



# Impact of Facebook on Students' Academic Performance at Secondary Education: A Study on Dhaka City

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**Abstract:** This study emphasizes the importance of finding a balance between utilizing Facebook for educational purposes and mitigating its negative effects on academic achievement. The research addresses the connection between excessive social media use, particularly on Facebook, and mental health issues, contributing to the expanding body of literature on this subject. The significance of the research lies in its investigation into the potential ramifications of Facebook usage on academic performance, particularly in the context of Dhaka City. The study aims to provide insights into how Facebook use may influence academic achievements, considering the unique cultural and geographical factors of the region. The objectives of the study include understanding the frequency and purposes of Facebook use, investigating the correlation between Facebook usage and academic performance, analyzing the impact of excessive time spent on Facebook on time management and academic challenges, exploring the types of content students engage with on Facebook, and identifying positive aspects of Facebook usage that may enhance academic performance. The research methodology adopts an interpretivist ontological and epistemological perspective. Data was collected from 100 secondary-level students in Dhaka city through a questionnaire. The analysis and discussion section present findings on students' profiles, Facebook usage for academic purposes, its impact on mental health, study material sharing, cyberbullying, and time management challenges. The study finds a mixed perception among students regarding the positive and negative aspects of Facebook use on academic performance. The findings underscore the need for digital literacy programs, awareness campaigns on mental health, and collaboration between schools and parents to create a safe online environment. Recommendations also include promoting a balanced approach to social media usage and integrating workshops on time management and digital well-being into educational programs.

**Keywords:** Facebook, Academic Achievement, Secondary Level, Cyberbullying, Mental Health.

## I. INTRODUCTION

The impact of Facebook on the academic performance of students at the secondary education level has been the subject of extensive debate and research. On one hand, Facebook offers a platform for social interaction and the sharing of information, allowing students to connect with their peers and access a wide range of educational resources. However, the potential distractions and time-consuming nature of the platform can have negative consequences on academic performance. Students may find themselves allocating excessive amounts of time to Facebook, resulting in a reduction in study time and a lack of focus on academic tasks. Furthermore, the constant notifications and updates may contribute to a decrease in concentration during class hours. It is imperative for educators, parents, and students themselves to find a balance between utilizing Facebook for educational purposes and mitigating its detrimental effects on academic performance. Educational institutions and policymakers must promote digital literacy and responsible technology usage to ensure that students can harness the advantages of social media without compromising their academic success. Particularly in the younger generation of users, Facebook addiction can result in social isolation, despair, and other mental health problems (Mir Mohammad Azad et al., 2023). From 6 p.m. to 6 a.m., the majority of students use social media for more than four hours every day (Uddin et al., 2022). Students' attention was drawn to social media by activities including sharing, playing video games, watching videos, and surfing the internet, which had an impact on their academic performance (Goet, 2022). The study's novelty lies in its comprehensive approach, which considers both the advantageous and disadvantageous aspects of students' use of Facebook. It recognizes the potential benefits of the platform for social interaction and access to educational resources, while also acknowledging the potential drawbacks, such as distractions, time consumption, and a decrease in study focus.

The study goes further by emphasizing the importance of striking a balance between utilizing Facebook for educational purposes and mitigating its negative effects on academic achievement of the secondary education level in Dhaka city. It suggests that educators, parents, and students themselves all have a vital role to play in promoting responsible technology usage and digital literacy. Moreover, the study incorporates recent findings, including statistics on students' patterns of social media usage, which highlight the prevalence of prolonged social media usage during specific hours and its potential impact on academic performance. It also draws attention to the connection between excessive social media use, particularly on Facebook, and mental health issues, thereby contributing to the expanding body of literature that effect the performance of students in the secondar level of Dhaka city of Bangladesh.

## II. SIGNIFICANCE

The significance of the research entitled, "Impact of Facebook on Students Academic Performance at Secondary Education: A Study on Dhaka City," resides in its investigation into the potential ramifications of Facebook usage on the academic performance of secondary school students in Dhaka City. This research is of utmost importance in our current digital era, where social media platforms such as Facebook have become integral facets of students' lives. Grasping how Facebook usage may influence academic performance is imperative for educators, parents, and policymakers alike. Social media can serve as a valuable tool for communication and information sharing; however, it also possesses the capacity to serve as a distraction, thereby affecting students' concentration and study habits. The findings derived from this research possess the potential to offer insights into the specific manners by which Facebook usage impacts students' academic accomplishments. Moreover, the study's focus on Dhaka City adds contextual significance, as the influence of social media on education may vary across diverse geographical and cultural contexts. The research could potentially unveil patterns specific to the region and shed light on factors that may influence students' engagement with Facebook and its subsequent effects on their academic performance. The outcomes of this study could have practical implications for educational institutions as they endeavor to develop informed strategies that balance the positive aspects of social media usage with potential negative consequences. Additionally, it may serve as a guide for parents seeking to establish healthy technological habits for their children, fostering an environment conducive to academic success. In sum, the research title underscores the importance of comprehending the intricate relationship between Facebook usage and academic performance in order to enhance the overall educational experience for secondary school students in Dhaka City.

## III. OBJECTIVES

The objectives of this study are given as follows:

1. To understand how frequently and for what purposes students in Dhaka City use Facebook during their secondary education.
2. To investigate the correlation between the usage of Facebook and academic performance and overall achievement.
3. To analyze whether excessive time spent on Facebook is associated with poor time management and, consequently, academic challenges.
4. To explore the types of content students, engage with on Facebook and how this might influence their academic pursuits.
5. To identify any positive aspects of Facebook usage, such as information sharing, resources, or collaboration opportunities that might enhance academic performance.

## IV. METHODOLOGY

Research methodology denotes the orderly procedure that researchers employ in order to formulate, execute, and scrutinize a research investigation. It is an indispensable element of any research endeavor as it delineates the methodologies and approaches that shall be utilized to collect and examine data, address research inquiries, or verify hypotheses. Research methodology plays a crucial role in enabling researchers to adopt a systematic approach in addressing and elucidating their research questions, encompassing the discernment of research methods and techniques. Researchers must grasp the importance of diverse methods and techniques and their relevance to particular problems. Moreover, they must take into account the underlying assumptions of various techniques and the criteria for choosing the most suitable ones. The methodology employed by researchers may differ contingent upon the particular problem under investigation (K, 2022). The methodology serves as the mechanism by which a researcher obtains knowledge, and, due to this fact, it constitutes an essential phase of any research endeavor. In the progression of this investigation, the author embraced interpretivist ontological and epistemological viewpoints (Vitale, 2023). To conduct this research, 100 students

of secondary level of 10 schools in Dhaka city were selected as respondents. Data are collected through a questionnaire with few specific questions. Collected data were formularized and analyzed by MS excel.

## V. RELATED LITERATURE REVIEW

Facebook is used recreationally by a large percentage of students, but very few of them make money from it (Mir Mohammad Azad et al., 2023). Based on the positive correlation between a number of social media characteristics and academic achievement, the study comes to the conclusion that social media aspects have a considerable impact on students' academic success (Goet, 2022). The purpose of the study of Mindajao (2023) was to look at any possible relationships between social media addiction and the academic achievement of science students in grades 9 and 10. According to the findings, pupils' academic performance in science was not significantly impacted by social media addiction alone. Male and female students at SMU differed significantly from one another, with the majority of students being male and preferring to utilize Facebook (Adhikari & Pudasaini Thapa, 2023). Using social media for academic and socialization purposes has a statistically significant and favorable impact on students' academic achievement, according to a study that looked into the effect of social media use on students' academic performance. On students' academic performance, social media use for general information, enjoyment, or addiction was not found to have any discernible effects (Javeed, 2023). Social media was utilized by most students as a communication tool (Rahman & Mithun, 2021). When assessing the influence of social media and online platforms on academic achievement, learner personality traits and educational attainment have been identified as moderating factors (Sharma & Behl, 2022). Inappropriate usage of social media has a detrimental effect on students' lives overall and their academic achievement, making them reliant on this technology (Briones & Martínez, 2022). Facebook is the most widely used social media network. People from all walks of life utilize social media, not just IT specialists and professionals. Students are not any different from other users of social media (Brohi et al., 2022). Even if social media is at its most popular right now, social media addiction has grown to be a serious problem. The current pandemic has compelled the government to close schools and switch to online learning (Perera & Harshanath, 2022). In today's higher education institutions, social media has become one of the venues for instruction and learning. The purpose of this study was to evaluate the effects of social media use in education (Mavuso et al., 2022). In today's higher education institutions, social media has become one of the venues for instruction and learning (Mavuso et al., 2022). The media never stops telling us that we should take advantage of the fact that we are the "selfie" generation. The purpose of this exploratory study was to ascertain how social networking affected first-year students' academic performance (Babaran, 2022). Facebook is the most popular website among students, who use it for non-academic purposes at a rate of 73% (Uddin et al., 2022).

It seems that there is a study vacuum on Facebook's effect on academic achievement, particularly in the secondary education system of Dhaka City. The research that are currently available and covered in the passages concentrate on different facets of social media use and how it relates to academic performance; however, they do not particularly address the secondary school issue in Dhaka City. Research that particularly examines the connection between Facebook usage and academic achievement among secondary education students in Dhaka City is required to close this knowledge gap. This study aimed to find out the effect of Facebook on students' performance.

## VI. ANALYSIS AND DISCUSSION

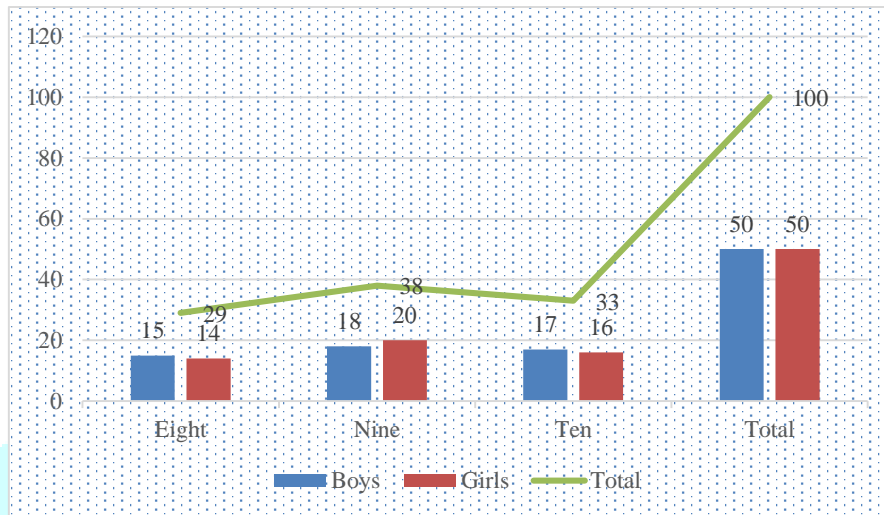
### 6.1 Profile of Facebook User in Secondary Level

Creating a specific depiction of a Facebook user in the secondary level of education in Dhaka city presents a considerable challenge due to the necessity of making assumptions regarding individuals. Nevertheless, it is possible to provide a general portrayal based on prevailing patterns. A typical Facebook user at the secondary level in Dhaka city is likely to be a technologically proficient teenager, aged between 13 and 18, who attends a local secondary school. The profile of the respondents is pointed out below:

**Table 1: Profile of Respondents**

Class	Boys	Girls	Total
Eight	15	14	29
Nine	18	20	38
Ten	17	16	33
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

Table 1 exhibits the demographic information of participants, organized according to their class and gender. The presented data showcases the count of male and female students in each class, as well as the aggregated number of respondents. In the eighth grade, there are a total of 29 students, comprising of 15 boys and 14 girls. Moving on to the ninth grade, the total number of students reaches 38, with 18 boys and 20 girls. As for the tenth grade, there are 33 students in total, consisting of 17 boys and 16 girls. The table concludes by providing the overall totals, which reveal that there are 50 boys and 50 girls, resulting in a total of 100 respondents across all three classes. By offering this comprehensive breakdown, the table effectively summarizes the distribution of respondents based on class and gender.



**Figure 1: Profile of Respondents**

In Figure 1, a breakdown is presented, delineating the number of students in the eighth, ninth, and tenth grades, while simultaneously differentiating between male and female pupils. Within the eighth grade, 15 male students and 14 female students can be found, yielding a total of 29 students. Shifting our focus to the ninth grade, we observe that there are 18 male students and 20 female students, culminating in a sum of 38 students. Lastly, in the tenth grade, there are 17 male students and 16 female students, amounting to 33 students. On the whole, considering all three grade levels, there exist 50 male students and 50 female students, resulting in a comprehensive student body of 100 individuals. This concise overview effectively illustrates the dispersion of genders within each grade and concurrently provides a comprehensive depiction of the overall composition of the student population in terms of gender across the three grades.

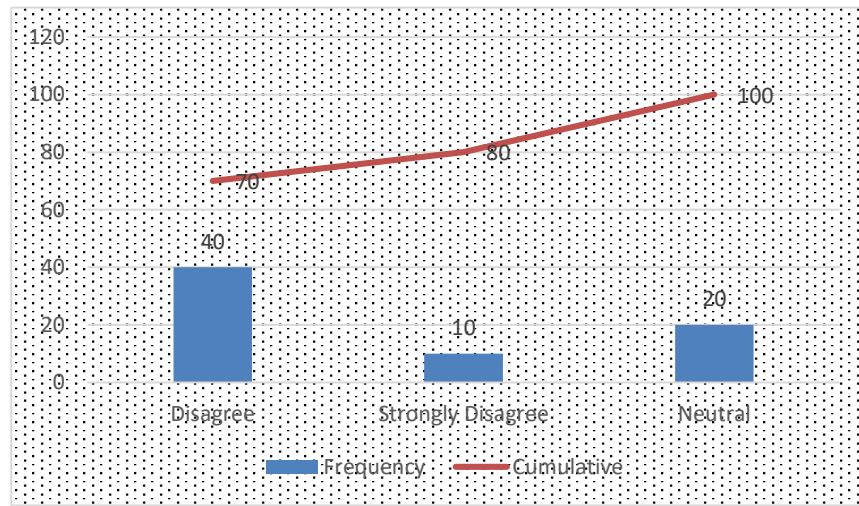
### 6.2 Students uses Facebook for Academic Purpose

The degree of using Facebook for academic purposes are mentioned numerically in table 2:

**Table 2: Facebook for Academic Purpose**

	Frequency	Cumulative
Agree	15	15
Strongly Agree	15	30
Disagree	40	70
Strongly Disagree	10	80
Neutral	20	100

Table 2 presents data illustrating the findings of the survey conducted on the topic of "Facebook for Academic Purpose." The arrangement of the table is based on the various levels of agreement expressed by the respondents. The column labeled "Frequency" denotes the count of respondents who selected each response option, while the "Cumulative" column showcases the cumulative total of responses up to that point. The data reveals that 15 respondents agreed, 15 strongly agreed, 40 disagreed, 10 strongly disagreed, and 20 remained neutral. The cumulative column aids in monitoring the overall distribution of responses, with a total of 100 participants. Thus, the table provides a succinct summary of the perspectives held by the participants regarding the utilization of Facebook for academic purposes, highlighting a prevailing inclination towards disagreement or neutrality.



**Figure 2: Facebook for Academic Purpose**

Figure 2 presents a breakdown of responses based on frequency and cumulative percentages. It illustrates the distribution of opinions on a given topic, categorized into Agree, Strongly Agree, Disagree, Strongly Disagree, and Neutral. The data reveals that the majority of respondents fall into the Disagree category, constituting 40% of the total responses, with an additional 30% in the Strongly Disagree category. Conversely, 30% of respondents either Agree or Strongly Agree, and 20% remain Neutral. This distribution suggests a notable divergence of opinions, with a significant portion expressing disagreement or strong disagreement. The figure provides valuable insights into the varied perspectives within the surveyed population, highlighting the need for further analysis to understand the underlying factors contributing to these differing viewpoints.

### 6.3 Facebook negatively affect the Mental Health of Students

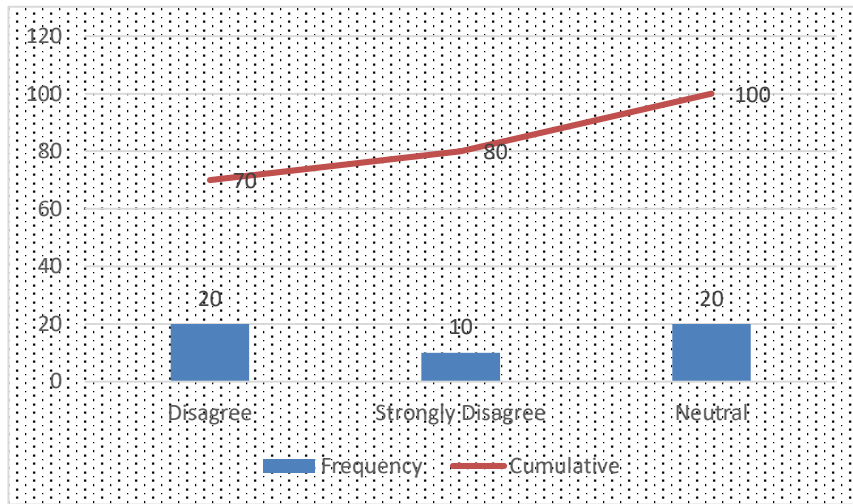
The opinion of respondents regarding negative effect of Facebook on mental health of students are given in table 3:

**Table 3: Effect of Facebook on Mental Health of Students**

	Frequency	Cumulative
Agree	20	20
Strongly Agree	30	50
Disagree	20	70
Strongly Disagree	10	80
Neutral	20	100

Table 3 presents the findings pertaining to the influence of Facebook on the psychological well-being of students, with responses classified into distinct levels of concurrence. The table illustrates that a total of 20 participants acknowledged the impact of Facebook on their mental health, while an additional 30 participants strongly affirmed this association, resulting in an aggregate of 50 participants recognizing a positive correlation. Conversely, 20 participants expressed disagreement, and 10 participants strongly expressed disagreement, amounting to a cumulative total of 30 participants perceiving either no effect or a detrimental effect on their mental health as a consequence of Facebook usage. Moreover, there were 20 participants who maintained a neutral stance on the matter. Overall, the table furnishes a concise summary of the perspectives of students regarding the interplay between Facebook utilization and their psychological well-being, encompassing a spectrum of responses ranging from agreement to disagreement and neutrality.





**Figure 3: Effect of Facebook on Mental Health of Students**

Figure 3 provides a concise summary of the frequencies and cumulative percentages for responses to a given statement or survey question. The data indicates that a majority of respondents expressed positive sentiments, with 50% indicating a "Strongly Agree" stance and an additional 20% agreeing. Conversely, there was some dissent, with 20% disagreeing and 10% strongly disagreeing. Notably, a significant portion (20%) chose a neutral position. This suggests a relatively polarized set of opinions, with a notable segment choosing to withhold judgment. Overall, the figures illustrate the distribution of attitudes towards the statement or question under consideration.

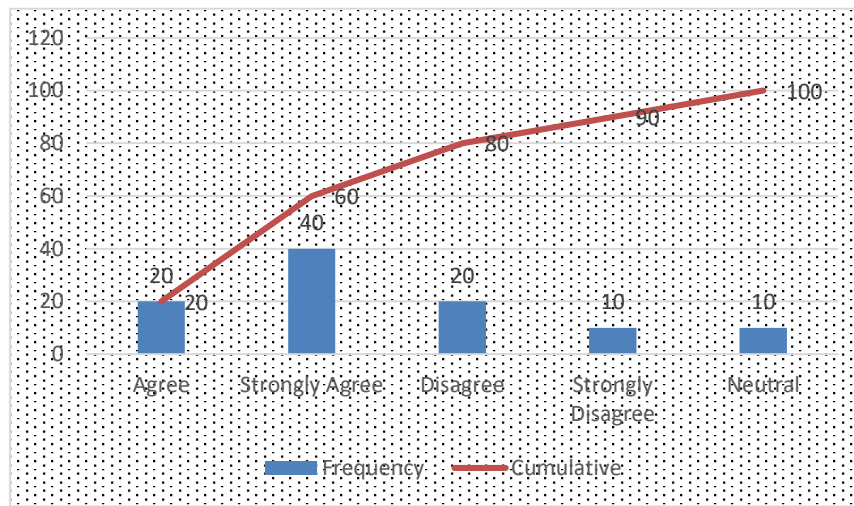
#### 6.4 Study Material & Information Sharing through Facebook

The sharing of study materials and information via Facebook has become a prevalent and convenient practice in the digital era. Facebook, being one of the most extensively utilized social media platforms, provides a dynamic space for students and educators to exchange valuable resources and information. By means of dedicated groups, pages, and even individual profiles, users have the ability to share academic materials such as lecture notes, research papers, and pertinent articles with their peers. This platform promotes collaborative learning environments, enabling students to partake in discussions, pose inquiries, and seek clarification on intricate subjects. Furthermore, Facebook's real-time communication features, such as comments and instant messaging, expedite swift and efficient interactions among participants. Nonetheless, it is paramount to approach this method of information sharing with a discerning eye, ensuring the accuracy and reliability of the materials exchanged. It is stated below in the view of respondents:

**Table 4: Study Material & Information Sharing**

	Frequency	Cumulative
Agree	20	20
Strongly Agree	40	60
Disagree	20	80
Strongly Disagree	10	90
Neutral	10	100

Table 4 presents data pertaining to the responses of participants in relation to the study material and the sharing of information. The responses are classified into five levels of agreement, namely "Agree," "Strongly Agree," "Disagree," "Strongly Disagree," and "Neutral." The frequency column denotes the number of participants who chose each level of response, while the cumulative column showcases the running total of responses up until that point. In summary, 20 participants expressed agreement, 40 strongly agreed, 20 disagreed, 10 strongly disagreed, and 10 remained neutral. The cumulative column reveals that a total of 60 participants either agreed or strongly agreed, 80 had varying degrees of disagreement, and 10 maintained a neutral stance, resulting in a total of 100 participants who were surveyed in relation to this aspect of the study. This table offers a succinct overview of the attitudes exhibited by participants towards the study material and the sharing of information.



**Figure 4: Study Material & Information Sharing**

Figure 4 exhibits a breakdown of responses predicated on both frequency and cumulative percentages. The data discloses that a percentage of 20 of the participants concur, whilst a larger fraction, constituting 60% of the entire sample, firmly agree with the aforementioned assertions. Conversely, a proportion of 20% disagrees, and 10% strongly disagree. Furthermore, 10% of the respondents remain impartial with regards to the presented statements. This distribution implies a prevalence of positive sentiment towards the statements, with a considerable majority falling within the agree and strongly agree classifications. Nevertheless, it is important to note that a noteworthy proportion still maintains dissenting viewpoints, as evidenced by the disagreement and strongly disagree classifications.

#### 6.5 Attack of Cyberbullying & Affection to Inappropriate Contents

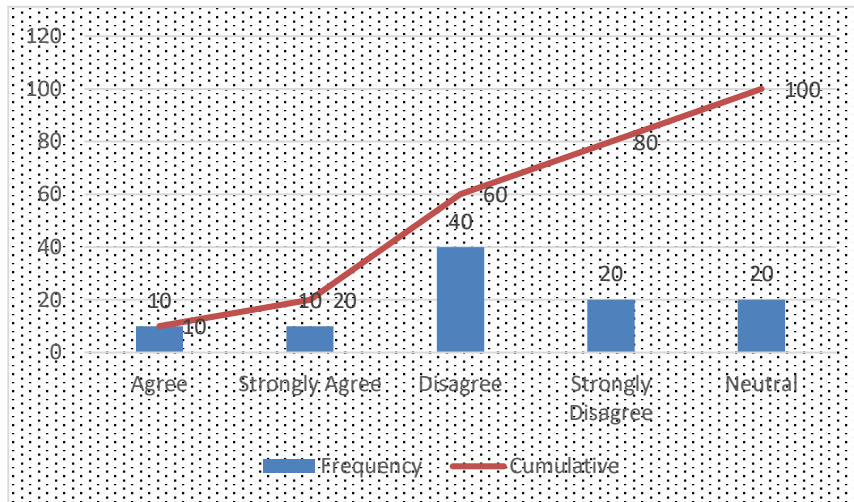
The emergence of cyberbullying and exposure to unsuitable material on Facebook has emerged as a pressing concern in the contemporary digital era. Originally designed as a means for social interaction and the exchange of information, this platform has unintentionally transformed into a breeding ground for detrimental behaviors. Cyberbullying, which entails the malevolent utilization of digital communication to torment or intimidate others, presents a substantial hazard to the welfare of users. This form of online aggression can result in profound emotional and psychological repercussions for victims. Moreover, the proliferation of inappropriate content on Facebook, encompassing explicit material and expressions of hatred, further endangers the security and positive encounter of users. As we navigate the intricacies of the online realm, it is of utmost importance for individuals, communities, and social media platforms to collaborate in the development and implementation of effective measures to counteract cyberbullying and regulate the diffusion of unsuitable content, thereby cultivating a more secure and comprehensive digital environment for all. Attack of cyberbullying & affection to inappropriate contents are presented below:

**Table 5: Cyberbullying & Inappropriate Contents**

	Frequency	Cumulative
Agree	10	10
Strongly Agree	10	20
Disagree	40	60
Strongly Disagree	20	80
Neutral	20	100

Table 5 illustrates data pertaining to perceptions surrounding cyberbullying and inappropriate materials. The table encompasses five distinct categories: "Agree," "Strongly Agree," "Disagree," "Strongly Disagree," and "Neutral." The "Frequency" column denotes the quantity of respondents falling into each respective category, while the "Cumulative" column signifies the cumulative total at each stage. In this particular context, 10 respondents were in agreement and 10 strongly agreed that cyberbullying and inappropriate content are prevalent concerns, resulting in a cumulative total of 20. Conversely, 40 respondents expressed disagreement and 20 strongly disagreed, contributing to a cumulative total of 60, indicating a significant proportion of respondents

who possess contrasting perceptions on these matters. Furthermore, 20 respondents remained neutral, comprising the final cumulative total of 100. This table offers a succinct overview of the distribution of responses concerning the prevalence of cyberbullying and inappropriate materials among the surveyed individuals.



**Figure 5: Cyberbullying & Inappropriate Contents**

Figure 5 depicts a breakdown of responses predicated on frequency and cumulative percentages. The data is divided into five categories namely Agree, Strongly Agree, Disagree, Strongly Disagree, and Neutral. Each category is accompanied by the number of responses it received (Frequency), as well as the cumulative total of responses up to that point (Cumulative). From the summary, it is apparent that a significant proportion of respondents either express Disagreement (40 responses) or Strong Disagreement (20 responses) with the statement or question posed. These two categories combined constitute 60% of the total responses, indicating a substantial divergence in opinion or perspective. Conversely, the proportions of Agree and Strongly Agree responses are comparatively lower, accounting for only 20% each. Furthermore, there exists a noteworthy segment of respondents (20%) who chose to adopt a Neutral stance on the matter. Overall, Figure 5 illustrates a diverse distribution of responses, with a notable proportion expressing disagreement, a smaller portion expressing agreement, and a significant minority opting for a neutral standpoint. This suggests a range of perspectives or viewpoints among the surveyed individuals regarding the topic under consideration.

**6.6 Facebook Hampers the Results of Students**

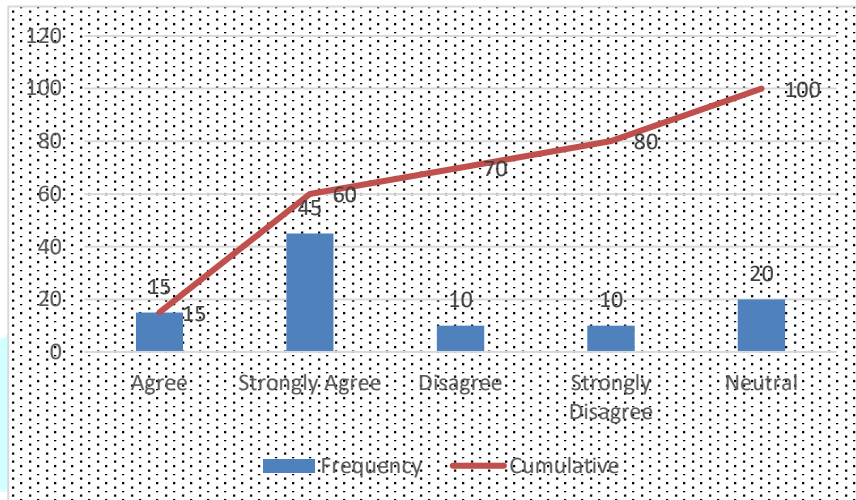
Facebook, as a widely utilized social media platform, has been the subject of discourse with regards to its influence on students and their scholastic performance. Despite the platform's provision of valuable channels for communication and networking, it can also serve as a source of diversion and procrastination for students. The continuous stream of notifications, captivating content, and the addictive quality of scrolling through the newsfeed can divert students' attention away from their academic pursuits. Consequently, the excessive utilization of Facebook may impede students' capacity to concentrate on their assignments, consequently resulting in a decline in their academic achievements. It is imperative for students to strike a harmonious balance between their usage of social media platforms, such as Facebook, and their academic responsibilities to ensure that the latter are not negatively impacted that are given in table 6:

**Table 6: Facebook for Academic Purpose**

	Frequency	Cumulative
Agree	15	15
Strongly Agree	45	60
Disagree	10	70
Strongly Disagree	10	80
Neutral	20	100



Table 6 presents data regarding the utilization of Facebook for educational purposes, as reported by study participants. The responses are classified into five distinct levels: Agree, Strongly Agree, Disagree, Strongly Disagree, and Neutral. The "Frequency" column signifies the quantity of participants who selected each response category, while the "Cumulative" column exhibits the cumulative total of responses up to that specific point. For instance, 15 participants expressed agreement, 45 strongly agreed, 10 disagreed, 10 strongly disagreed, and 20 remained neutral. By examining the cumulative column, it becomes evident that a total of 60 participants either agreed or strongly agreed, 70 participants held a negative viewpoint (disagreed or strongly disagreed), and 20 participants remained neutral on this subject matter. This table offers a succinct summary of the distribution of responses, thereby illuminating the collective sentiment of participants towards the utilization of Facebook for academic purposes.



**Figure 6: Facebook for Academic Purpose**

Figure 6 depicts a breakdown of responses that have been categorized based on their frequency and cumulative percentages. This visual representation showcases the distribution of opinions pertaining to a specific subject, which was likely obtained through the administration of a survey or questionnaire. The data has been divided into five distinct categories: Agree, Strongly Agree, Disagree, Strongly Disagree, and Neutral. Upon analyzing the table, it becomes evident that the majority of respondents, constituting 60% of the total, have expressed a resolute "Strongly Agree" standpoint. This observation indicates a prevailing consensus or positive sentiment towards the matter at hand among the individuals who participated in the survey. In contrast, the options of "Disagree" and "Strongly Disagree" were selected by only 10% each, suggesting that a smaller proportion of respondents held dissenting views. Furthermore, 20% of the participants remained neutral, signifying a certain level of indecision or absence of a strong opinion. Overall, the table provides a quantitative overview of the prevailing attitudes and opinions within the surveyed population, thereby highlighting the prevalence of agreement or alignment with the presented topic.

### 6.7 Time Management Challenges

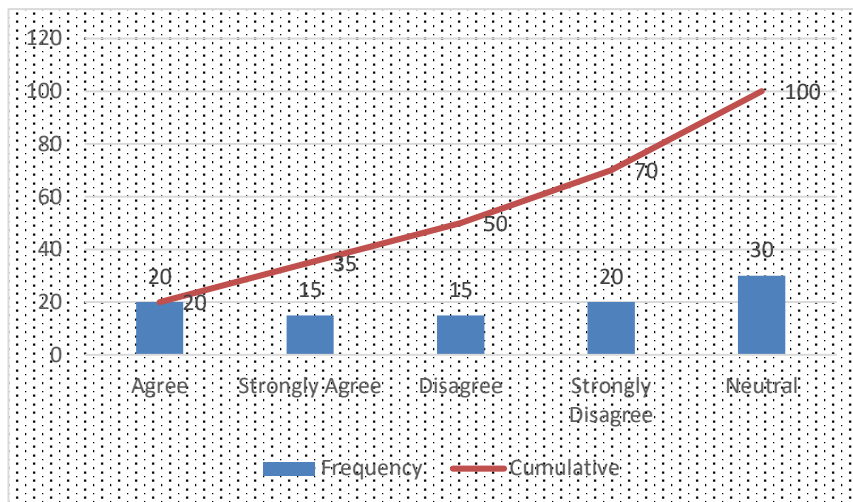
Students who spend significant amounts of time on Facebook may struggle with time management, leading to incomplete assignments, missed deadlines, and a negative impact on their grades.

**Table 7: Time Management Challenges**

	Frequency	Cumulative
Agree	20	20
Strongly Agree	15	35
Disagree	15	50
Strongly Disagree	20	70
Neutral	30	100

Exhibits data concerning the obstacles encountered in managing time, organized according to the degree in the Table 7 of concurrence or discordance among the respondents. The table classifies the responses into five distinct levels, namely Agree, Strongly Agree, Disagree, Strongly Disagree, and Neutral. The column labeled "Frequency" denotes the quantity of respondents

who have chosen each level, while the column designated as "Cumulative" represents the progressive total of responses. For instance, when considering the Agree level, it is observed that 20 respondents have concurred, thus contributing to the cumulative total of 20. Subsequently, an additional 15 respondents have strongly agreed, leading to a cumulative total of 35, and so forth. In essence, this table offers a concise overview of the participants' perceptions pertaining to the challenges inherent in time management, with the cumulative column providing valuable insight into the prevailing trend of responses across the various levels.



**Figure 7: Time Management Challenges**

Figure 7 illustrates the dispersion of responses across different levels of concurrence in a survey or study. The frequency column denotes the number of participants who opted for each level of agreement, while the cumulative column displays the progressive tally of respondents up to each level. The data implies that a significant portion of participants either concurred (20) or strongly concurred (15), making a total of 35. Conversely, an equivalent number of participants disagreed (15) or strongly disagreed (20), also amounting to 35. This indicates a relatively equitable distribution of viewpoints on both ends of the spectrum. Furthermore, a considerable number of participants (30) maintained a neutral stance, contributing to a cumulative tally of 100 respondents. Overall, the distribution signifies a variety of opinions among respondents, with a noteworthy presence of both agreement and disagreement, along with a substantial neutral segment. This suggests a nuanced perspective within the surveyed population, potentially indicating diverse viewpoints or varying levels of certainty regarding the subject matter being examined.

## VII. FINDINGS

The comprehensive study conducted on the impact of Facebook on secondary level students in Dhaka city reveals several noteworthy findings. Firstly, the profile of Facebook users in this demographic comprises technologically proficient teenagers aged 13 to 18 attending local secondary schools, with a fairly equal distribution between boys and girls across different classes. Concerning the use of Facebook for academic purposes, the majority of respondents either disagreed or remained neutral, indicating a prevalent skepticism or lack of inclination towards utilizing the platform as an educational resource. Additionally, a substantial portion of students acknowledged a negative impact on their mental health due to Facebook use, highlighting a potential concern for the well-being of the student population. While the study indicates that sharing study materials and information through Facebook is a common practice among students, it is crucial to approach this method with caution to ensure the reliability of the exchanged materials. Furthermore, the study brings attention to the pressing issues of cyberbullying and exposure to inappropriate content on Facebook, with a significant portion of respondents expressing concern about these challenges. Finally, the research suggests that a considerable number of students perceive Facebook as a hindrance to their academic results, emphasizing the need for a balanced approach to social media usage. Time management challenges also emerge as a prominent theme, with a substantial proportion of students acknowledging difficulties in managing their time effectively due to Facebook usage. In summary, the study sheds light on the complex interplay between Facebook, academic pursuits, mental health, and time management among secondary level students in Dhaka city, urging educators, parents, and policymakers to consider these findings for the holistic development of students in the digital age.

### VIII. RECOMMENDATIONS

Based on the findings of the comprehensive study on the impact of Facebook on secondary level students in Dhaka city, several recommendations can be made to address the identified issues and promote a more positive and balanced use of social media among students.

Firstly, there is a need for educational institutions to incorporate digital literacy programs into their curriculum. This can help students develop critical thinking skills and discernment regarding the reliability of information shared on Facebook. Emphasizing the responsible use of social media for academic purposes and providing guidelines on verifying information can contribute to a more positive educational experience. Secondly, awareness campaigns and workshops should be organized to educate students about the potential negative impact of excessive Facebook use on mental health. Schools, in collaboration with mental health professionals, can offer resources and support systems to help students cope with the challenges they may face. Additionally, parents should be actively involved in discussions about healthy social media habits, fostering open communication channels at home. To address concerns related to cyberbullying and exposure to inappropriate content, schools and parents should collaborate to create a safe online environment. Implementing anti-cyberbullying policies, encouraging the reporting of incidents, and providing counseling services can contribute to a safer online space for students. Furthermore, educators and parents should emphasize the importance of a balanced approach to social media usage. This includes setting limits on screen time, promoting offline activities, and teaching effective time management skills. Schools can integrate workshops on time management and digital well-being into their programs to support students in maintaining a healthy balance between their academic and social lives. Finally, the recommendations aim to empower students with the necessary skills to navigate the digital landscape responsibly, promote mental well-being, and foster a positive academic environment. Collaboration between educational institutions, parents, and policymakers is crucial to implementing these recommendations effectively and ensuring the holistic development of students in the digital age.

### IX. CONCLUSION

In conclusion, the study on the impact of Facebook on secondary level students in Dhaka city provides valuable insights into the complex relationship between social media usage and academic performance. The findings highlight the need for a balanced and responsible approach to Facebook usage among students, considering its potential benefits for educational purposes and the identified drawbacks such as distractions, mental health concerns, and time management challenges. The recommendations emphasize the importance of digital literacy programs, awareness campaigns on mental health, collaborative efforts between schools and parents to create a safe online environment, and the promotion of a balanced approach to social media usage. Ultimately, addressing these issues requires a collective effort from educators, parents, and policymakers to ensure the well-rounded development of students in the digital age.

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