 26-40 hours by 32% of the students followed by 11-25 hours (14%) and 8% having use of more than

55 hours per week. Almost half of the respondents were found to use social media for 41-55 hours per week which is a huge time. Students should focus more on their study but with the progress of time, they are getting more involve or getting addicted to social media. Sometimes the parents are becoming bound to take the smartphones away from their son/daughter as it is killing their study hours. Such a pattern of time spending is affecting students' social well-being as well as students' relationship with their friends and family [18]. In addition, students mental health is going to be significantly affected by such long term social media usage [18].

3.5 Mood after Using Social Media

Nowadays how we react, how we behave etc. are getting related to our social media usage. The current study tried to identify students' moods after using social media. Fig. 4 signifies that the majority (58%) had a moderate mood while 20% felt bored. Followed by social media was a pleasant experience of 18% of students while only 4% felt extremely bored after using social media. Surprisingly we haven't found anyone who found social media usage as extremely pleasant. Social media is indeed making connections among people, it is helping us to be part of a large community. But at the same time, there are some negative aspects of social media. Social media is making students jealous of others' success. Students find that his/her friend going to costly restaurants, celebrating different life events, buying costly dresses and they start feeling depressed with their own life. Sometimes they even argue with their parents in terms of buying things that his/her friend have. This all indicates that students' mood is changing with social media usage. Though in the case of the moderate group the effect of social media is very small it can have a detrimental impact on the bored and extremely bored group of students. Asdaque [41] had similar findings in his study with university students in Pakistan.

Table 1. The significant features of the students' chosen qualities

Items	Category	Value
Age	Mean	23.21
	SD	1.33
Gender	Male	57.4 %
	Female	42.6 %
CGPA	Mean	3.55
	SD	0.239

Source: Survey of 2020

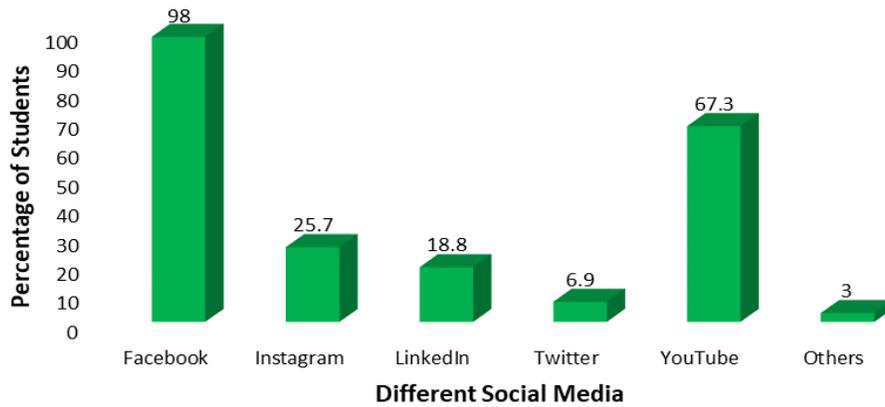


Fig. 1. Different social media used by respondents

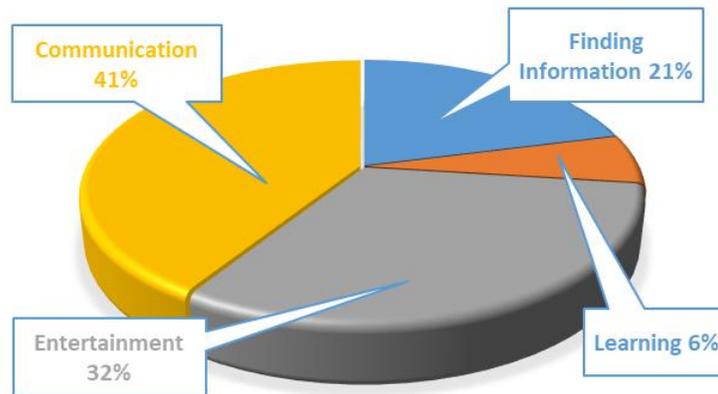


Fig. 2. Purpose of using social media

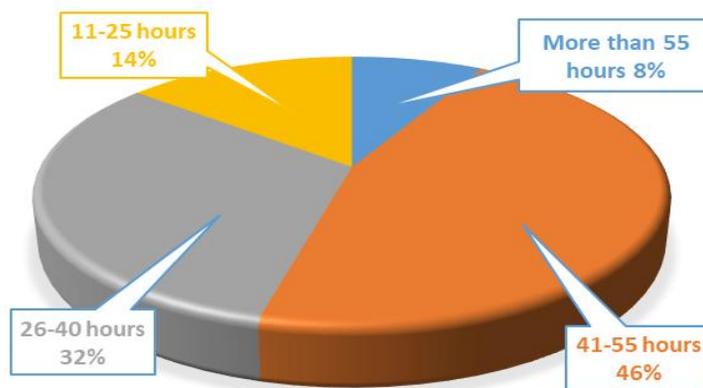


Fig. 3. Time spent on social media by the respondents

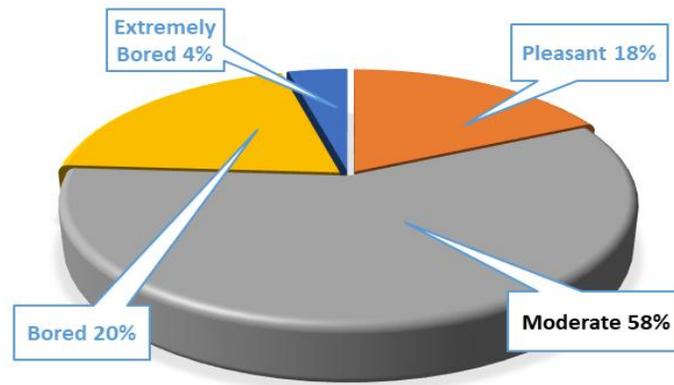


Fig.4. Students' mood after using social media

3.6 Students' Thinking about Social Media on Their Academics

In this section, we have tried to figure out some important aspects of social media on the academics of students. The thinking of students about social media on their academics has been assessed using a series of questions and answers (Table 2 and Fig. 5). The answer to the first question reveals that more than half of the students (51.77%) used social media for academic purposes occasionally. As most of the class-related information is shared in social media groups so it is evident that besides using for recreation and academic purpose students are also using social media for their academic purpose. The academic achievement and career of students largely depend on the extent of using social media [12]. The second response indicates that a great number of students (71.25%) followed their university page on social media. Nowadays every university has an official social media page. As a result, students are getting all the necessary information about the university from his/her social media account. Thus, one social media account is helping students to gather information without visiting the university website.

In the third question, most of them (53.56%) considered that social media are sometimes useful in their academic success. Social media helps the students with updated information. In addition, sharing study materials like word files or power-point slide, etc. are now too easy because of social media class groups. A similar result was found by Kabir [38]. The fourth answer shows

that there was a majority (45.89%) who found social media as a substitute for scientifically recognized sources occasionally. Because of social media usage, people are believing in many a thing that does not have any scientific base. There are different types of people who share different types of theories on social media sites. So, it becomes difficult to understand right or wrong sometimes. In the fifth query, 48.83% of students stated that social media sometimes may be a reliable source of academic information. We observed that students are greatly dependent on the social media class groups for having all types of academic information. Every group has one or a few representative persons. So, whenever a representative shares some of the information then generally he/she makes sure that the academic information is correct, as many of his/her friends are going to use that academic information. The finding is similar to Richardson [42]. A vast majority (67.99%) agreed with the sixth statement that social media are lessening time, effort, and money to access academic material. Earlier students have to meet their friends in person to collect assignments, practical sheets, or any necessary documents for study. Even they had to meet for group study. But now social media is making it easier for the students to do all these things virtually which is saving their time, effort, and money. Aljuboori et al. [34] had similar findings in their study. The last question was about rating social media in terms of respondents' academic life. 45% of the students rated social media as moderate while 29% rated it as good and only 26% were found to rate social media as bad. Asdaque had similar findings in his study [41].

Table 2. Academic questions with answers

No.	Questions	Category based on answers	Response (%)
Q1	Do you use social media for academic purposes?	Sometimes	51.77
		Always	30.15
		Never	18.08
Q2	Do you use social media to keep up with your university's website?	Yes	71.25
		Sometimes	15.61
		No	13.14
Q3	Do you believe social media is a valuable resource in the academic field?	Sometimes	53.56
		Yes	31.18
		No	15.26
Q4	Do you think social media can replace scientifically validated sources?	Sometimes	45.89
		Yes	35.13
		No	18.98
Q5	Do you believe that social media is a credible source of academic Information?	Sometimes	48.83
		Yes	32.56
		No	18.61
Q6	Do you think social media are lessening time, effort, and money to access academic material?	Yes	67.99
		Sometimes	22.45
		No	9.56
Q7	How do you rate social media in terms of your academic life?	Moderate	45
		Good	29
		Bad	26

Source: Survey of 2020

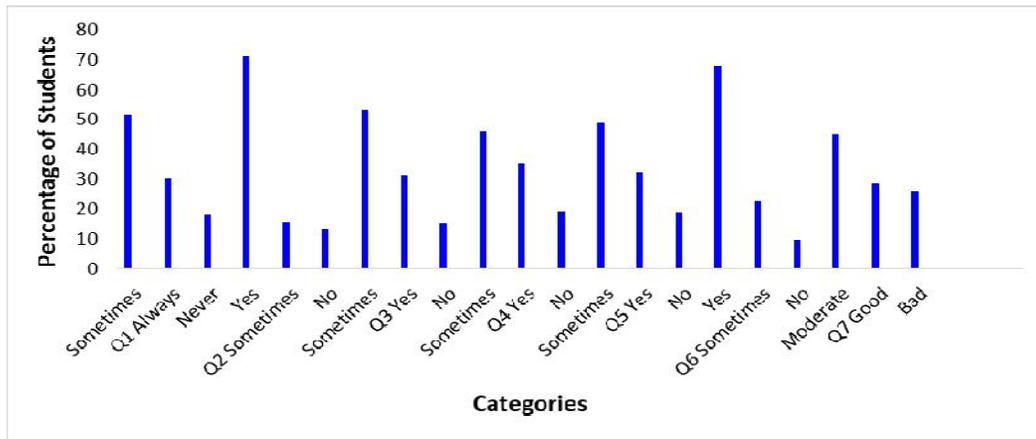


Fig. 5. Students' thinking about social media on their academics

3.6.1 Does the use of social media increase or decrease the academic performance of the students?

Students' CGPA and their time spent on social media were taken into account to investigate the relationship between the two variables. A strong correlation was found between social media use per week and students' CGPA, with $R^2 = 0.374$. Fig. 6 shows a downhill pattern from left to right, which indicates a negative relation between the two concerning variables which means an increase in social media usage reduces the

CGPA and low use of social media improves the CGPA. Azizi et al., [1] and Wakil et al., [43] found a similar pattern of results in their study of the role of social media on students' CGPA.

Extreme values of social media use and CGPA score have been presented in Table 3. The findings specified that in the majority of cases, the values of both variables coincide, i.e., when CGPA is high, the time spent on social media is low, and when CGPA is low, the time spent on social media is high.

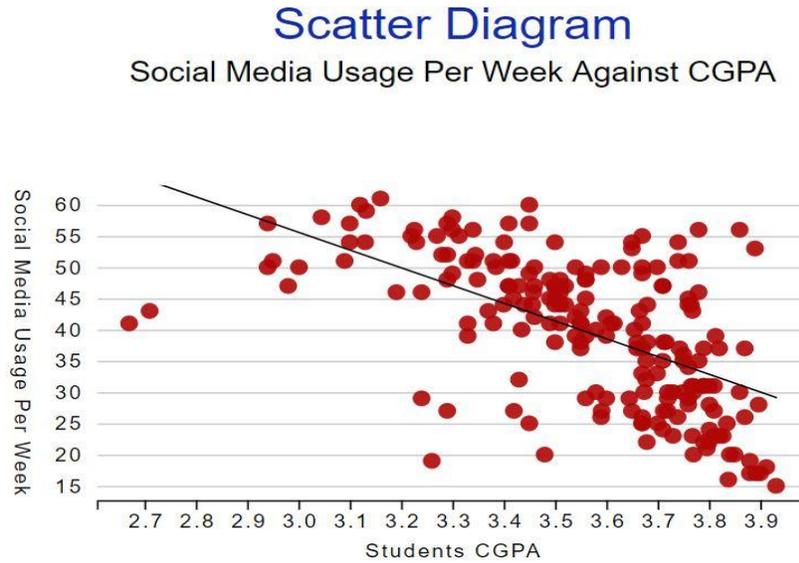


Fig. 6. Scatter diagram

Table 3. Extreme values of social media usage and CGPA score

		Case Number	Value
Hours spent on social media per week	Highest	02	61
		12	60
		04	60
		14	59
		05	58
	Lowest	200	15
		186	16
		199	17
		196	17
		198	17
Students CGPA	Highest	200	3.931
		199	3.912
		198	3.900
		197	3.897
		196	3.892
	Lowest	1	2.670
		2	2.710
		3	2.940
		4	2.940
		5	2.951

Source: Survey of 2020

4. CONCLUSIONS AND RECOMMENDATIONS

Social media is becoming a part of student's life as they are getting more and more involved in it for the sake of information. From the current study, it is evident to say that social media usage has a significant impact on the university students of Bangladesh. Findings of the study

indicate that Facebook is the most used social media site among the respondents followed by YouTube and communication was identified as the main purpose of using different social media. In addition to that, students were also found to use social media for entertainment as well as for information-seeking purposes. Though it is not wise for students to spent huge time on social media but study finds that students are spending

a big part of their daily time on different social media sites. Due to such usage majority was found to have moderate as well as the boring feeling after using social media. When some academic-related questions were asked it was found that the majority use social media sites for their academic purpose sometimes, they use social media to get informed about university updates. Respondents also answered that they believe academic information in social media is credible and usage of social media is saving their time. Our study also finds that students' academic performance has a negative relationship with their time spent on social media. So, ultimately the whole research indicates that students are getting benefitted from social media usage but at the same time it is killing their study time, making their academic results fall, and impacting their mood as well relationship. So, it is suggested that university students should not get addicted to different social media sites and besides having virtual communication they should not forget the importance of face-to-face or real-life communication. In addition, it will be better for the student if they fix a particular time of the day for using social media, and to make sure that they are using that fixed amount it is suggested to use different time tracking apps that will monitor social media usage and inform the user about time spent. The university authority also needs to make sure that students are getting involved in different extra-curricular activities so that social media doesn't become students' only way of passing the leisure time.

5. LIMITATIONS OF THE STUDY

One of the limitations of this study is that it was conducted in one particular university. Further study could be done including medical, engineering, and general university students which could provide a broader thinking area. Again, due to the Covid-19 issue data was collected using google form. It would be much better if we could collect data through a face-to-face interview.

DISCLAIMER

The products used for this research are commonly and predominantly use products in our area of research and country. There is no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but the advancement of knowledge. Also, the research was not funded by the producing

company rather it was funded by the personal efforts of the authors.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the authors.

ETHICAL APPROVAL

As per international standard or university standard written ethical approval has been collected and preserved by the authors.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Azizi SM, Soroush A, Khatony A. The relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-sectional study. *BMC Psychology*. 2019;7(1):28-37. Available:<https://doi.org/10.1186/s40359-019-0305-0>
2. Gorhe M. Impact of social media on academic performance of students. *MSIS 674: Social media as a tool*. University of San Francisco. 2019;3-9. Available:<http://dx.doi.org/10.13140/RG.2.2.21427.27687>
3. Foltean FS, Trif SM, Tuleu DL. Customer relationship management capabilities and social media technology use: consequences on firm performance. *Journal of Business Research*. 2019;104: 563-575. Available:<http://dx.doi.org/10.1016/j.jbusres.2018.10.047>
4. Al-rahmi WM, Othman MS, Musa MA. The improvement of students' academic performance by using social media through collaborative learning in Malaysian higher education. *Asian Social Science*. 2014;10(8):210-221. Available:<https://doi.org/10.5539/ass.v10n8.p210>
5. Borgohain M, Gohain AB. Impact of Social Media in The Student's Academic Performance: An Analysis of The State Universities of Assam. *European Journal of Molecular & Clinical Medicine*. 2020;7(10):2597-2606.

6. Owusu-Acheaw M, Larson AG. Use of social media and its impact on academic performance of tertiary institution students: A study of students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*. 2015;6(6):94-101.
7. Yang CC, Lee Y. Interactants and activities on Facebook, Instagram, and twitter: associations between social media use and social adjustment to college, *Applied Developmental Science*. 2020; 24(1):62-78. Available:<https://doi.org/10.1080/10888691.2018.1440233>
8. Digital report. Digital Global Overview Report. 2020. Accessed 25 June 2021. Available:<https://wearesocial.com/blog/2020/01/digital-2020-3-8-billion-people-use-social-media>
9. Statista. Most popular social networks worldwide as of April 2021, ranked by number of active users. 2021. Accessed 16 June 2021. Available:<https://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/>
10. Celestine AU, Nonyelum OF. Impact of social media on students' academic performance. *International Journal of Scientific & Engineering Research* Volume. 2018;9(3):1454-1462.
11. Al-Rahmi W, Othman M. The impact of social media use on academic performance among university students: A pilot study. *Journal of information systems research and innovation*. 2013; 4(12):1-10.
12. Ansari JAN, Khan NA. Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments*. 2020;7(9):1-16. Available:<https://doi.org/10.1186/s40561-020-00118-7>
13. Greenhow C. Youth, learning, and social media. *Journal of Educational Computing Research*. 2011;45(2):139-146. Available:<https://doi.org/10.2190/EC.45.2.a>
14. Gikas J, Grant MM. Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *Internet and Higher Education Mobile*. 2013;19:18-26. Available:<https://doi.org/10.1016/j.iheduc.2013.06.002>
15. Bajpai P. Analyzing Effect of Social Media on Academic Performance of University Graduates. In *Proceedings of 2018, The 3rd International Conference on Information and Education Innovations*. 2018;40-44.
16. Subrahmanyam K, Reich SM, Waechter N, Espinoza G. Online and offline social networks: Use of social networking sites by emerging adults, *Journal of Applied Developmental Psychology*. 2008;29:420-433. Available:<https://doi.org/10.1016/j.appdev.2008.07.003>
17. Tezer M, Taspolat A, Kaya OS, Sapanca HF. The impact of using social media on academic achievement and attitudes of prospective teachers. *International Journal of Cognitive Research in Science, Engineering and Education*. 2017;5(2):75-81. Available:<https://doi.org/10.5937/ijcrsee1702075T>
18. Kolhar M, Kazi RNA, Alameen A. Effect of social media use on learning, social interactions, and sleep duration among university students. *Saudi Journal of Biological Sciences*. 2021;28:2216-2222. Available:<https://doi.org/10.1016/j.sjbs.2021.01.010>
19. Palla IA, Sheikh A. Impact of social media on the academic performance of college students in Kashmir. *Information Discovery and Delivery*. 2020. Available:<https://doi.org/10.1108/IDD-06-2020-0061>
20. Dumpit DZ, Fernandez CJ. Analysis of the use of social media in Higher Education Institutions (HEIs) using the Technology Acceptance Model. *International Journal of Educational Technology in Higher Education*. 2017;14:5. Available:<https://doi.org/10.1186/s41239-017-0045-2>
21. Jha RK, Shah DK, Basnet S, Paudel KR, Sah P, Sah AK. Facebook use and its effects on the life of health science students in a private medical college of Nepal. *BMC research notes*. 2016; 9(1):374-378.
22. Woods HC, Scott H. Sleepy teens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem. *Journal of Adolescence*. 2016;51:41-49. Available:<https://doi.org/10.1016/j.adolescence.2016.05.008>
23. Bekalu MA, McCloud RF, Viswanath K. Association of Social Media Use with Social Well-Being, Positive Mental Health,

- and Self-Rated Health: Disentangling Routine Use from Emotional Connection to Use. *Health Education & Behavior*. 2019;46(25):695–805.
Available:<http://dx.doi.org/10.1177/1090198119863768>
24. Upadhayay N, Guragain S. Internet use and its addiction level in medical students. *Advances in medical education and practice*. 2017;8:641-647.
Available:<https://doi.org/10.2147/AMEP.S142199>
 25. Al-Yafi K, El-Masri M, Tsai R. The effects of using social network sites on academic performance: the case of Qatar. *Journal of Enterprise Information Management*. 2018;31(3):446–62.
Available:<https://doi.org/10.1108/JEIM-08-2017-0118>
 26. Masthi NR, Pruthvi S, Phaneendra M. A comparative study on social media usage and health status among students studying in pre-university colleges of urban Bengaluru. *Indian journal of community medicine*. 2018;43(3):180-184.
Available:https://doi.org/10.4103/ijcm.IJCM_285_17
 27. Saha SR, Guha AK. Impact of Social Media Use of University Students. *International Journal of Statistics and Applications*. 2019;9(1):36-43.
Available:<https://doi.org/10.5923/j.statistics.20190901.05>
 28. Statista. Number of social media users in Bangladesh. 2020. Accessed 10 June 2021.
Available:<https://www.statista.com/forecasts/1143845/social-media-users-in-bangladesh>
 29. Internet World Stats. Top 20 countries with the highest number of internet users. 2020. Accessed 15 June 2021.
Available:<https://www.internetworldstats.com/top20.htm>
 30. Tariq W, Mehboob M, Khan MA, Ullah F. The impact of social media and social networks on education and students of Pakistan. *International Journal of Computer Science*. 2012;9(3):407–411.
 31. Alwagait E, Shahzad B, Alim S. Impact of social media usage on students' academic performance in Saudi Arabia. *Computers in Human Behavior*. 2015;51:1092–1097.
Available:<https://doi.org/10.1016/j.chb.2014.09.028>
 32. Usher K, Woods C, Casella E, Glass N, Wilson R, Mayner L, Cummings E. Australian health professions student use of social media. *Collegian*. 2014;21(2):95-101.
Available:<https://doi.org/10.1016/j.colegn.2014.02.004>
 33. Camilia NC, Ibrahim SD, Dalhatu BL. The effect of social networking sites usage on the studies of Nigerian students. *The International Journal of Engineering and Science*. 2013;2:39–46.
 34. Aljuboori AF, Fashakh AM, Bayat O. The impacts of social media on University students in Iraq. *Egyptian Informatics Journal*. 2020;21(3):139-144.
Available:<https://doi.org/10.1016/j.eij.2019.12.003>
 35. Karjo CH. Fostering the Use of Social Media towards Students' Learning. In *Journal of Physics: Conference Series*. 2020; 1477: 042011.
Available:<https://doi.org/10.1088/1742-6596/1477/4/042011>
 36. Akubugwo IG, Burke M. Effect of social media on postgraduate students during academic lectures and library session: a case study of Salford University Manchester, United Kingdom. *IOSR Journal of Research & Method in Education*. 2013;3(6):44-50.
Available:<https://doi.org/10.9790/7388-0364450>
 37. Talaue GM, Saad AA, Rushaidan NA, Hugail AA, Fahhad AA. The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology*. 2018;8(5):27-34.
Available:<https://doi.org/10.5121/ijait.2018.8503>
 38. Kabir KH, Roy D, Kashem MA. Social Computing Behavior of the Students of Bangladesh Agricultural University, Mymensingh. *Social Sciences*. 2016; 5(6):86-93.
Available:<https://doi.org/10.11648/j.ss.20160506.12>
 39. Alam, M. S., & Aktar, H. The Effect of Social Media on Student Academic Performance: A Case Study at the Islamic University of Bangladesh. *International Journal on Transformations of Media, Journalism & Mass Communication*. 2021;6(1).
 40. Emerick E, Caldarella P, Black SJ. Benefits and distractions of social media as tools for undergraduate student

- learning. College Student Journal. 2019;53(3):265–277.
41. Asdaque MM, Khan MN, Rizvi SAA. Effect of Internet on the academic performance and social life of university students in Pakistan. Journal of Education and sociology. 2010; 4(3):21-27.
42. Richardson J, Lenarcic J. Text Messaging as a Catalyst for Mobile Student Administration: The Trigger Experience. International Journal of Emerging Technologies & Society. 2008;6(2):140–155.
43. Wakil K, Nasraddin R, Abdulrahan R. The role of social media on students GPA. Indonesian Journal of Curriculum and Educational Technology Studies. 2018;6(1):1-5.
Available: <https://doi.org/10.15294/ijcets.v6i1.22634>

© 2021 Rahman and Mithun; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:
The peer review history for this paper can be accessed here:
<https://www.sdiarticle4.com/review-history/72495>