

## Assessment of Social Media Usage among Metropolitan Students in Khulna, Bangladesh

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### ABSTRACT

The goals of this study were to find out how many Bangladeshi students use social media, how students' use of social media affected their work in school, and how their behavior have been changed. Data were gathered using a Google form online poll with a structured questionnaire. The survey ran from January to the middle of March 2021. A total of 300 invitations were sent out randomly to respondents, and 220 of them filled out the forms. The results showed that most of the respondents' academic performance suffered because they spent too much time on social media. The length of time spent on social media was significantly linked to changes in academic performance. The problems that affect female students most are paying attention in class, controlling their anger, and eating habits. The problems that affect male students most are not getting enough sleep. More time spent on social media, especially late at night, was linked to problems like losing focus, losing their anger, and not getting enough sleep.

**Keywords:** Social media usage, Student performance, Bangladesh

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## Introduction

Social networking has become a widespread phenomenon that captivates tens of millions of individuals. As the use of social media makes communication mobile and efficient, the expansion of new media has ushered in a new era of complex communication. It is also emphasized that the number of children using social media is rapidly increasing. As of April 2023, there were 5.18 billion Internet consumers worldwide, representing 64.6% of the global population (Statista, 2023). There were 4.8 billion social media consumers, or 59.9 percent of the world's population. The team at Kepios predicts that there will be 4.8 billion social media users worldwide in April 2023, which is equivalent to 59.9 percent of the entire global population. The number of social media users has continued to grow over the past year, with 150 million new users joining since this time last year (Statista, 2023).

In January 2023, there were 66.94 million Internet users in Bangladesh. In January 2023, there were 44.7 million social media consumers in Bangladesh. Early in 2023, according to data published in Meta's advertising assets (Datareport, 2023), Facebook had 43.25 million users in Bangladesh. In addition to checking emails and reading the newspaper, people daily visit their social networking profiles (Habes et al., 2018; Mazman & Usluel, 2011). People use social media to participate in various online activities or to check what their online profile contains and what other people share. Social media technologies have created new avenues for interaction, collaboration, and education. Blogs, chat forums, and company-sponsored platforms exist typically to facilitate user interaction. In recent years, social media usage has significantly evolved. From communication to education, social networking websites are a vast medium. Social media facilitate communication, information, education, entertainment, and commerce. It is advantageous to interact with individuals all over the world. According to Guedes et al. (Guedes et al., 2016), social media facilitate instantaneous verbal exchange through monitoring and one-click access to others. They also facilitate virtual

meetings and communications with others. In addition, the usability and decency of social media have increased among the youthful generation. It is particularly desired in academic settings by both students and teachers in order to facilitate the learning process. In this regard, the diversity of social media users is rapidly expanding (Boahene et al., 2019).

Children spend time on social media, which impacts their academic performance (Deka, 2015). Students believed that social media had both positive and negative outcomes. However, influences generally depend on their application. (Badri et al., 2017). Gender Disparities Regarding the Effects of Social Media Use on Students, a project of an educational non-profit organization, initiates 323 educational overall performance of students. They convey fantastic influences on students' tutorial performance. Studies have confirmed the positive and negative effects of social media usage, pertaining to students' opinions and findings. Excessive specificity applies to both enormous and awful influences. Nevertheless, the optimistic use of social media to improve academic performance is inevitable.

According to studies conducted in China and Iraq, social media is used extensively as an excellent learning strategy. Students utilize social networking systems for project discussions, class schedule updates, and addressing academic concerns (Boateng & Amankwaa, 2016). Students should utilize social media as a vast learning resource. In reality, college students enjoy social media for a variety of reasons. Social networks give users the freedom to do what they want, upload what they prefer, and communicate with whomever they choose (Saha & Guha, 2019). They can make new friends and comment on posts through them. Social media has provided college students with a virtual space where they can create neighborhoods that may lead to conflicts in the real world. It provides them with the freedom to pursue their own interests with greater independence. A decade ago, it was not possible for younger individuals to generate a digital representation of their activities through such an unprompted

medium (Karadkar, 2015). People's increased use of social media prevented them from viewing television and listening to the radio (Shabir et al., 2014).

Now students are the largest user of social media which influences them to trade their day-by-day life, behaviors, neighborhood approaches, public lifestyles, and bodily events. It has become a significant task for society to address this issue, and Griffith et al. (2014) recommend that all members of society pay more attention to this substance. The primary goal of this study is to investigate the impact of excessive social media usage on the personal and social lives of adolescents. The identification of this inquiry is anticipated to enhance consciousness among university students who have the ability to utilize social media platforms. Hence, the principal objective of this inquiry is to ascertain the effects of excessive utilization of social media among secondary school students.

## Objectives of the Study

1. To determine what kind of social media use students have.
2. To find out how different social factors affect changes in students' behavior and how well they do in school, as well as the kinds of changes that happen.

## Literature Review

Khurana (2015) did a study in the Delhi region with 100 people. Of those people, 55.4% were between the ages of 15 and 25 and said they used social networking sites. Most of those people in that age group said they used these sites to have fun. Comparing users by gender, there are more male users than female users, and male users usually get information that they can use. It is mostly about how most young people use these sites because their friends do, and because their friends have been using and viewing these sites. This also shows how well kids do in school when they use social networking sites. Most of the people who use these sites for fun are students with a 3.0 to 3.5 GPA on tests.

According to Ogedegbe et al. (2012), 122 college students took part in a study about Facebook and Academic Performance in Nigerian Institutions. They looked into six theories to find out how Facebook affected students' grades at certain universities. The study looked into the idea that kids will do worse in school if they spend more time on Facebook. Olubiya (2012) says that the dispute comes from the fact that Nigerian teens are addicted to social media. He said that students waste their time by chatting about nothing and doing other bad things. Because students are so interested in social networks, they are online for about 24 hours a day. It has been seen that some students ping, go, or Facebook while classes are going on, even in classrooms and lecture halls. Because of this, useful time is lost that could be spent on academic study and other helpful networking activities.

Jacobsen and Forste (2011) say that college students are very interested in social media. For this study, social media sites like Facebook, YouTube, Blogs, Twitter, MySpace, and LinkedIn were taken into account (Martin, 2008). A Nielsen Media Research study from June 2010 found that college students spend almost 25% of their time on the Internet on social networking sites. The study gave a detailed look at how college students use social networks and emphasized that these sites can have both good and bad effects. Facebook, YouTube, and Twitter are the social networks that college students use the most. Also, Facebook says it has 500 million daily users, with 50 million of them logging in every day. Another thing is that an online Ph.D. poll found that students learn for about 100 minutes every day.

A lot of research, like Choney's (2010) studies on how students use social networking sites, has found that it hurts their academic success. Miguel looked into the link between how well students did in school and how much time they spent on Facebook in 2009. The data show that "more time on Facebook equals somewhat worse grades" in general. His study showed that the average GPA for Facebook users was 3.0 to 3.5, while the average GPA for people who didn't use Facebook was 3.5 to 4.0. Also, the average Facebook user studies for 1 to 5 hours a week,

while the average non-Facebook user studies for 11 to 15 hours a week.

Enriquez (2010) says that students who use social networking sites and do their homework at the same time are 20% less likely to get good grades than students who do not use social networking sites. He says that even using a social media site in the background on a student's computer while they are learning or doing homework can hurt their GPA. When he thinks about how much time people spend on Facebook and how that affects their schoolwork, he says, "The problem is that most people have Facebook or other social networking sites, their emails, and maybe even instant messaging open all the time while they are working." He thinks that "a user of Facebook has an average GPA of 3.06, while non-users have an average GPA of 3.82." This is based on how much time people spend on Facebook and how that affects their schoolwork.

A study by Jha et al. (2016) looked at how health science students at a private medical college in Nepal used Facebook and how that affected their lives. He found that 98.2% of the people who took part used Facebook. 32% of Facebook users said they used it to stay in touch with family and friends. Only 5% said they used it for schoolwork. Two-thirds of Facebook users said that the site made it harder for them to study. Burning eyes (21%), trouble sleeping (19%), and headaches (16%) were the most common health problems that Facebook users said they had. Englander et al. (2010) did a study and found that social media is linked to poor academic success in students and that the problems are greater than the benefits. Because of addiction, more people are using the internet now than in the past.

A study by Karpinski and Duberstein (2009) at Ohio Dominican University found that college students who use social networks have much lower grade point averages (GPAs) than those who don't. They also said that Facebook is still a big source of entertainment for this generation, even though each generation has its own unique hobbies. In their study from 2009, Pempek et al. found that the amount of time people spent on social networking sites every day varied a lot. But looking at the data

showed that most of the people who took part spent about thirty minutes a day socializing, mostly in the nights from 9 p.m. to 12 a.m. They used Facebook for 47 minutes a day, on average. There are more than fifty college students who use social networking sites every day. Younger students used Facebook more often than older students to stay in touch with friends from high school or their hometown.

### **Uses and Gratification Theory**

The theory of uses and gratification examines how people react to and process information from the media. It demonstrates how people use the media to satisfy their own wants and needs. In other words, rather than arguing for or against what media does to people, this theory focuses on what individuals do with media. In addition, the idea that the audience is uninvolved runs counter to the Magic Bullet notion. This theory takes into account the viewpoint of the target audience. Teenagers look to social media even when communicating with one another, interpersonally, for discussion topics. They can learn about things beyond the range of their vision by reading about them on social media.

### **Media Dependency Theory**

The dependency theory was first put forward in 1976 by Sandra Ball-Rokeach and Melvin DeFleur. The theory is a mix of different points of view, such as psychoanalysis and social system theory, a systematic and a casual method, and basic ideas from the Uses and Gratification theory, with less emphasis on effects. The theory says that the media, the people who watch them, and the larger social system are all connected. People can only learn so much from real life, so they can use media to get more knowledge to meet their needs. This study finds that teenagers become dependent on media when they use it a lot. Social Media can also use its power to build a dependent relationship with teenagers that helps them reach their goals.

## Methodology

The researchers have purposefully chosen a sample of 30 educational institutions, including schools and colleges, located within six metropolitan Thanas (Khulna Sadar, Sonadanga, Daulatpur, Khalispur, and Harintana) in the Khulna city region, Bangladesh. This selection has been made in order to conduct the study in a specific field. This study selected students across several grade levels (ranging from nine to twelve) who utilized social media platforms, as the primary units of analysis. The responses have been selected using the snowball sampling approach. This work has utilized quantitative methodology. Data from students were collected using the survey method. The researchers devised a close-ended questionnaire in order to administer the survey. The efficacy of this instrument was assessed by conducting pre-testing on a sample of 10 to 20 students from various educational institutions. Following the completion of the survey questionnaire, the researchers, accompanied by a team of five research assistants, commenced data collection from January to mid-March of 2021.

To ensure the accuracy and confidentiality of the data, primary datasets were utilized in this study, and respondents did not receive any monetary compensation. Anonymity was also ensured to protect the data's integrity. In addition, it was stated that respondents could be disqualified from the

survey at any time without explanation. In addition, the respondents assent to the publication of the interpreted results of this study, despite the fact that their identifying information will not be included.

## Statistical Analyses

The data were analyzed using both descriptive and inferential statistics. The variables were analyzed by calculating frequencies and percentages. The researchers established the significance level at .05. This study aimed to assess the statistical significance of the association between categorical variables across many groups. To achieve this, the chi-square test, a nonparametric method commonly employed in qualitative data analysis, was utilized.

## Findings

### Nature of Social Media Usage among the Teenagers

This study demonstrates that students in grades eleven and twelve were more active than those in grades nine and ten. Facebook is the most popular social media platform among pupils in grade eleven (45.6 percent). About 1-3 hours is the optimal duration for social media use. After 12 p.m., all adolescent students used it. It is an intriguing discovery that people of all types use social media while eating or traveling (see Table 1).

Table 1 Cross-tabulation between the Nature of Students' Social Media Usage and their Class

Variables	Grade			
	Nine (%)	Ten (%)	Eleven (%)	Twelve (%)
<b>Active in social media</b>				
Yes	15(10.1)	23(15.5)	57(38.5)	53(35.8)
No	27(17.8)	25(16.4)	83(54.6)	17(11.2)
<b>Mostly used social media</b>				
Facebook	15( 9.5)	28(17.7)	72(45.6)	43(27.2)
Messenger	19(27.9)	14(20.6)	22(32.4)	13(19.1)
YouTube	7(16.3)	5(11.6)	25(58.1)	6(14.0)
WhatsApp	-	-	5(100)	-
Others	1( 3.8)	1( 3.8)	16(61.5)	8(30.8)
<b>Duration of using social media</b>				
≤1 hour	6(11.8)	2( 3.9)	38(74.5)	5( 9.8)
1-2 hours	17(18.9)	17(18.9)	40(44.4)	16(17.8)
2-3 hours	16(15.1)	20(18.9)	38(35.8)	32(30.2)
≥3 hours	3( 5.7)	9(17.0)	24(45.3)	17(32.1)
<b>Time of using social media</b>				
Morning	1(11.1)	3(33.3)	4(44.4)	1(11.1)
Noon	6(14.0)	1( 2.3)	22(51.2)	14(32.6)
Evening	8(22.9)	3( 8.6)	18(51.4)	6(17.1)
Night	27(12.7)	41(19.2)	96(45.1)	49(23.0)
<b>Using social media after 12p.m.</b>				
Yes	36(14.4)	41(16.4)	114(45.6)	59(23.6)
No	6(12.0)	7(14.0)	26(52.0)	11(22.0)
<b>Duration of chatting with friends</b>				
≤30min	8(13.6)	3( 5.1)	38(64.4)	10(16.9)
1-2 Hour	21(17.6)	22(18.5)	56(47.1)	20(16.8)
2-3 Hour	9( 9.2)	18(18.4)	38(38.8)	33(33.7)
≥3 hours	4(17.4)	5(21.7)	7(30.4)	7(30.4)
<b>Using social media while eating or travelling</b>				
Yes	40(15.6)	46(18.0)	113(44.1)	57(22.3)
No	2( 4.5)	2( 4.5)	27(61.4)	13(29.5)

### Impact on the Academic Result

Table 2 shows that the academic performance of 87.9% of female students and 96.7% of grade nine students was negatively impacted by their use of social media. There is a statistically significant correlation between the duration of social media use and students' academic achievement ( $p < .001$ ), with 94.3

percent of students who had used social media for at least three hours per day being adversely affected. 90.8 percent of students who used social media after 12 p.m. and conversed with peers for two to three hours per day were severely stuck. Their academic performance was correlated with their use of social media after noon ( $p < .001$ ).

Table 2 Assessment of Students' Academic Achievement with their Nature of Social Media Usages

Variables	Bad Impact on the Academic Result		$X^2_{(df)}$	$p$	Fisher's Exact Test or Cramer's V
	Yes (%)	No (%)			
<b>Sex of the respondents</b>					
Male	139(87.4)	20(12.6)	.019 <sub>1</sub>	.891	1.00
Female	124(87.9)	17(12.1)			
<b>Grade of the respondents</b>					
9	41(97.6)	1( 2.4)	5.575 <sub>3</sub>	.134	.136
10	41(85.4)	7(14.6)			
11	123(87.9)	17(12.1)			
12	58(82.9)	12(17.1)			
<b>Duration of using social media</b>					
≤1 hour	35(68.6)	16(31.4)	21.384 <sub>3</sub>	.000*	.267
1-2 hours	83(92.2)	7( 7.8)			
2-3 hours	95(89.6)	11(10.4)			
≥3 hours	50(94.3)	3( 5.7)			
<b>Duration of chatting with friends</b>					
≤1 hour	46(78.0)	13(22.0)	7.440 <sub>3</sub>	.059	.157
1-2 hours	106(88.3)	14(11.7)			
2-3 hours	89(90.8)	9( 9.2)			
≥3 hours	22(95.7)	1( 4.3)			
<b>Using social media after 12 p.m.</b>					
Yes	227(90.8)	23( 9.2)	13.620 <sub>1</sub>	.000*	.001
No	36(72.0)	14(28.0)			

### Changes in Academic Result

Table 3 demonstrates that there is no correlation between the genders and classes of the students and the mode of change in their academic performance ( $p > .05$ ). The length of time a student spent on social media was significantly associated with their

academic performance decline ( $p < .05$ ). The correlation between time spent using social media and time spent chatting with peers was not statistically significant ( $p > .05$ ). Changes in academic performance were also observed in students who used social media after noon ( $p = .04$ ).

Table 3 Assessment of the Changes (degraded) in Students' Academic Achievement

Variables	Mode of Changes (degraded) of Academic Result			$X^2_{df}$	$p$	Cramer's V
	High	Low	Medium			
<b>Sex of the respondents</b>						
Male	49(35.3)	49(35.3)	41(29.5)	3.880 <sub>2</sub>	.144	.121
Female	33(26.6)	41(33.1)	50(40.3)			
<b>Grade of the respondents</b>						
9	11(26.8)	14(34.1)	16(39.0)	6.864 <sub>6</sub>	.334	.114
10	11(26.8)	11(26.8)	19(46.3)			
11	38(30.9)	42(34.1)	43(35.0)			
12	22(37.9)	23(39.7)	13(22.4)			
<b>Duration of using social media</b>						
≤1 hour	15(42.9)	6(17.1)	14(40.0)	17.499 <sub>6</sub>	.008*	.182
1-2 hours	28(33.7)	20(24.1)	35(42.2)			
2-3 hours	22(23.2)	42(44.2)	31(32.6)			
≥3 hours	17(34.0)	22(44.0)	11(22.0)			
<b>Time of using social media</b>						
Morning	1(11.1)	2(22.2)	6(66.7)	9.583 <sub>6</sub>	.143	.135
Noon	13(39.4)	11(33.3)	9(27.3)			
Evening	8(25.0)	8(25.0)	16(50.0)			
Night	60(31.7)	69(36.5)	60(31.7)			
<b>Duration of chatting with friends</b>						
≤1 hour	14(30.4)	14(30.4)	18(39.1)	6.771 <sub>6</sub>	.343	.113
1-2 hours	35(33.0)	30(28.3)	41(38.7)			
2-3 hours	29(32.6)	36(40.4)	24(27.0)			
≥3 hours	4(18.2)	10(45.5)	8(36.4)			
<b>Using social media after 12 p.m.</b>						
Yes	70(30.8)	84(37.0)	73(32.2)	6.676 <sub>2</sub>	.036*	.159
No	12(33.3)	6(16.7)	18(50.0)			

### Changes in Behavior due to Social Media Usage

Initially, 18.8 percent of female students were inattentive in class, 27.4 percent had uncontrolled temper, and 18.8 percent had altered their eating habits (see Table 4). However, 48.3 percent of male

students suffered from inadequate sleep. Among the classes, 29.3 percent of students from class ten were inattentive in the class, 31.7 percent had uncontrolled temper, 22.6 percent had altered their food habit and 56.4 percent had insufficient sleep due to social media usages. Class had a significant

correlation with the students' behavioral changes ( $p < .05$ ). Students' behavioral changes were also substantially associated with their duration of social media use ( $p < .05$ ). Next, 63.3 percent of those who used social media for more than three hours per day suffered from insufficient sleep. Those who chatted with friends for three hours were found to be inattentive in class (18.2%) and to have an out-of-control temper

(40.9%), whereas those who chatted with friends for two to three hours had a problem with insufficient sleep (45.5%). 17.5 percent of students who used social media after 12 p.m. were inattentive in class, and 44.3% of these students had sleep problems. Students who did not use social media after noon exhibited uncontrolled anger (31,3%) and dietary modifications (25%).

Table 4 Assessment of Students' Behavior with their Nature of Social Media Usage

Variables	Students' Behavior due to Social Media Usage				$X^2_{df}$	$p$	Cramer's V
	Inattentive in class	Uncontrolled Temper	Changes in food habit	Insufficient sleep			
<b>Sex of the respondent</b>							
Male	23(16.1)	29(20.3)	22(15.4)	69(48.3)	4.744 <sub>3</sub>	.191	.135
Female	22(18.8)	32(27.4)	22(18.8)	41(35)			
<b>Grade of the respondents</b>							
9	7(17.5)	11(27.5)	9(22.5)	13(32.5)	22.050 <sub>9</sub>	.009*	.168
10	12(29.3)	13(31.7)	5(12.2)	11(26.8)			
11	15(12.8)	20(17.1)	16(13.7)	66(56.4)			
12	11(17.7)	17(27.4)	14(22.6)	20(32.3)			
<b>Duration of using social media (hours)</b>							
≤1	2(5.9)	11(32.4)	4(11.8)	17(50.0)	25.412 <sub>9</sub>	.003*	.180
1-2	15(18.5)	18(22.2)	19(23.5)	29(35.8)			
2-3	17(17.7)	26(27.1)	20(20.8)	33(34.4)			
≥3	11(22.4)	6(12.2)	1(2.0)	31(63.3)			
<b>Duration of chatting with friends (hours)</b>							
≤1	8(17.8)	11(24.4)	9(20.0)	17(37.8)	5.572 <sub>9</sub>	.782	.085
1-2	18(18.2)	21(21.2)	17(17.2)	43(43.4)			
2-3	15(16.0)	20(21.3)	16(17.0)	43(45.7)			
≥3	4(18.2)	9(40.9)	2(9.1)	7(31.8)			
<b>Using social media after 12 p.m.</b>							
Yes	40(17.5)	51(22.4)	36(15.8)	101(44.3)	4.145 <sub>3</sub>	.246	.126
No	5(15.6)	10(31.3)	8(25.0)	9(28.1)			

## Discussion

In this study, we showed that students' use of social media has a bad effect on their academic performance, how they change, and how they act because of it. This study found that students talked to their friends on social media for three hours or more, even after 12 o'clock in the afternoon. They spend an average of more than four hours a day on social networking sites, both at home and in dorms (Kolhar et al., 2021; Uddin et al., 2022). But they do not spend much time learning; instead, they talk, watch films, shop and play games (Abbas et al., 2019; Khurana, 2015). These events take students' attention away from their schoolwork, which lowers their grades (Kolhar et al., 2021). The academic success of ninth-grade girls was significantly lower than that of boys and students of other classes. These results were similar to those found by Alnjadat et al. (2019). From their point of view, using social media had a bigger effect on girls' schoolwork than on boys', even though boys were more hooked on social networks.

It was found that students' academic performance was worse the longer they used social media. Oueder and Abousaber (2018) came to the same conclusion: the amount of time spent on social media sites affects how well students do in school. People who spend a lot of time on social media become less active and less idle, which can make them more likely to get noncommunicable diseases like diabetes, obesity, and high blood pressure (Melkevik et al., 2015; Zou et al., 2019). People who use social media too much should think about how they use it (Oueder & Abousaber, 2018). Even though the extra hour of chatting with friends did not affect their grades, using social media late at night did. Most of the students spent a total of six hours on social media. However, many people do not think that spending a lot of time on their phone is a bad habit. Long-term use of social media can hurt your mental health, and young people are most likely to be affected (Kolhar et al., 2021).

The genders and classes of the students did not follow the same pattern of changes in how well they did in school. The length of time a student spent on social media was linked to worse academic

performance. Students do worse in school when they spend too much time on social media and use it too much (Uddin et al., 2022). Late-night Facebook users were also found to have changes in how well they did in school. Previous research has shown that too much time spent on social media at night can make it hard to sleep, which can make it hard to focus in class the next day (Kolhar et al., 2021). Also, using social media all the time can change how you perceive things because too much stimulation can make it hard to learn and remember things (Rotondi et al., 2017).

The current study found that female students are more affected by problems with focusing in class, controlling their anger, and their eating habits, while male students were more affected by problems with not getting enough sleep. Ali et al. (2021) found clear differences between how teenage boys and girls use social media. Boys mostly use social media to talk to each other and connect, while girls mostly use social networking sites to learn. Additionally, students in the tenth grade were not paying attention and losing control of their tempers because they were using social media, changing their eating habits, and not getting enough sleep. This was caused by going to school for more years. Again, problems with not getting enough sleep and not being able to pay attention were linked to using social media for longer periods of time. Students were less focused and more likely to lose their anger when they talked to their friends for longer periods of time. Students who used social media late at night were more likely to be disorganized and not get enough sleep. In his study from 2021, Patel found that there was a link between the quality of sleep and using social media. Sleep problems are also linked to a higher chance of metabolic problems like diabetes, obesity, and high blood pressure (Hanson & Huecker, 2019; Levenson et al., 2016).

## Limitations of the Study

The study design was primarily a quantitative approach. It would strengthen the study if quantitative and qualitative data collection methods were used to assess the negative impact of academic performance, social media usage, attitude, and practice

regarding time and output. In addition, there was no mention of a specific population in the methodology for determining the exact value of academic performance. Therefore, there is room for additional research to determine the relationship between social media and academic performance for specific age, gender, and participant numbers.

## Conclusion

Students use Facebook to communicate with each other because, in today's world, rapid messaging is very important. More people are getting smartphones, tablets, wearable tech, and other mobile devices. This makes it easier for people to share information on social networks, which could hurt their online popularity. Students also read the news and have ideas about what's going on in the world. You can figure out how students are feeling by looking at the posts they make on social media. Because of this, they are always adding new information to their database and can see what is popular and act

on it. They have fun on Facebook by sharing songs and keeping up with friends who like the same things they do.

It is a good sign that students know what kind of behavior is not okay on Facebook. One could say they are sure of themselves because their personal picture only shows them, and they have said that positive comments make them feel better about themselves. People who take part know how to change their privacy settings, care about their privacy, and do not share publicly to get more likes. Also, negative comments don't worry them, which suggests that comments made online don't have any direct effect on them. They don't change their personal picture to get more attention, and sharing trailers or updating their own videos are not popular video-related things to do. Also, people do not usually use Facebook to find hot spots. Last but not least, this study opens the door for more research that will compare gender, college rank, race, and length of use to find out more about how different groups of people use and like social media networks.

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