

The Role of Social Media in Enhancing Learning in Digital Age: A Qualitative Study from Private University Students in Bangladesh

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ABSTRACT

Purpose: This paper aims to understand how social media platforms are used for educational purposes and how they engage students in the learning process in the context of private universities in Bangladesh.

Methodology: As the study is explorative in nature, qualitative research approach was adopted to gather in-depth insights into the experiences of both students and faculty members. The participants were divided into two clusters: Cluster-1, consisting of 37 students from bachelor's to master's levels, and Cluster-2, comprising 19 faculty members with at least three years of teaching experience.

Findings: Social media platforms have recently transformed traditional educational paradigms. In Bangladesh, university students' social media usage has surged due to affordable smartphones and widespread internet access. While exploring the role of social media in enhancing learning in the digital age, the findings revealed that social media significantly enhances student engagement, promotes collaborative learning, facilitates access to educational resources and information sharing, and fosters real-time communication between students and teachers.

Practical Implications: This study discusses the usefulness of social media platforms for resource sharing, cooperative learning, and student involvement in higher education. Additionally, university curricula ought to incorporate instruction in digital literacy to assist students in analyzing and utilizing social media content for academic purposes.

Value/Originality: This research provides original perspectives on social media applications as they are currently transforming the nature of student engagement and learning in private universities in Bangladesh through a qualitative approach.

Limitations: One key limitation of the study is that it focuses on a limited sample from private universities only, which may not fully represent the broader experiences of students and faculty across different educational institutions in Bangladesh.

1. Introduction

Over the past two decades, the education system around the world has undergone a huge transformation (Shahriar et al., 2021); driven by the technological advancements and innovations (Shahriar, 2025), evolving social and global needs (Eva et al., 2024), and a deeper understanding how people learn in recent times. From the traditional oral teaching method of the ancient societies (with or without written manuscripts) to the equipped and standard classroom-based learning model of the 19th century, and later

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internet based online learning method; changing learning ecosystems reflect pedagogical, economic, cultural, and technological contexts. Today, in 2025, the world is at the beginning of a new era, engineered through modernism, digitalization, globalization, and a fast-emerging wave of transformation, with innovation at the epicenter of this transformation as a fundamental tool of shaping the standards of living.

In recent times, various forms of this digital transformation begin in almost every aspect of human life, aided in the last decade by potentially strong internet access (Momen et al., 2020), resulting in transforming both developed (Shahriar et al., 2023; Al-Zaman, 2020) as well as developing countries like Bangladesh. At the same time, new modes of learning like Massive Open Online Courses (MOOCs), social media platforms, different learning management systems (LMS), open educational resources (OER) and other digital tools have emerged as essential components of modern education. These digital tools have not only made the learning experience more intense and effective but also easy and fun. That's why the world is investing so much in advancing the future of learning (Eva et al., 2024).

So, the future of learning is here, the future of learning promises to break free from the limitations of traditional face-to-face or classroom-based education, offering more dynamic ways, learner-centered pedagogical approaches that prepare individuals for the future of work (Shahriar, 2025). As the world is evolving rapidly, experiencing incomparable speed that drives extensive and fundamental transformations in every sector; at the same time, most of the people are on social media; even nowadays, people are getting used to these social media platforms and their activities from a very young age. It has even become an important part of life these days. Social media has emerged as the most dominant platform for communication and social interaction, connecting people across the globe in real time. It facilitates instant messaging, content sharing, networking, and community engagement, making it an essential tool for personal connections, professional networking, and even social movements.

The integration of social media platforms provides students with access to vast learning resources, interactive discussions, and real-time collaboration (Momen et al., 2023). As education becomes gradually digitalized, understanding the impact of social media on contemporary learning experiences and outcomes is essential. This study explores the role of social media in enhancing learning, identifying key digital education trends, and addressing associated challenges.

2. Literature Review

2.1 Private University and Modern Educational Landscape

Education is recognized as a fundamental human right, essential for both individual empowerment and societal progress. The economic growth and sustainable development of a nation are deeply interconnected with the advancement of education, particularly at the tertiary level (Khan and Rahman, 2022). Higher education serves as a cornerstone for national development by fostering intellectual growth, equipping individuals with specialized knowledge, and producing a skilled workforce.

Since the establishment of the first private university in 1992 in Bangladesh, the sector has expanded dramatically in the past thirty-three years. As of March 2025, there are over 116 private universities in Bangladesh (University Grants Commission of Bangladesh, 2025a), compared to 57 public universities (University Grants Commission of Bangladesh, 2025b), catering to a student population exceeding one million across both sectors. This growth imitates a response to the limited capacity of public universities in Bangladesh, where aggressive struggle for admission leaves many qualified students without seats. Private universities have filled this gap by providing equal, accessible higher education, particularly in urban centers like Dhaka and Chittagong. Unlike public institutions, which rely heavily on government funding, private universities usually function on a self-financing model, primarily through tuition fees, making them agile in responding to market demands and student preferences at the same time.

Particularly, Bangladesh has observed that, during the COVID-19 pandemic, private universities have performed exceptionally well (Sultana et al., 2025; Rouf et al., 2024) in transitioning education from traditional to digital formats compared to public universities (Dutta and Smita, 2020).

Private universities play a crucial role in shaping a strong academic environment; through well-structured admission processes, a rigorous selection system ensures that all students get equal scope to participate in the admission process and motivated students are admitted, fostering a competitive and inspiring learning atmosphere. This, in turn, enhances student engagement, making education more meaningful and encouraging academic excellence (Khattri et al., 2024). At the same time, private universities encourage innovation, contribute to enhancing productivity, and serve as important catalysts in preparing future leaders who contribute to various sectors of the economy (Khan & Rahman, 2022). Private universities offer a wide range of programs and degrees, catering to the diverse aspirations of students seeking quality education. With a strong focus on specialization, modern curricula, and reputation building, they have gained substantial momentum and recognition.

2.2 Social Media Usage in Academic Purposes in Recent Times

The arrival of social media has revolutionized communication and social interaction worldwide (Aldahdough et al., 2020). It has become a fundamental component in the daily existence of a significant number of young adults, as observed within academic discourse (Chowdhury, 2024; Ansari Khan, 2020). Researchers also identified the most popular and widely used social networking platforms in Bangladesh include Facebook, Skype, YouTube, Instagram, LinkedIn, Twitter, and WhatsApp, among others, attracting a large number of users across different demographics (Borgohain and Gohain, 2020).

Modi and Zhao (2021) found that social media usage in Bangladesh has surged, with millions of people actively engaging on platforms like Facebook, Instagram, and Twitter. However, in their study on the impact of social media usage on the academic performance of university students in Bangladesh, Rahman and Mithun (2021) found that Facebook and YouTube are the two most popular platforms among the country's youth. Their research highlights how these platforms dominate social media engagement among young individuals, influencing various aspects of their daily lives, including educational settings and academic performance, and social interactions.

According to a report by The Daily Star (2024) as of early 2024, around 30.4% of Bangladesh's population was on social media, though this might count people with multiple accounts and doesn't reflect how much they use it. Meanwhile, 68.4% of the country's internet users, regardless of age, were active on at least one social media site, highlighting its key role in online activity. Looking at gender, there's a clear divide: 65.8% of social media users were men, while just 34.2% were women. This gap shows up across all major platforms and mirrors broader patterns of internet use in Bangladesh.

Another report confirmed that Bangladesh has seen a big increase in media use in 2024, especially on Facebook, where over 40 million people are now active. The country loves these platforms and is becoming one of the most online-connected places in South Asia (Shahriar et al., 2023). Given the new reality of modern communication and connectivity, it is clear that students' use of social media and the ways they engage with it reflects their physical and mental involvement. The time they spend on it can help improve their education, as well as allow them to connect with friends and teachers for teamwork and learning (Kuh, 2007). In simple terms, social media lets students chat and share stuff with their classmates while also helping them make new connections with others (Cain, 2008).

There isn't much research about how social media helps students learn in today's digital world, especially when it comes to private university students in Bangladesh. This study wants to fill that gap by looking closely at what these students go through and what they think about it.

3. Purpose of the Study

Bangladesh’s higher education landscape is diverse, with private universities playing a pivotal role in meeting the demand for tertiary education. The rise of digital connectivity, with approximately 130 million internet users reported in recent years, has enlarged the use of social media in academic settings. This particular research aims to explore the increasing integration of technology in education and the unique socio-economic context of private universities in Bangladesh.

4. Methodology

This particular study is exploratory in nature; that is why the researcher adopted the qualitative research approach to ensure insightful findings to enhance understanding of the usage of social media for educational purposes and student engagement with the learning method. Based on the homogeneity of the respondents’ nature, they were divided into two different clusters.

Cluster-1: A total of 37 students from the bachelor's to master's levels representing the private universities were recruited in this cluster; see Table 1.

Cluster-2: A total of 19 faculty members from different private universities in Bangladesh, each with experience of a minimum of 3 years, were recruited for the interview sessions. See Table 2.

For the selection of participants from both clusters, the purposive sampling technique was used. Data was collected via in-depth interviews, in the form of conversation. Interviews were interviews conducted between February and March 2025. Each interview lasted approximately 45–60 minutes and was held via Zoom due to logistical constraints. Thematic analysis was used in data analysis to identify and describe themes among participants and clusters.

Table 1. Demographic Profile of the Respondents from Cluster-1(Students)

Demographic	Characteristics	No	(%)	Demographic	Characteristics	No	(%)
Gender	Female	17	46%	Faculty	Business	14	38%
	Male	20	54%		Economics	3	8%
Age	21-23	9	24%		Engineering	10	27%
	23-25	15	41%		Pharmacy	4	11%
	25-27	9	24%		Social Science	6	16%
	Above 25	4	11%	Most active social media	Facebook	37	100%
Area	Dhaka	26	70%		Instagram	30	81%
	Chattogram	8	22%		YouTube	37	100%
	Rajshahi	2	5%		Whatsapp	37	100%
	Sirajganj	1	3%		Tiktok	6	16%
Daily Usage of social media	Less than 3 Hours	3	8%	Level	X (Previous Twitter)	5	14%
	3-5 Hours	27	73%		Bachelor's	26	70%
	More than 5 Hours	7	19%		Master's	11	30%

n=37

Source: Author, Interview Analysis

Table 2. Demographic Profile of the Respondents from Cluster-2

Demographic	Characteristics	No	(%)	Demographic	Characteristics	No	(%)
Location	Dhaka	14	74%	Most active social media	Facebook	19	100%
	Chottogram	4	21%		Instagram	7	37%
	Rajshahi	1	5%		YouTube	19	100%
Teaching Experience	3-5 Years	13	68%		WhatsApp	17	89%
	5-7 Years	3	16%		TikTok	0	0%
	More Than 7 Years	3	16%	Gender	X (Previous Twitter)	2	11%
Daily Usage of Social Media	Less than 1 Hours	3	8%		ResearchGate	9	47%
	1-2 Hours	28	76%		Female	10	53%
	More than 3 Hours	7	19%		Male	9	47%

n=19

Source: Authors, Interview Analysis

5. Findings

Bangladesh, a developing country with a growing youth population and increasing internet penetration, has seen social media platforms become an essential part of the lives of university students. Private universities, which cater to a significant portion of the higher education sector in Bangladesh, have witnessed a growing dependence on these platforms for academic purposes, especially after the COVID-19 pandemic.

Findings demonstrate that social media significantly enhances the educational experiences of students in Bangladesh by facilitating collaboration, improving resource access and sharing, and strengthening communication with instructors and peers.

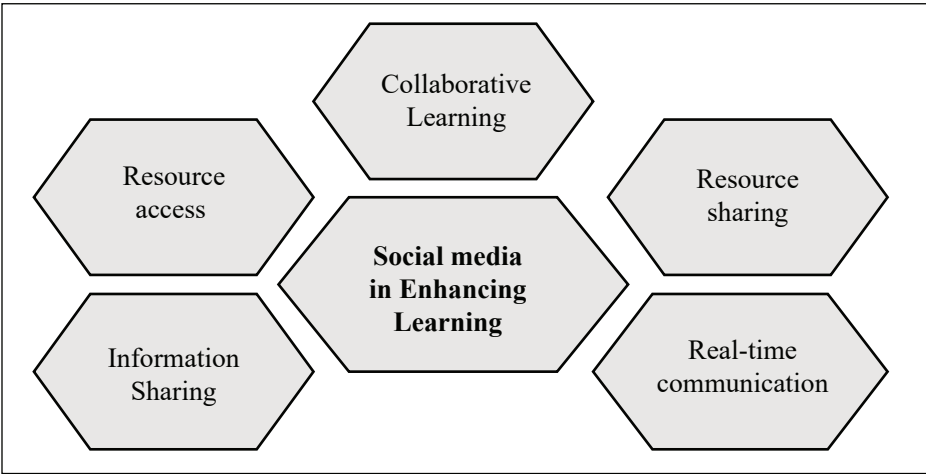


Figure 1. Social Media in Enhancing Learning Factors

Source: Author, Interview Analysis

5.1 Collaborative Learning

The study found that the main ideas were how students working hard and teachers providing support go hand in hand, based on a review of studies showing three kinds of positive interactions between the students, between students and content, and between teachers and students, were clearly present in collaborative learning on social media platforms.

Around 89% of students agreed that they use platforms like Facebook Messenger and WhatsApp to share ideas and work together, while teachers guide them by adding structure and expertise. These platforms were described as valuable in their immediacy and accessibility. These platforms allow the students to post questions, share lecture notes, or flesh out outlines for projects in real time, often outside the limits of scheduled classroom hours.

This method of digital collaboration proved especially effective for students at private universities in Bangladesh, where urban lifestyles and reliable internet access are more prevalent than rural environments and low-internet areas, allowing groups to easily coordinate across dormitories or even cities. The critical role of teachers in this process was underscored; through their participation, they add structure and expertise to what would otherwise be free-form exchanges driven by students. Interestingly, rather than allowing for open-ended discussion, instructors often intervene to prescribe the terms of engagement—setting agenda topics or deadlines—for online social media sites to keep conversations on purpose and sticky. In addition, expert teachers often demonstrated their expertise by curating content in the form of scholarly links or explanatory videos that improve the quality of student output. This balance appeared to play a key role, with students enjoying the freedom to explore concepts in collaboration with their peers but given a source of guidance in the authoritative context of faculty.

With the high endorsement by students, this collaborative dynamic indicates a shift in how knowledge construction occurs in the digital age, particularly in the landscape of Bangladesh’s private universities, where the advent of technology is radically transforming historical pedagogies.

One of the students mentioned that, *“If I want to start discussions about a case study, I can easily share it in our class messenger or WhatsApp group; my friends (peers) join in with their thoughts, and the teacher steps in to improve it or connect it to bigger ideas.”* – (Respondent 03, Cluster-1, Dhaka)

Another student mentioned that –*“Sometimes I get stuck, but my friends on the group chat help me out— it’s less stressful than asking in class”* – (Respondent 17, Cluster-1, Chattogram)

One of the faculty members from one of the top private universities in Bangladesh, located in Dhaka, mentioned that— *“I set up a Facebook group for discussions, and it’s amazing how students build on each other’s ideas when I push them in the right direction”* – (Respondent 42, Cluster-2, Dhaka)

Table 3. Collaborative Learning on Social Media Working Method

Aspect	Students’ View	Teachers’ View
How It Starts	Students post questions, and everyone chipped in	Set up a group, and students take it from there
What They Do	Share ideas, notes, or help each other out	Guide discussions, give feedback, and link ideas to lessons.
Why It Works	Keep talking even after class—it's easy and fun.	Students are more active online, and it builds their thinking skills
Benefits	Freedom to learn together, less stress, feeling connected	Encourages teamwork and deeper understanding.

Source: Author, Interview Analysis

This type of teamwork builds knowledge together, not just from a textbook or lecture; see Table 3. Social media makes collaboration easier by removing limits like time or location. 100% of the students and around 89% of the teachers agreed that students love the freedom and connection it gives them, while teachers see it as a way to boost thinking skills and group spirit—but they say it works best when planned carefully.

5.2 Resource Access

Findings suggested that resource access through social media means students and teachers can easily find and share learning materials, like notes, videos, or articles. Students use platforms like WhatsApp or Google Drive to exchange resources with peers, making study materials more available and up-to-date. Teachers add to the content by posting links, files, or tips, ensuring everyone has what they need to learn.

Around 95% of the students (Cluster -1) mentioned that they turn to YouTube for simpler, easier versions of lectures on different topics because it offers a ton of free, accessible content.

On that note one of the students mentioned that- *“I watch YouTube lectures when the class stuff gets confusing—there’s so much on there, and it’s easy to follow”* – (Respondent 13, Cluster-1, Dhaka)

Table 4. *Resource Access on Social Media*

Aspect	Students’ View	Teachers’ View
How It Starts	Found YouTube videos that explained it better than class	I upload articles notes in groups
What They Do	Share notes, videos, or links on WhatsApp; use YouTube for easy lectures.	Post resources and suggest readings for better understanding of the topics
Why It Works	YouTube has tons of simple tutorials—it’s fast and clear	They get instant access, and YouTube adds variety to lessons
Benefits	Saves time, offers clear explanations, especially from YouTube’s vast library.	Expands learning with diverse, current resources.

Source: Author, Interview Analysis

This research findings suggested that social media and YouTube make resources fast to find and share, see table 4, no matter where someone is. Students love the time-saving and easy explanations, especially from YouTube.

5.3 Resource Sharing

Here, resource sharing among peers means students use social media to swap helpful materials like notes, links, or videos with each other. Using platforms like WhatsApp, Facebook Messenger groups, or Google Drive, they quickly send stuff around so everyone benefits; see table 5. Around 100% of the respondents agreed that learning resource sharing via social media is easy and they do it regularly.

Here one of the respondents from the cluster-1 mentioned -*“I shared my notes on WhatsApp, and my friend sent back a link that made it all click.”* (Respondent 31, Cluster-1, Dhaka)

Table 5. Resource Sharing Among Peers by Students on Social Media

Aspect	Students' View
How It Starts	Share notes, and a friend (peer) sends a link back
What They Do	Send notes, videos, or articles via WhatsApp, Messenger, or other apps.
Why It Works	build a big study pile together—it's so helpful
Benefits	Saves time, keeps everyone on the same page, and feels like teamwork
Challenges	Sometimes, too much stuff comes in—one can't keep up sometimes

Source: Author, Interview Analysis

5.4 Information Sharing

Information sharing among peers means students use social media to pass along quick updates, ideas, or tips about their studies. On platforms like WhatsApp, Facebook groups, and Messenger chat groups, they might tell each other about a deadline, explain a tricky concept, or share a new study trick they've figured out. Teachers also provide class updates or notices here.

This research finding confirmed that social media helps students and teachers share information easily. Instead of waiting for the next class or sending long emails, they can use WhatsApp, Facebook groups, or Google Classroom to stay updated.

For students, it saves time because they can quickly get notes, ask questions, and discuss with friends. Even if they miss a class, they can still catch up through messages or shared files. It also saves money since they don't need to print papers.

For teachers, it makes the communication process easier. They can share updates in groups, give feedback, and answer students' questions anytime. This helps students stay engaged and understand topics better; see Table 6.

Table 6. How Social Media Supports Information Sharing in Learning

Factor	Students' Perspective	Teachers' Perspective
Time Efficiency	Quick access to updates and peer discussions anytime	A faster way to share announcements and resources
Platform Variety	Uses WhatsApp, Facebook groups, and Messenger for easy communication	Uses Google Classroom, WhatsApp, or Facebook for official updates
Cost Effectiveness	Reduces printing costs; free access to online resources	Saves money on printed materials and administrative costs
Presence of Everyone	Students can participate even if they miss class	Teachers can address the whole class instantly
Information Accuracy	Quick fact-checking through group discussions and shared links	Can verify and correct misunderstandings in real-time
Discussion & Q&A	Encourages peer-to-peer learning clarify concepts	Helps guide discussions and Engagement
Feedback & Responses	Can ask questions anytime and get responses faster	Can provide instant feedback on assignments or queries
Collaboration	Easy to work on group projects remotely	Can monitor student progress and collaboration
Storage & Accessibility	Notes and discussions remain available for later review	Important instructions stay accessible for future reference

Source: Author, Interview Analysis

5.5 Real-time communication

The results of this study revealed that for students, social media platforms like Facebook, WhatsApp, and Messenger allow them to stay connected with their classmates and teachers anytime via Facebook groups or chats. If they have doubts about an assignment or need clarification on a topic, they can ask in group chats and get immediate responses. Many students find these features helpful, as they don't have to wait until the next class to get answers.

One student mentioned, *"There are times when I get stuck while working on an assignment." Instead of waiting for the next class, I just send a message in our class chat groups, and someone always responds within minutes.*" (Respondent 24, Cluster-1, Dhaka)

Group calls on WhatsApp and Messenger are also a useful feature, especially for discussing class topics, projects, and assignments. Instead of meeting in person, students can simply start a WhatsApp or Messenger call and discuss their work together.

For teachers, real-time communication is equally beneficial. They can quickly 1) send reminders, 2) answer student queries, and 3) provide feedback without needing to schedule a meeting. This procedure helps keep students engaged and reduces confusion.

6. Discussion

This research revealed that social media has significantly transformed the higher education ecosystem and learning experience for private university students in developing countries like Bangladesh by enhancing collaboration, improving resource access and sharing, and facilitating real-time communication. With increasing internet penetration by the students and teachers and the widespread use of platforms like Facebook, WhatsApp, and Messenger, students and teachers are now relying more and more on these social media tools to create a more interactive and accessible learning environment (Uddin et al., 2022). The findings suggest that students use social media to collaborate (Ansari and Khan, 2020) on assignments, teamwork, and projects; discuss course study and materials; and seek peer support, making learning more engaging and less stressful.

Teachers are also leveraging these platforms to build discussions, circulate information and notices, provide guidance, and share educational resources efficiently.

The ease of accessing materials, whether through YouTube videos, shared documents, or online links, ensures that students receive updated and diverse learning content without the limitations of physical classrooms. It has also become an important medium for learning content and educational material sharing for both teachers and students (Khanam, 2020).

Additionally, real-time communication enables students to clarify doubts instantly, reducing dependency on scheduled class hours and making learning more flexible. Group discussions via chat and calls further enhance teamwork, making education more dynamic and inclusive. Social media eliminates geographical and time constraints, fostering a more connected academic community.

While these platforms offer convenience and accessibility, challenges such as information overload, distractions, and maintaining academic integrity remain important concerns. Despite these limitations, the study highlights that social media plays a crucial role in modern education by bridging gaps in traditional learning and making knowledge-sharing more democratic, engaging, and efficient for students in Bangladesh's private universities.

However, there is a dark side to social media usage, like excessive time consumption and distraction. One of the most evident drawbacks of social media is the sheer amount of time students and teachers dedicate to these platforms. Facebook, Instagram, TikTok, and WhatsApp all strive to keep

users endlessly scrolling and responding, driven by notifications and old-fashioned, dopamine-fueled feedback loops.

While social media can support learning, the study also confirms that the prevalence of short-form videos, memes, and celebrity updates is taking center stage over educational content. For instance, a student might open YouTube intending to watch a lecture but end up spending hours on video game streams instead. Likewise, WhatsApp groups created to share class updates often turn into casual banter or meme-sharing. This change destroys the educational purpose. Students might defend time on social media as ‘networking’ or ‘staying informed’, but at least some of the time, it’s really a euphemism for diversion. Teachers may utilize these platforms to establish connections with their students, yet they may overstep the boundaries by posting personal content or incorporating popular sound effects. The result? A blurring of lines between the academic and leisure use, corroding discipline and focus.

7. Policy Recommendation

This qualitative research reveals both sides of the coin regarding the potential of social media as an educational tool while highlighting its significant drawbacks, e.g., misinformation and over-reliance on entertainment, for the researcher exploring the role of social media in private university students’ learning experiences in Bangladesh. According to the findings, this study recommends a policy framework that leverages social media for academic purposes but also protects the learning missions of private universities.

Students and faculty interviews highlight the urgent need for a framework that regulates the use of social media in education. Universities should establish a ‘Social Media for Education Charter’ that defines the academic role of these platforms in the information age. What do students say they have to contend with instead? WhatsApp to schedule group work, and YouTube for tutorials, but they’re most often sucked into hours of tangential content reels, status updates, or gaming streams. It should define specific uses how many times per month to access scholarly resources, for what purposes to hold online discussions, and for how many hours to connect with experts via LinkedIn, subject to daily limits to avoid overuse. Faculty members echoed this sentiment, saying that it can be difficult to keep class-related Facebook groups on topic without clear guidelines. We recommend focusing less on entertainment-driven platforms, juggling them with more education-oriented ones like WhatsApp for the sake of its ubiquitous presence in Bangladesh and YouTube for its video opportunities, save for when the coursework calls for both.

Among other steps, universities should embed this charter in syllabi and train faculty to model compliance, as our data indicates that students mimic the habits of their teachers. This structure, based on our evidence of blurred boundaries, would reframe social media as a learning ally rather than a leisure trap.

8. Conclusion

The significance of social media for learning has been seen in many studies, especially for private university students in Bangladesh. This particular study has cast light on how, while platforms such as WhatsApp, YouTube, and Facebook have found their way into the educational ecosystem, they present an active method of engagement that goes beyond that of the conventional scholarly environment. What were previously seen as major barriers, including time and geography in a nation defined by urban-rural divides and megacities, have easily fallen to these tools. Continuous connectivity has been supercharged for students and teachers alike - via midnight group chats, shared lecture videos, and real-time feedback with the classroom encroaching into a virtual space that never stops. For students of private universities, which have been observed to have students with access to better smartphones and internet availability than their contemporaries at public institutions, social media has provided a crucial lifeline and enabled collaboration, resource sharing, and a sense of academic community that may have suffered had they

been limited by space or the lack of resources. However, a new ethical aspect that is not yet well researched, the risk of becoming the final dependency on social media in the form of making education into a business and taking away the freedom of the students, has been a challenge. As universities have increasingly leaned upon corporate platforms owned by global tech Goliaths like Meta or Google to engage their students and provide learning experiences for them, students' experiences of learning are increasingly shaped by algorithms whose priorities lie with profit over pedagogy. Implementing data privacy is flagged as another concern, with personal details that could be mined from academic engagements taken to be particularly vulnerable in Bangladesh, where oversight of digital landscapes is believed to be lacking. Moreover, while constant connectivity is heralded, it is argued that it can exert pressure on students to undertake performative actions, the presence for posting rather than the seeking of discovery, and a culture is created in which education becomes less about mastery than it is about digital presence. This ethical tension, the topic of which is ignored in the immediate benefits being railed off urgently, needs to be interrogated by future research to ensure that the integrity of learning is preserved. It is only a portion of the breadth of social media's potential impact that has been documented. Students have reported increased empowerment to seek knowledge independently and a greater capacity for teachers to support diverse learning needs, contributing to improved participation and motivation. The positive role that social media can play is acknowledged as being countered, in some part, by its darker sides, distraction, misinformation, and overuse, which have been shown to erode some of its educational promise. An in-depth understanding is emphasized as necessary, with future studies encouraged to concentrate on the influence of social media on students' education results and general academic performance in the long run. At the same time, it is suggested to evaluate the possible mediation of emerging technologies like AI-adaptive platforms through which tailored learning material is assembled or digitally mediated environments through which immersive classrooms are emulated. These directions are to support social media's transformative power to ensure that it is being managed responsibly, guaranteeing its position as a key driver of learning in the age of digital.

9. Future Research Directions

The role of social media in enhancing learning is also seen as opening up several avenues of future investigation from the qualitative study of private university students in Bangladesh. Despite exposing its potential as a pedagogical tool and its drawbacks, such as distractions and overuse, the study focused on a narrow demographic. In the future, researchers can expand the study population to public universities, rural universities, university-affiliated colleges and colleges, and high schools, where access to digital tools is known to vary widely.

Another avenue that future researchers should focus on is the longitudinal research approach. This particular research offered a glimpse of perceptions in 2025, but note the rapid evolution of social media's rising power and the emergence of the next TikTok, X, and other new platforms, for example. Changes in usage patterns, platform preferences, and academic outcomes could be tracked for the same cohort across years.

In addition, opportunities for new technologies should also be explored (e.g., AI-enabled content filters or tomorrow's virtual reality platforms). Students had speculated that AI had been doing some of the heavy lifting in curating study materials, but there was no data to substantiate that. Such tools are also integrated into social media, and how they are enhanced or complicated in developing contexts like that of Bangladesh, where tech adoption is lagging, could be studied.

And finally, the psychological effects of misinformation merit deeper investigation. Details were shared about the struggle to separate American fact from fiction; however, implications for trust in education or mental health were not studied. Mixed-method research with qualitative narratives and surveys could quantify these ripple effects.

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