

Learning through Facebook and YouTube: Perceptions of Students of University of Dhaka

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ABSTRACT

In an age of globalization, social networking sites are integral to student life as in Bangladesh as well as globally. Among others, Facebook and YouTube are the most popular and widely utilized social networking platforms among Bangladeshi students. This article examines how students at the University of Dhaka, Bangladesh use social networking sites (such as Facebook and YouTube) for their formal and informal studies. Following mixed methodology, data collection was completed using a structured survey questionnaire and a few semi-structured interviews. Social Learning Theory (SLT) is relevant for this research since social networking sites such as Facebook, YouTube, etc., have contributed to education through observation, imitation and modeling. Attending online classes, communicating with class teachers and classmates, collecting information about the class and exam schedules, uploading, downloading, and sharing academic materials, participating in group discussions, downloading tutorial videos of educational courses and informal education topics, and completing online coursework have come forth as the most prevalent uses of Facebook and YouTube by University of Dhaka students during their studies.

Key Words: *Social Networking Sites (SNSs), Facebook, YouTube, Academic Study, Informal Study.*

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Introduction



A Social Networking Site (SNS) is an online medium by which people build social networks with people who share common personal or similar career interests, activities and real-life connections. By connecting the user's profile of an individual with other individuals or groups, SNSs help develop an online social network (Boyd & Ellison, 2007). There have already been technical revolutions in this age of globalization. Everyone has easy access to the internet and digital devices, which encourages people to utilize social media (Manning, 2014). Among

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different social networking sites, Facebook is the most familiar and popular site worldwide (Kabilan, Ahmad & Abidin, 2010).

Internet access has been available to individuals in Bangladesh since 1996, and ever since, they have acquired information and have maintained communication with one another (Rahman, 2004). Since the beginning of the 21st century, the number of people in Bangladesh who have access to the internet has been growing at an astounding rate (Azam, 2007). Facebook is the most popular social networking sites in Bangladesh launched in 2004. It allows registered users to sign up for their profiles. They can easily connect and send messages to friends, family, colleagues, and strangers. In 2009, about 96000 people used Facebook in Bangladesh, which became 1.08 crore in 2014. It is matter of surprising that about 1 crore users of Facebook has increased within 5 years from 2009 to 2014 in Bangladesh (Hasan, 2014; Panday & Kaioum, 2014) and reached 5.9 crore by May 2023, where 33.9% of Facebook users are women and 66.1% Facebook users are men (Pokrop, 2023). Dhaka city has almost 22 million active Facebook users (Murad, 2017). Bangladesh is in third place regarding Facebook's daily active users growth rate as of 31st December 2022, where India ranked 1st and the Philippines ranked 2nd. Bangladesh also ranked 3rd in monthly active users' growth; India obtained first position, and Nigeria obtained 2nd as of 31st December 2022 (Dhaka Tribune, 2023). According to the Bangladesh Telecommunication Regulatory Commission (BTRC), in 2019, there were 29 million registered Facebook users in Bangladesh, which reached 52.8 million by September 2022 (The Business Standard, 2022). Additionally, YouTube is the 2nd most popular social networking site in Bangladesh. According to Stat Counter Global Stats (2022), around 91.67% of social media users in Bangladesh use Facebook, while 5.03% use YouTube by December 2022. YouTube has become a popular platform among the young generation. After the emergence of the 4th generation mobile network in Bangladesh, YouTube channels viewed a spike in subscriptions (Islam, 2018).

Although people of all ages use social media in our country, the two sites, Facebook and YouTube, are the most popular among the young generation. For example, 9.5% of users of Facebook in Bangladesh belong to the age group 13-17, where 44.7% belong to the age group 18-24, 28.5% belong to the age group 25-34, 11% belong to the age group 35-44, 3.9% belong to the age group 45-54, 1.4% belong to the age group 55-64 and only 1% belong to the age group 65+ (Pokrop, 2023). on the other hand, 14.8% users of YouTube in Bangladesh belong to the age group under 18 years old where 15.5% belong to the age group 18-24, 21.3% belong to the age group 25-34, 17.5% belong to the age group 35-44, 12.5% belong to the age group 45-54, 9.2% belong to the age group 55-64 and 9.2% belong to the age group 65+ (Zote, 2024). Generally, students open a Facebook account for social interaction. However, they gradually started using Facebook for academic study and informal learning regularly or weekly (Madge, Wellens & Hooley, 2009). A Facebook messenger group, a salient feature of Facebook, gives space for the students where students can participate, communicate and interact with each

other. YouTube helps students to obtain foreign language efficiency by providing content and information, videos of commonly taught languages, culture-based videos, uploading student-created videos and collaborating on a language-based program or project.

Objective of the Study

The study's main objective is to examine the unique usage patterns of Social Networking Sites (SNSs) of students' academic studies and informal learning. With Facebook and YouTube being the most popular SNSs in Bangladesh, the study's specific objectives are as follows:

- a) To find out the usage patterns of different features of Facebook and YouTube among the university students.
- b) To explore Facebook and YouTube usage patterns in students' academic study and informal learning.
- c) To investigate the functions and activities students and teachers perform on Facebook and YouTube to obtain academic study and informal learning.

Hypothesis of the Study

The researchers will also test the hypothesis: *There is a relationship between social networking sites (Facebook and YouTube) and students' academic and informal education.*

Rationale of the Study

The research paper is the initial endeavor within the field of Sociology of Education, creating new ground in education sectors for students within the context of Social Networking Sites (SNSs) in Bangladesh. Many researchers have researched on Social media and education sectors. However, they have yet to conduct any research in this specific realm. The rationale of this study is designed by its potential to find out the usage patterns of Facebook and YouTube in students' academic study and informal learning. By focusing on functions and activities performed by students and teachers on Facebook features and YouTube channels, this research aims to find out crucial insights that can play significant roles in students' academic study and informal learning and apply the effectiveness of Facebook and YouTube to ensure the welfare of students' education especially the students of Bangladesh. This research work was designed before the emergence of COVID-19 in Bangladesh. The students of Bangladesh have already witnessed the significance/importance of social media to continue their academic study and informal learning during the Covid-19 pandemic. Even after the COVID-19 pandemic, Facebook and YouTube are still significant online platforms for students' academic studies and informal learning.

Theoretical framework

In order to conduct this study, several theoretical paradigms have been taken into account in connection with the fundamental concepts of social networking sites (Facebook & YouTube) and academic and informal studies of students. The researchers have investigated the Modernization Theory and the Social Learning Theory (SLT) because both theoretical paradigms are essential to the topic of concern.

Modernization is a process by which traditional societies are bound to become modern during their transition. Samuel Huntington viewed modernization as an evolutionary process that changes society in a revolutionary way (Roberts & Hite, 2000). A sociological version of modernization theory focuses on transitioning between two ideal types of societies (Larrain, 1989). In the era of centralized globalization, the media has been replaced by the broadcasting age with the interactive age. Broadcasting media such as radio and television was centralized, where one media distributed messages to many viewers, but the feedback was indirect, impersonal and late. However, with time, media users are starting to utilize social networking sites such as Facebook and YouTube in an interactive age, which are becoming more popular than broadcasting media because one individual can interact with many via this media, and they can also get instant feedback. So, this ongoing revolution is taking place because of social media (Manning, 2014).

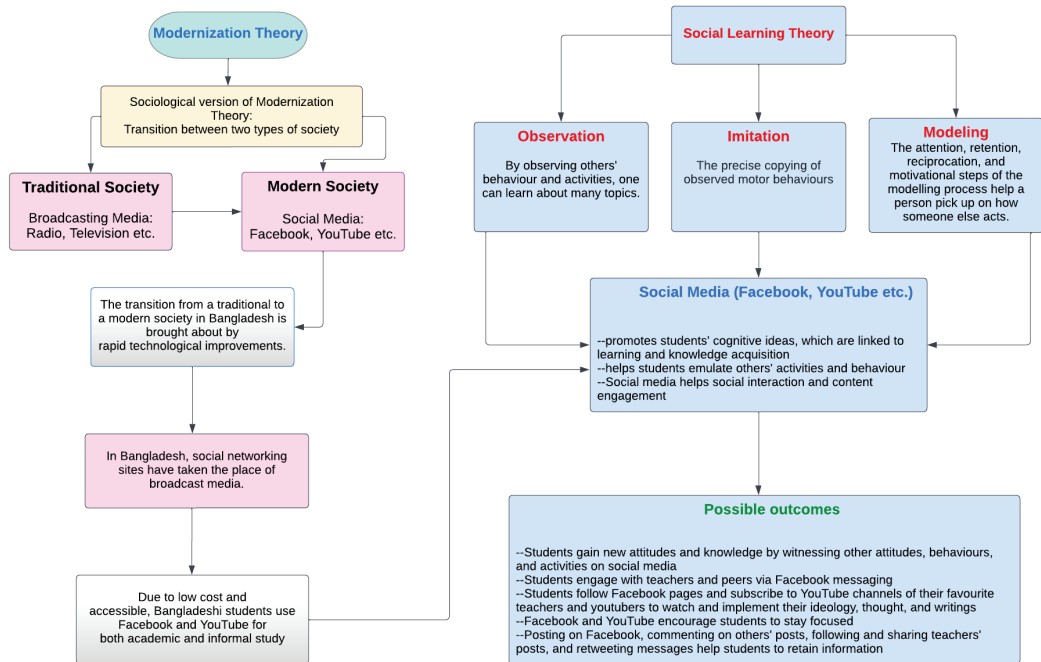
Albert Bandura, an eminent Canadian psychologist, is the father of Social Learning Theory. According to him, if positive and desired outcomes have occurred in the observational stage, imitation will occur in a person's behavior. Bandura mentioned that an individual could learn the behavior of someone else by following and considering; a) attention, b) retention, c) reciprocation, as well as d) motivational steps in the modeling process (Bandura, 1977). Social networking sites such as Facebook, YouTube, WhatsApp etc. have contributed to students' education sectors via observation, imitation, and modeling, which cover the objective of this research work. In the interactive age of social media, Social Learning Theory (SLT) is applicable to analyze students learning process as social media encourages students' achievement, attention, memory and motivation. Social media promote students' cognitive concepts associated with learning and knowledge acquisition (Young, 2008). Based on three crucial principles, authors have tried to find how students of University of Dhaka adopt new attitudes and knowledge by observing others' attitudes, behaviors and activities. Researchers of this study have also tried to uncover how students of University of Dhaka interact with their teachers, classmates and seniors for academic purposes via Facebook groups and messenger. In the age of social networking sites, via Facebook groups and YouTube channels, students follow their favourite teachers, senior students of their department, and numerous YouTubers who create and upload videos on informal education and academic course-related content on their YouTube channels. Facebook and YouTube allow students to follow and practice the ideology, thoughts and writings of their idol teachers, seniors and favourite YouTubers. So, researchers have focused

on how students observe their idol's behaviours and activities related to educational practices and try to reproduce those activities and behaviours that play significant roles in their academic study and informal learning.

Social media like Facebook and Twitter help to sustain attention. Students post comments, like and follow a post, read articles, and retweet a message very actively because focused attention is required on social media. Attention in social interaction helps to engage with the content (Casey & Wells, 2015). Social networking sites like Facebook and YouTube motivate students to sustain their attention and that of others. So, they post on their social networking profile, comment on another post, like, follow and share their teachers' posts, and retweet messages that help create and retain students' memory. Social media replaces the traditional classroom, which interacts with various groups of various roles in a low-risk environment. Interactions that Social Learning Theory prescribes are encouraged in the social media environment. Social media users offer higher self-efficacy about the experience because social tensions and anxieties are separated from digital interactions. This higher degree of self-efficacy may lead to higher engagement, which may increase students' learning (Deaton, 2015). Social networking sites have also replaced our country's traditional classroom, especially during the Covid 19 pandemic. During this pandemic, most countries worldwide, including Bangladesh, have given more emphasis on online education systems. Teachers are virtually taking their classes, and students are also being added to participate in their online classes with their teachers via different social networking platforms like Facebook Live and YouTube Channels. So students can continue their academic studies, and both teachers and students are saved from the risky environment of Covid 19 pandemic. Because of online classes, students can also share online class lecturers with their teachers and can analyze these class lecturers among them. By observing comments and questions of peer groups students can develop their understandings. Students can also provide feedback on their teachers' class lectures and course contents via Facebook Messenger and groups. So, usage of social networking sites, especially Facebook and YouTube, is increasing in students' daily educational activities.

Figure 1.

Theoretical Framework of the Paper (Bandura, 1977; Larrain, 1989 & Roberts & Hite, 2000).



Methodology of the study

From the research title, objectives and hypothesis, researchers have conducted mixed methods, where both quantitative and qualitative studies will be used to fulfill research objectives and test this study's hypothesis. As mixed method research provides a comparatively better understanding of research problems than quantitative or qualitative approach alone (Creswell, 2003), the quantitative part of this study will provide numerical data on students' usage patterns of Facebook and YouTube in their academic study and informal learning. On the other hand, the qualitative part of this study will provide various conceptions, perceptions and observations on the functions and activities performed by students and teachers on Facebook and YouTube to obtain academic study and informal learning.

This study was conducted at 18 residential halls of the University of Dhaka in 2020. As there are about 43000 current students at this university, it is very cumbersome to select respondents randomly from the total number of students. As a result, firstly, researchers took 13 residential rooms by applying simple random sampling from each female residential hall. Then they took one respondent from each room by applying the simple random sampling again. In the same way, researchers took five residential rooms from each male residential hall and one respondent from each room. In this way, researchers took a total of N=130 (male: 65 from 13 male

residential halls, female: 65 from 5 female residential halls) students from the 18 residential halls of the University of Dhaka to collect quantitative data through a survey questionnaire.

On the other hand, researchers also select 10 students from the University of Dhaka by applying simple random sampling to collect qualitative data through interview schedules. In conformity with this study's research title and objectives, one hundred thirty (130) structured self-administered surveys and ten (10) semi-structured interviews were conducted among the students of 18 residential halls of the University of Dhaka who use Facebook and YouTube. So, both in quantitative and qualitative approaches, the total sample size will be 140. Both male and female dormitories have been equally considered in this regard.

The secondary data from various relevant articles, books, newspapers and websites have been used in this study. For proceeding and analyzing data, a statistical tool, SPSS was used. The statistical test Chi-Square was applied in this study to find the association between social networking sites (Facebook and YouTube) and students' academic and informal education with the help of SPSS. Short answer questions have been coded and transferred to SPSS for analyzing quantitative data using descriptive statistics. From both univariate and bivariate cross-tabulation, researchers have developed tables of frequency and percentage distributions in order to analyze the data. For systematic analysis, researchers have transcribed the interviews recorded on ten cassettes. Firstly, researchers transcribed these interviews in the Bengali language and then into English. Researchers read and re-read the transcription and typed the main themes and ideas from those interviews based on this study's objective. They maintained the notes of each respondent and coded respondents as R01, R02.....R10. Ethical consideration is an essential part of any research. Thus, this study maintained an ethical standard such as consent, confidentiality, privacy and protection to the best of the research abilities.

Findings of the study

Demographic profile of the respondents

Researchers constructed Section A of the survey questionnaire to find the respondents' background information because this information is closely related to the variables of social media use.

Age and gender of the respondents

Almost half of the male and female respondents of the study population belong to the age group 20-22 years. Around 4.6% of female students whose age belong to the age group below 20 use Facebook and YouTube, whereas 8.5% of male students belong to the same age group. In total, 13.1% of students below 20 years use Facebook and YouTube. Almost 26.2% of female students belong to the age group 20-22, whereas 20.0% of male students belong to the same. Again 46.2% of students belong to the age group 20-22 years. At the same time, 40.7% of

students belonging to the age group above 22 years use Facebook and YouTube; male students constituted 21.5%, and female students made up 19.2%.

Level of education of the respondents

Education creates awareness among both men and women. Researchers have considered their respondents' three educational levels, e.g., undergraduate, graduate and post-graduate. The educational information of respondents of this study is shown in the following figure. Around 53.9% of students who belong to the undergraduate level use social media, whereas 20.8% of students who have completed their graduation use social media and 25.3% of students who have completed post-graduation use social media. So, it can be inferred that students of undergraduate use social media much more than graduate and post-graduate students.

Students access to digital devices and gender

People use Facebook and YouTube through different kinds of digital devices. Researchers have tried to find patterns of respondents' access to digital devices. Figure 2 shows the different kinds of digital devices the respondents of this study use.

Figure 2.

Access to Digital Devices of Respondents (Field Survey, 2020)

Figure 2 shows that all respondents of this study assert that they have at least one digital device, where 7.70% of male students and 1.50% of female students argue that they have a desktop computer, 30.80% of male students and 46.20% of female students have a laptop, 92.30% male students and 96.60% female students have a smartphone and 7.70% female students have a Tablet PC but no male respondents have a Tablet PC. This data shows that more female students use a laptop, smartphone and a Tablet PC than Desktop computers, whereas more male students use Desktop computers than female students.

Usage pattern of different features of Facebook and YouTube

A good number of respondents of this study states that because of modernization, people of all background have easy access to the internet in Bangladesh society. So usage of Social networking sites, especially Facebook and YouTube, is increasing day by day in our society. From this research work, researchers have found that almost every male and a female student has a Facebook account, and most University of Dhaka students log onto Facebook account regularly.

Table 1.

Usage patterns of different features of Facebook & YouTube

Usage Pattern		Male		Female		Total
		n (f)*	%	n (f)	%	
Usage of Facebook group	Yes	62	47.7%	59	45.4%	121 (93.1%)
	No	3	2.3%	6	4.6%	9 (6.9%)
	Total	65	50%	65	50%	130 (100%)
Goes to Facebook live	Yes	5	3.8%	1	0.8%	06 (4.6%)
	No	60	46.2%	64	49.2%	124 (95.4%)
	Total	65	50%	65	50.0%	130 (100%)
Usage of Facebook Messenger	Yes	56	43.1%	64	49.2%	120 (92.3%)
	No	9	6.9%	1	0.8%	10 (7.7%)
	Total	65	50%	65	50.0%	130 (100%)
Sharing information on Facebook wall	Yes	44	33.8%	48	36.9%	92 (70.7%)
	No	21	16.2%	17	13.1%	38 (29.3%)
	Total	65	50%	65	50.0%	130 (100%)
Usage of Personal Facebook Page	Yes	10	7.7%	9	6.9%	19 (14.6%)
	No	55	42.3%	56	43.1%	111 (85.4%)
	Total	65	50%	65	50%	130 (100%)
Follow others Facebook Page	Yes	51	39.2%	56	43.1%	107 (82.3%)
	No	14	10.8%	9	6.9%	23 (17.7%)
	Total	65	50%	65	50%	130 (100%)
Personal YouTube channel of the respondents	Yes	3	2.3%	1	0.8%	4 (3.1%)
	No	62	47.7%	64	49.2%	126(96.9%)
	Total	65	50%	65	50%	130 (100%)
Subscription of other people's YouTube channels	Yes	42	32.3%	46	35.4%	88 (67.7%)
	No	23	17.7%	19	14.6%	42 (32.3%)
	Total	65	50%	65	50%	130 (100%)

Note: * n (f) means frequencies; Source: Field Survey, 2020

'Facebook groups' are one of the essential features of Facebook. Quantitative data of this study shows that a total 93.1% of students are on some Facebook groups. Every student is familiar

with the Facebook group. Most of them are associated with multiple Facebook groups such as departmental Facebook groups, Facebook groups of bosom friends, regional Facebook groups, job information-related Facebook groups such as “BCS SPECIAL”, “BCS OUR GOAL”, “Carrier ADDA”, and some groups which share social awareness related post. A good number of respondents argue that features of Facebook live have become popular among a group of students but still now, it is less popular features of Facebook comparatively other features in Facebook among the students of University of Dhaka. For instance, a total of 4.6% of students of University of Dhaka go to Facebook live for different purposes. Facebook messenger and Facebook wall are two popular applications of Facebook. Researchers have also found that 92.3% of University of Dhaka students use Facebook messenger.

In contrast, 70.7% of University of Dhaka students use the Facebook wall to share different information. Most of the students use Facebook messenger to communicate with their classmates. They can exchange class notes and lectures via Facebook messenger because it provides opportunities for audio calls, video calls, and photo sharing. Some students share education-related issues on their Facebook walls as well ‘Facebook Pages’. It is another popular and used application of Facebook. From collected quantitative data, researchers found that 87.6% of students are familiar with the term ‘Facebook pages’. However, only 14.6% of respondents have their personal Facebook pages, whereas 82.3% of students follow the Facebook pages of others.

YouTube is the largest video-sharing site in the world. According to the respondents’ view of this study, YouTube is the most popular video-sharing site worldwide, including within Bangladesh. From this study, researchers found that only 4 (3.1%) out of 130 students of University of Dhaka have their personal YouTube channel where 88 (67.7%) students of University of Dhaka subscribe others YouTube Channels. The above table also shows that slightly more female students (35.4%) subscribe to numerous YouTube channels than male students (32.3%). This research also delineates that most students do not have personal YouTube channels. However, they subscribe to many YouTube channels, including channels that share academic and informal education-related videos.

Facebook and YouTube in academic study

Academic study is a formal learning program which includes specific courses and curriculum designed in a very structured way inside formal educational institutions; schools, colleges and universities etc. (Council of Europe, 2021). This study’s objective is to find the usage patterns of Facebook and YouTube in academic studies. The findings of table2 are grouped into two categories, ‘ Male’ and ‘female’, who agree or disagree with the following statements.

Table 2.

Usage Pattern of Facebook and Youtube in Academic Study

Usage Pattern n (f)*		Male		Female		Total
		%	n (f)*	%		
Usage of Facebook for academic studies	Yes	59	45.4%	61	46.9%	120 (92.3%)
	No	6	4.6%	4	3.1%	10 (7.7%)
	Total	65	50.0%	65	50.0%	130 (100%)
Usage patterns of Facebook for university studies per day	Hardly ever	7	5.8%	7	5.8%	14 (11.6%)
	less than 1 hour	35	29.3%	31	25.9%	66 (55.2%)
	1-2 hours	15	12.5%	19	15.8%	34 (28.3%)
	3-4 hours	1	0.8%	4	3.3%	05 (4.1%)
	5 hours or 5+	1	0.8%	0	0.0%	01 (0.8%)
	Total	59	49.2%	61	50.8%	120 (100%)
Usage of YouTube for university studies	Yes	34	26.2%	47	36.2%	81 (62.4%)
	No	31	23.8%	18	13.8%	49 (37.6%)
	Total	65	50.0%	65	50.0%	130 (100%)
Usage patterns of YouTube for university studies per day	Hardly ever	10	12.4%	13	16.0%	23 (28.4%)
	less than an hour	12	14.8%	15	18.5%	27 (33.3%)
	1-2 hours	12	14.8%	17	21.0%	29 (35.8)
	3-4 hours	0	0.0%	2	2.5%	02 (2.5%)
	Total	34	42.0%	47	58.0%	81 (100%)

Note: *n (f) means frequencies; Source: Field Survey, 2020

Usage Pattern of Facebook and YouTube: Academic perspective

Facebook and YouTube usage patterns in academic study vary from student to student. Table 2 shows that 120 out of 130 (92.3%) respondents agree to use Facebook for academic study, whereas 81 out of 130 (62.4%) respondents agree to use YouTube. This data delineates that respondents use Facebook more frequently than YouTube in academic studies. Per day, 61

female respondents out of 65 female respondents use Facebook for academic purposes, whereas 59 male respondents out of 65 use Facebook every day for academic study. On the other hand, 47 female respondents out of 65 use YouTube for Academic study, whereas 34 male respondents out of 65 use YouTube for academic purposes.

Facebook: As an academic learning tool

Students open a Facebook account for the purpose of social interaction. However, they gradually use Facebook for academic study on a regular or weekly basis (Madge, Wellens & Hooley, 2009). From both quantitative and qualitative data gathered from surveys and interviews, it is found that most students use Facebook more than YouTube for academic purposes. They use Facebook to collect updated information about their class schedule, share academic course-related information, and organize departmental programs. Also, teachers can upload and share academic course-related articles and books from national and international journals via the internet on their personal Facebook accounts and departmental groups. They can also share the links to their published books or articles on his/her Facebook timeline. So students can read and download their necessary articles and books based on their necessity which plays a significant role in their academic study.

Most of the students argue that in their academic study, they open session and batch-wise Facebook messenger groups such as “Department of Sociology 8th Batch, University of Dhaka”, “94th Batch, Mathematics, University of Dhaka”, as well as the Facebook messenger group of all students both present students and alumni of a department such as “Sociology Student Association, University of Dhaka.” These Facebook groups help students get their academic-related information and materials. One of the respondents of this study claims, *“Social media is a recognized platform for academic study. Students can exchange educational materials and can participate in group discussion through social media such as; Facebook Messenger group, Live on Facebook page etc.”* Students get updated information about their classes, assignments, exams, presentations, mid-term results, final semester results and other academic-related information via a Facebook group created by the students of every batch of a department. When students get any updated information from their department’s office, on the notice board and from their class teachers related to their academic study, they post it on their departmental batch or session-wise Facebook group. So, all students added to these Facebook groups get their academic-related update information. Another respondents of qualitative part of this study states *“When our course teachers give soft copies of any articles or books in the classroom, class representatives collect those soft copies and upload those articles and books on our departmental batch or session-wise Facebook Messenger groups. Every member of those groups can read and download from there, which is helpful for our academic study”*.

Sometimes students open some particular Facebook groups for only uploading a soft copy of their necessary books and articles. For Example, one respondent of this study stated that their

class representative opened a Facebook Group named “SoFT EDU” to upload Zip files of articles and books related to their courses. Junior students can also take help and advice about their academic study from senior students of their department by communicating and asking for help on the Facebook messenger group of their department. When someone needs books or articles, they ask for help on those Facebook groups and members respond. These Facebook groups have their alumni as members. So, students get soft copies of articles, books and other reading materials via those Facebook groups from their alumni.

YouTube channels: As academic learning tool

Most of the students in this study argue that besides Facebook, YouTube channels have also contributed to their academic studies. Students use YouTube for their academic study because they can watch academic-related tutorial videos on YouTube channels and can make short notes on their academic courses easily and quickly. For Example, ‘10 Minute School’ is an online education platform and virtual school created in 2015 by Ayman Sadiq. This virtual school covers the academic curricula from class one to the HSC level (The Daily Observer, 2016). Within September 2020, this virtual platform has produced and uploaded 19440+ video lessons on their YouTube channels “10-Minute School” and “Robi 10-Minute School: Class 1 to 12”. In 2022, Ayman Sadiq claims, *“On the academic vertical, we have recently introduced live classes. We used to take these live classes on Facebook and YouTube before mostly for free. We have approximately 30000 free videos on our platform, more than 1,00,000 quizzes and many notes and guides for students. We have currently 26 active live class batches for students from class 5 to class 12. We are currently covering Science, English, ICT, etc. That is one of the major projects that we have launched recently in the academic segments. We have completed more than 2500 live classes. Every day around 20,00,000 students take lessons on our website for free”* (Kader, 2022).

Like Ayman Sadiq, many social media users upload and share their live classes on different topics or subjects of academic study on their YouTube channels. It will help students to complete their academic study. Respondents of qualitative part of this study claims *“YouTube is the teacher of all teachers across the world. When one student faces problems at the time of academic study he/she takes the help of YouTube. It also provides the relevant issues based on students’ search topics. So, YouTube channels play significant impact on her academic education through providing academic related tutorial videos as well as subject wise information”*. In qualitative part of this study, most of the respondents argued that many YouTubers upload tutorial videos on university-level course content, such as; statistics, research methodology etc., on their YouTube Channels. Students can search on YouTube Channels for their course-related necessary information, and YouTube channels provide tutorial videos of the relevant issues based on their search topics.

Facebook and YouTube: Use for Informal Learning

The informal study is a learning program with no formal or academic curriculum and takes place outside schools, colleges and universities but sometimes within some organizational framework (Council of Europe, 2021). Researchers have constructed Section C of the questionnaire to find out the usage pattern of Facebook and YouTube in an informal study. The following table illustrates Facebook and YouTube usage patterns in an informal study.

Table 3.

Usage patterns of *Facebook and YouTube* in *Informal Study*

Usage patterns n (f)*		Male		Female		Total
		%	n (f)*	%		
Usage of Facebook in informal studies	Yes	43	33.1 %	55	42.3%	98 (75.4%)
	No	22	16.9%	10	7.7%	32 (24.6%)
	Total	65	50.0%	65	50.0%	130 (100%)
Usage patterns of Facebook in informal studies per day	Hardly ever	06	6.1%	10	10.2%	16 (16.3%)
	less than 1 hour	17	17.3%	24	24.6%	41 (41.9%)
	1-2 hours	18	18.4%	17	17.3%	35 (35.7%)
	3-4 hours	2	2.0%	4	4.1%	06 (6.1%)
	Total	43	43.8%	55	56.2%	98 (100%)
Usage of YouTube in informal studies	Yes	49	37.7 %	54	41.5%	103(79.2%)
	No	16	12.3%	11	8.5%	27 (20.8%)
	Total	65	50.0%	65	50.0%	130 (100%)
Usage patterns of YouTube in informal studies per day	Hardly ever	09	8.7%	11	10.7%	20 (19.4%)
	less than 1 hour	21	20.4%	18	17.5%	39 (37.9%)
	1-2 hours	16	15.5%	21	20.4%	37 (35.9%)
	3-4 hours	03	2.9%	04	3.9%	07 (6.8%)
	Total	49	47.5%	54	52.5%	103 (100%)
Note: * n (f) means frequencies; Source: Field Survey, 2020						

Usage Pattern of Facebook and YouTube in Informal Learning

Table 3 illustrates that 98 out of 130 (75.4%) respondents agree that they use Facebook for informal studies, whereas 103 out of 130 (79.2%) respondents agree that they use YouTube for the same. This data shows that respondents of this study use YouTube more frequently than

Facebook in terms of informal study. Per day, 43 male respondents out of 65 male respondents used Facebook for informal study with the selected options ‘Hardly ever’, ‘less than an hour’, ‘1-2 hours’ and ‘3-4 hours’, where 55 female respondents out of 65 use Facebook every day in informal studies with the same selected options. On the other hand, 49 female respondents out of 65 used YouTube in an informal study with the selected options of ‘Hardly ever,’ ‘less than an hour,’ ‘1-2 hours’ and ‘3-4 hours’, a day where 54 female respondents out of 65 use YouTube in informal studies with the same selected options. Table 3 shows that more female respondents use both Facebook and YouTube than male respondents in informal studies.

Facebook and YouTube: To learn foreign languages

Social Networking Sites (SNSs) help students engage in the target language. YouTube video clips help students entertain simultaneously; they assist students in obtaining linguistic knowledge and efficiency. As an informatory manner, YouTube videos can be used to motivate and inspire students for learning foreign language. For example; videos on “Foreign Language Study Benefits” inspire students to learn overseas language as well as videos such as, “Paris At Last-I Love Lucy”, “One Semester of Spanish-Love” song help students to apprehend their attention and highlights the comedic worth of both language learning and linguistic misunderstandings (Terantino, 2011). From the findings of interviews, it is found that Facebook and YouTube are the two major platforms for informal learning. Social networking sites, including Bangladesh, are becoming a big informal education platform worldwide. YouTube and Facebook help us to learn informal education at a low cost. Students can conduct Facebook and YouTube by using a Wi-Fi networking connection. Facebook and YouTube help students to learn different foreign languages. For example, most of this study’s respondents argue that video clips in different languages uploaded and shared on different Facebook groups, Facebook pages, and YouTube channels help them learn foreign languages. In this age of social networking sites, many students conduct Facebook and YouTube to complete different online courses on informal study such as listening, speaking, reading, and writing. The administrator of those courses takes classes via Facebook live or upload tutorial videos of those courses on their Facebook groups, personal Facebook pages and YouTube channels. For example, Munzereen Shahid, a student of University of Dhaka, has uploaded numerous tutorial videos on the course “Ghore Boshe Spoken English” on their YouTube channel “10 Minute School”, which are very helpful for the students to learn English by sitting at home.

Facebook and YouTube: To enrich students’ skills

Facebook and YouTube develop students’ communication skills and also help to learn how to speak English. When someone posts something on his/her Facebook wall or the Facebook page, as well as on any Facebook group, other users can read this post and give feedback on those posts in the comment box. So, when someone posts something on their Facebook wall or Facebook page, they become aware of their language, vocabulary and spelling, which leads

them to enrich their skills in those areas. For example, one respondent of qualitative part of this study states, *“social networking sites help me to develop the skill of language usage and also help me to avoid using regional language words at the time of conversation with others, which in turn help me to use standard language words when talking with someone”*. In daily life, at the time obtaining and practicing knowledge on different sectors such as; IT-related issues, e-commerce-related issues, health-related issues and different social and cultural issues, students face some troubles, and they take the help of social networking sites like Facebook page and YouTube. For Example; founder of 10 Minute School Ayman Sadiq claims that *“In non-academic, we cover all the skills development courses and recruitment exams. We had some 9-10 courses on different skills such as; case solving, presentations, PowerPoint, Photoshop, public speaking, CV writing, interviews etc.”* (Kader, 2022). So, people worldwide, including in Bangladesh, especially students, conduct Facebook and YouTube for informal learning.

Some students view e-commerce-related videos, which help them enrich their knowledge about online businesses. In contrast, some view software-related videos which develop information technology-related knowledge among the students, others view health-related tutorial videos to learn about the primary treatment of different physical problems and some view religious videos which help students learn and practice norms, rules, values and ethics. In the same way, students watch different tutorial videos on different sectors, enriching their informal knowledge of those sectors. For example, one respondent of qualitative part of this study claims, *“A YouTube channel titled “Five Minutes Crafts” helps me to learn how to clean the kitchen within a short time and also helps me to learn how to make different kinds of valuable things from different unusable or wastage things”*. Another respondent of the qualitative part of this study also stated that YouTube Channels upload and share cooking-related videos help them learn how to cook different kinds of food. So, YouTube play a significant role in informal learning more than academic studies because YouTube is an open platform where anyone can see any videos according to their necessity.

Relationship between Social Networking Sites and students’ learning

Karl Pearson, a renaissance scientist, first invented Chi-square to test the logic of hypotheses. Researchers use the Chi-square test to examine categorical data such as; male and female respondents. If researchers split the respondents into two categories, they can test data using the Chi-square test. They can also construct a 2*2 contingency table given calculating the Chi-square test (Singhal & Rana, 2015). Researchers of this study divide the respondents into male and female categories. The variables of Facebook, YouTube, academic study and informal study belong to categorical. So, the data are nominal. As a result, researchers have used a 2*2 contingency table given calculating the Chi-square test. The test tries to explore whether two variables are connected reciprocally (Singhal & Rana, 2015). Researchers of this study have tried to find out the statistical relationship between the variables of social networking sites

(Facebook and YouTube) and studies to test the hypothesis of this research work “There is a relationship between social networking sites (Facebook and YouTube) and students’ education both in academic and informal.”

P value is the level of significance. It varies from 0 to 1. If the P value is greater than the accepted significance level (i.e., $P > 0.05$), researchers have to accept the null hypothesis of their research. That means researchers determine that there is no relationship between dependent and independent variables (Singhal & Rana, 2015). So in this study, researchers have taken $p < 0.05$ to find out the significant relationship between social networking sites (Facebook and YouTube) and academic studies, as well as the relationship between social networking sites (Facebook and YouTube) and informal studies. Statistical information does not always prove all things. However, once researchers find a relationship between two variables, they can also apply other methods to explore the amount of relationship between them (Singhal & Rana, 2015). So, researchers have also tried to explore the relationship of social networking sites (Facebook and YouTube) with academic and informal studies by analyzing qualitative field data.

Table 4.

Association between Social networking Sites (Facebook and YouTube) and Study (Academic and Informal)

Variables of Facebook and YouTube	Academic Study				Informal Study			
	Male		Female		Male		Female	
	Chi-square value	P value	Chi-square value	P value	Chi-square value	P value	Chi-square value	P value
1. Log on to FB account	2.425	.297	15.651	.000*	2.978	.226	5.978	.050*
2. Familiarity with Facebook group	.320	.572	.433	.510	.000	.985	.008	.927
3. Familiar with Facebook page	.544	.461	.068	.795	.647	.421	.188	.664
4. Personal Facebook page	1.202	.273	.445	.505	.200	.855	.375	.540
5. Following Facebook page of others	3.169	.075	11.637	.001*	.647	.421	5.501	.019*
6. Goes to Facebook live	.551	.458	.067	.796	.092	.762	.185	.667
7. Usages of Facebook messenger	2.708	.100	.067	.796	.319	.572	.185	.667

8.Sharing information on Facebook wall	3.568	.059*	1.255	.263	4.760	.029*	1.173	.279
9.Personal YouTube channel	2.868	.090	2.652	.103	1.207	.311	.207	.649
10.Subscribing YouTube channel of others	2.478	.115	2.785	.095	4.041	.044*	.025	.876
Note: <i>*significant at $p < 0.05$</i>								

Table 4 illustrates that the relationship is significant for males when sharing information on Facebook. The male students who share information on their Facebook wall ($\chi^2=3.368$, $p=.059$) are associated with the academic study but not with female students. On the other hand, the relationship is also significant for female students in the case of logging on to the Facebook account and following the Facebook page of others, and for female students, logging into Facebook ($\chi^2=15.651$, $p=.000$) and following the Facebook page of others ($\chi^2=11.637$, $p=0.001$) are strongly associated with their academic study but not for the male. Thus the hypothesis of this study is accepted for these three items. However, there is no significant relationship in the other seven out of ten scores for male and female students. Thus, the null hypothesis is accepted for these seven items. All respondents of the qualitative part of this study state that there is a significant relationship between social media and academic studies of students because they collect updated information about class schedules via the Facebook group and download academic-related tutorial videos and videos of relevant issues based on their search topics via YouTube. Students can share and exchange academic education-related materials like articles and books by logging onto their Facebook accounts and departmental groups, which are open during academic sessions.

Table 4 also reveals that the relationship is significant for males in the case of sharing information on Facebook and subscribing to YouTube channels of others. The male students who share information on their Facebook wall ($\chi^2=4.760$, $p=.029$) and subscribe to the YouTube channels of others ($\chi^2=4.041$, $p=.044$) also have more informal study. On the other hand, the relationship is significant for female students in case of logging on to their Facebook accounts and following the Facebook pages of others. For female students who log into Facebook ($\chi^2=5.978$, $p=.050$) and follow the Facebook page ($\chi^2=5.501$, $p=0.19$) is associated with their informal study but not for male students. Thus the hypothesis of this study is accepted for these four items. However, there is no significant relationship between the other six scores out of ten scores. Thus, the null hypothesis is accepted for these six items in male and female cases. This study's qualitative data shows a relationship between social networking sites and informal studies. Because of using different variables of Facebook and YouTube, students can learn how to develop communication skills, cook, speak English, etc. Students can enrich their general knowledge in different fields by joining different Facebook groups, following different

Facebook pages that share different kinds of information and by viewing and subscribing to informative YouTube channels like “Five Minutes Craft,” “Robi Ten Minute School,” etc. They can also complete different online courses outside their academic study, enriching their informal knowledge in different areas.

Discussion of the study

Digital Bangladesh was a dream of the present Bangladeshi Prime Minister Sheikh Hasina. She declared the “Digital Bangladesh: Vision 2021” policy in 2009 to establish a resourceful and technologically advanced modern country within 2021. The present government of Bangladesh has tried to establish ICT-grounded modern nations where the internet, e-commerce, e-banking, e-governance, open-source software and acceptable power sources are available. The terminology of Digital Bangladesh mainly focuses on implementing advanced technology in education, health, business, job placement etc. Bangladesh’s government has already implemented various ICT programs with a proper roadmap under the strong leadership of Prime Minister Sheikh Hasina (Mazumder & Alharahsheh, 2020).

Because of technical revolutions and easy access to the internet and digital devices, Bangladesh has already become a ‘Digital Bangladesh’. The kids of Bangladesh are becoming digital kids. So, they are more used to conducting SNSs than broadcasting media like television and radio. Digital devices and internet access have already reached school, college and university students. They use social media, especially Facebook and YouTube, for academic studies and informal learning. That is why social media are replacing broadcasting media, which is the key point of the social version of modernization theory. In the social version of modernization theory, a transition will occur between two polar societal types. This study shows that broadcasting media (television, radio, etc.) are being replaced by social media (Facebook, YouTube, etc.) in modern society. Quantitative data of this study show that 130 students out of 130 are familiar with Facebook groups. Most of them are connected with multiple Facebook groups. Facebook Live is a less popular features of Facebook comparatively other features among the students. For instance, only 06 out of 130 students of the University of Dhaka go to Facebook Live for different purposes. Facebook Messenger is one of the most used features of Facebook. That is why 120 out of 130 students use Facebook Messenger to perform various activities, whereas 92 out of 130 students share information about various issues on their Facebook wall. Most respondents do not have a personal Facebook page, but most of them follow others’ Facebook pages. For instance, 19 students out of 130 use their personal Facebook Page, whereas 107 out of 130 follow others’ Facebook page. YouTube is the most popular and largest video-sharing site worldwide, including in Bangladesh. Besides Facebook, 130 students out of 130 log on to YouTube Channels. Most do not have Personal YouTube channels, but most subscribe to other people’s YouTube channels for various purposes. For Example, Only 4 respondents in this study have personal YouTube channels, and 88 students out of 130 subscribe to other people’s

YouTube channels.

Social networking sites such as Facebook, YouTube, WhatsApp etc., have contributed to students' education sectors by using three core elements of Social Learning Theory: a) observation, b) imitation and c) modeling. (Deaton, 2015). Students can learn both academic and informal issues from their surroundings, people like teachers, classmates, friends, seniors, favourite YouTubers, media persons, and content creators through observation, imitation and modeling of what they upload and share on different features of Facebook like the Facebook wall, Facebook Page, Facebook Live, Facebook messenger group and on YouTube channels. This study also shows that, per day, 120 out of 130 students of the University of Dhaka use different features of Facebook for their academic studies, whereas 81 out of 130 students use YouTube for their academic studies. Students can watch academic-related tutorial videos on YouTube channels. As YouTube Channels provide relevant issues based on students' search topics, students can make short notes on their academic courses easily and quickly. Sometimes students may miss their important classes because of their illness and emergency cases. They can cover up the gap created because of his absence in class by watching tutorial videos on YouTube channels about the contents taught in the class on that particular day. So, YouTube channels play a significant impact on her academic education through providing academic-related tutorial videos as well as subject-wise information.

On the other hand, students can communicate with their classmates and course teachers via Facebook messenger, by which they can discuss their academic course-related problems with each other and their course teachers and solve them. They can take updated information about their class schedule, assignment topics, presentation topics, exam dates and exam results via Facebook Messenger and Facebook groups. They can also download the soft copies of their academic course-related articles and books uploaded by their course teachers and classmates on their Facebook groups.

The dissemination of the COVID-19 pandemic has affected human health and educational activities. Most educational institutions worldwide, including Bangladesh, have postponed face-to-face educational activities. The government of Bangladesh had declared public holidays for all educational institutions from March 26, 2020. The government of Bangladesh has adopted different strategies to ensure and continue educational activities. As schools, colleges, and universities were closed, authorities concentrated on taking virtual classes, assignments, exams and other tasks through Zoom meetings, Facebook Live and YouTube channels. The government of Bangladesh emphasized online education because it is an alternative method to continue educational activities. Online class kept students safe and sound from possible health risk and infectious diseases. The Bangladesh government gave some instructions for teachers and students to carry on educational programs on social media. When the COVID-19 pandemic came under control, the Government and educational ministry of Bangladesh decided to open schools, colleges and universities from September 12 2021, with proper safety and precautions.

Although the percentage of infection and death has decreased in Bangladesh, the practice of online classes for academic (school, college, university) study and informal (online courses on listening, speaking, etc., university admission coaching, job coaching, etc.) learning are still working. Many university students of Bangladesh who are public/private job holders are appearing for their Master/Thesis/Field Workers/Viva-voce on social media by obtaining permission from legal authorities. They apply to legal authority to get the opportunity to appear at their viva voce on social media. Most of the time, they get permission from authorities to face viva voce. As a result, they become able to complete their Master's degree. Still, when teachers face crucial problems, they cannot attend their classes physically. At that time, they take their makeup classes on social media (e.g. Facebook Live, Facebook Messenger Group, Zoom meeting, BDren etc.) with the permission of legal authority. As a result, students can succeed in their academic studies. Still, teachers have uploaded soft copies of reading materials (e.g. books, articles, slides) on Facebook messenger group and their YouTube channels. Students can download and read their required documents from Facebook messenger groups and YouTube channels. So, social media are still significant in completing students' academic studies.

At the same time, this study has also found that students of the University of Dhaka use YouTube slightly more than Facebook for their informal study. Per day, 98 out of 130 students use Facebook in their informal learning, whereas 103 out of 130 students use YouTube in their informal learning. Nowadays, students use Facebook and YouTube to complete different online courses outside their academic curriculum, such as listening, speaking, reading, writing, etc. The administrator of those courses takes classes on those courses via Facebook Live or uploads tutorial videos or lecturer sheets of those courses on their Facebook groups and YouTube channels. The informal study area is large, and YouTube is an open-source platform. In terms of informal study, YouTube is the best social networking site for anyone to see any videos according to their necessity. People worldwide, including in Bangladesh, especially students, use YouTube for informal learning and can acquire knowledge on different areas outside their academic syllabus which enriches their knowledge. For example, individuals or instructional institutions create and upload videos on YouTube that provide cultural, linguistic, and information related to the target language. Such as, Senor Mara produced a series of videos to educate students of secondary level about the Spanish language. So, he uses hip-hop songs which conjugate Spanish verbs. As a result, it is necessary to see these videos if interested in learning a foreign language (Terantino, 2011).

Conclusion

This paper displays statistical and interpretative analyses of students' perceptions of Facebook and YouTube usage patterns in their education in academic and informal studies by tracking its relationship with social networking sites, Facebook and YouTube. From both quantitative (Pearson's Chi-square test) and qualitative analysis (Interviews), this study finds out a

significant statistical and interpretative relationship between students' education and different variables of social networking sites particularly variables of Facebook and YouTube. The Social version of Modernization Theory shows that telecast media (such as; Television, Radio etc.) are being replaced by social media (such as; Facebook, YouTube etc.) in this modern interaction era within technological advancement where Social Learning Theory (SLT) delineates that interaction via social networking sites like Facebook and YouTube paves the way for academic study and informal learning because people practice and learn new behaviors and attitudes and obtain new information to construct their new knowledge via social networking sites. Findings of this study show that most students regularly use Facebook rather than YouTube for their academic studies. This study shows that 120 out of 130 (92.3%) students of University of Dhaka use Facebook for their academic studies, whereas 81 out of 130 (62.4%) students use YouTube for their academic studies. This study finds that teachers take live classes on their Facebook page. They also upload and share the link to their class lectures and course content on their Facebook messenger groups. Students can also provide feedback on their teachers' live classes, class lectures and course contents on Facebook Live and Facebook messenger groups. Many YouTubers worldwide, including in Bangladesh, upload videos on different topics under different subjects of academic study on their YouTube channels like Scribbr, Khan Academy, 10 Minute School, Amader School, Technique Easy Education, etc. By taking notes through watching these videos, students can grasp the basic concepts of those topics. As a result, the percentage of Facebook and YouTube users in academic studies is increasing, and usage patterns are changing day by day. At the same time, this study has also found that students of University of Dhaka use YouTube slightly more than Facebook for their informal study. 98 out of 130 (75.4%) students use Facebook in their informal study, whereas 103 out of 130 (79.2%) students use YouTube in their informal study. Qualitative findings of this study show that students complete various informal learning courses on various issues like IELTS, SPSS, STAT, Microsoft Office Programme, etc., using different features of SNSs such as Facebook Live, Facebook Messenger groups, and Facebook Pages. Respondents of this study claim that YouTube is the teacher of all teachers. YouTube is the largest and most popular video-sharing platform worldwide, including in Bangladesh. Almost every university student of Bangladesh log into numerous YouTube Channels like 5-Minute Crafts, MS TV, 10 Minute School, Farjana Drawing Academy, SHAFIN'S, Technology Times BD etc., to get some insights on different informal learning issues like graphics design, videography, video editing, spoken English etc. When they need to gather knowledge of informal issues like software-related issues, health-related issues, cooking-related issues etc., they search YouTube channels. Students gather knowledge on their search topics by watching and downloading those videos. That is why they also subscribe to their preferred YouTube channels so that they can easily get new tutorial videos on their query issues. So, the usage patterns of Facebook and YouTube are increasing daily for informal learning among the students of Bangladesh.

Usage patterns of Facebook Messenger and YouTube in educational sectors have completely

changed in Bangladesh since the emergence of Corona Virus. Social networking sites have also replaced our country's traditional classroom, especially during the Covid-19 pandemic. Most countries worldwide, including Bangladesh, have emphasized online education systems during this pandemic. The percentages of social media usage in education have increased rapidly. Most of the school, college and university-going students have used and still conducting social networking sites to continue their formal and informal study. Different harmful infectious diseases/viruses like COVID-19 may emerge worldwide, including in Bangladesh. Social media will play a significant role in continuing students' academic and informal study during infectious diseases/virus emergence. The students of Bangladesh have already witnessed the significance/importance of social media in continuing their academic and informal studies during the COVID-19 pandemic. So, it is necessary to conduct more sociological research on the usage pattern of social networking sites in students' academic study and informal learning. Based on the field experiences of this study, the authors intend to recommend some in-depth work on this concept to find out the existing verity within social networking sites. This study also recommends analyzing the usage of other social networking sites like LinkedIn, WhatsApp, Friendster, Twitter, MySpace, Likee etc., in students' educational activities.

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