

ORIGINAL ARTICLE



USING SOCIAL MEDIA IN COLLEGE TEACHING AND LEARNING AT GOVERNMENT BROJOMOHUN COLLEGE, BARISHAL: CHALLENGES AND SOLUTIONS

Sekender Howlader

Department of Political Science, Government Brojomohun College, Barishal, Bangladesh.

Email: t56498@nu.ac.bd

DOI: <https://doi.org/10.33306/mjssh/449>

Abstract

This study investigates how social media, especially Facebook and YouTube, might improve instruction at Government Brojomohun College (GBMC), Bangladesh. The study is to investigate how these platforms can enhance learning accessibility, instructional efficacy, and student engagement in a higher education setting with limited resources. A qualitative study design was used, semi-structured interviews of five teachers and five students and a focus group discussion conducted of ten participants. To find important trends about the possibilities, difficulties, and institutional needs of social media-supported learning, data was thematically examined. The results show that because of teacher shortages, overcrowded classrooms, and poor technology infrastructure, GBMC's teaching-learning environment is still mostly teacher-centered. The finding reveals that Facebook already serves as unofficial extensions of classroom instruction by promoting peer interaction, communication, resource sharing, and YouTube for self-paced learning. The study also highlighted that social media could promote constructivist and collaborative learning methods and increase student participation, especially among less engaged learners. Significant obstacles still exist, though, such as unequal access to the internet, gaps in digital literacy, privacy issues, distractions, and a lack of institutional support. The study concludes that to enhance teaching quality and student engagement in Bangladeshi higher education, social media integration requires strategic institutional investment, digital capacity building, and well-defined policy frameworks.

Keywords: Social Media, Online Pedagogy, Student Engagement, Digital Divide, Digital Learning.

This article is licensed under a Creative Commons Attribution-Non-Commercial 4.0 International License



Received 8th July 2026, revised 31st July 2026, accepted 20th August 2026

Introduction

Social media may provide a window of opportunity for educators and students, as well as for their future generation. Social media use may make teaching and learning more engaging, pertinent, and meaningful (Medel, 2015). These days, a lot of students use various social media platforms like Facebook, YouTube, Instagram, Twitter, Quora, and others for either academic or recreational purposes. As a result, social media has become a crucial component of the personal, social, and academic lives of many educators and students. Since both parties have access to social media, it would be quite common for educational institutions to employ it in the teaching-learning process. With social media, teachers can effortlessly coordinate students and students may conveniently access their learning process (Medel, 2015).

The speed at which information is gathered, clarified, authenticated, justified, and synchronized to build knowledge is more crucial in the modern era. Thus, students, teachers, and social media are interwoven and may be viewed as a whole system due to their instant access, interchange, and engagement via discourse, discussion, presentation, and feedback. Social media, particularly Facebook and YouTube, may have the ability to improve the teaching-learning environment at Government Brojomohon College (GBMC). Numerous social media platforms are employed in education worldwide. However, this study focuses more on YouTube and Facebook. Teachers and learners have access to those two media due to distinct socioeconomic characteristics in Bangladesh (Faruq et al. 2017) and GBMC. Social media in GBMC makes large classes easy to comprehend. The aim of this study is to find the most effective ways to use Facebook and YouTube in teaching-learning at GBMC.

Context and Current Practices

GBMC is one the oldest colleges in Bangladesh under the National University. In 1889, Mahatma Aswini Kumar Dutta (1856-1923) established this college in honor of his father. Seven Honors courses marked the beginning of this college's existence. Currently, there are about 27,000 students studying. There are twenty Degree (pass) courses, twenty-two Honors courses, and nineteen Master's courses as well as Higher Secondary Certificate. There are now about 60 classrooms available for teaching-learning, and the sizes of the classrooms vary. The lecture lasts for just forty-five minutes. The Higher Secondary Certificate (HSC) program at this college was discontinued in 1999, but it was reinstated in 2016 (<http://bmcollege.gov.bd>). This college has several issues right now. Among them, lack of teachers (teacher-to-student ratio is approximately 1:136, there are 198 teaching positions compared to 27,000 students, and some positions are always unfilled) (<http://bmcollege.gov.bd>), is one of the major issues inadequate infrastructure, such as a lack of buildings and classrooms, a lack of technological equipment, a shortage of skilled teachers, political unrest and violence on campus, a lack of a cohesive class schedule, constant free movement of outsiders on campus, a dearth of modern books in the college library, a lack of a digital library, a lack of funding for teacher research, and frequent National University exams (an academic year typically consists of 10-12 exams, each lasting 25-30 days). Because of this, teachers are constantly preoccupied with exam invigilation and have little time to prepare for both academic greatness and improved performance in the teaching-learning process.

GBMC does not currently use social media for instruction or learning. However, each department at GBMC uses a separate Facebook group to communicate with students and provide

various reminders, such as the dates of tests, interviews, and other crucial information. In this instance, departments are effectively utilizing social media for administrative purposes. Therefore, it is hoped that GBMC's usage of social media in the classroom will result in improved teaching-learning.

Outcome of the Study

GBMC has a sizable student body. This college has a variety of limitations, including inadequate classroom facilities, a shortage of qualified instructors, a shortage of essential technology, and a teacher shortage. Consistently, Bangladesh is steadily becoming more digital, and the country's educational system is also becoming more digital every day. In order to digitize its teaching methods, GBMC needs to have a precise plan of action. This study demonstrates how educators may use social media to enhance their own teaching methods and make the classroom more engaging, productive, interactive, and fun for students. Through the analysis of relevant papers and research, this project aims to demonstrate how teachers might use social media in normal class activities to improve their teaching quality. It can be suggested that the GBMC teachers might benefit greatly from this study in terms of their professional growth as educators. Additionally, this study will demonstrate how to use social media, particularly Facebook and YouTube, in GBMC teaching-learning as well as the strategies and tactics that can optimize the benefits of teaching-learning practice. To do this, the following goals are determined:

- i. To evaluate literature to determine the significance of social media as a teaching and learning tool.
- ii. To evaluate relevant research and studies on the subject.
- iii. Make a few suggestions based on the empirical debate.

Research Questions

- i. How much can Facebook and YouTube improve learning outcomes, student engagement, and the efficacy of instruction in higher education institutions like GBMC?
- ii. What are the advantages and drawbacks of employing social media as a teaching tool in higher education, according to current empirical research?
- iii. For social media-supported learning to be successfully implemented at GBMC, what institutional, technological, and pedagogical measures are required?

Review of Literature

Higher education has transformed because of the quick development of digital technologies, which have altered the ways in which knowledge is produced, disseminated, and accessible. Among these changes, social media has developed into a crucial educational tool that facilitates communication, teamwork, knowledge sharing, and student engagement rather than largely using it for social interactions (Eid, & Al-Jabri, 2016). Social media integration into higher education has expanded due to available smartphones, ubiquitous internet access, and students increasing digital competency, allowing learning to transcend traditional classroom boundaries (Duggan, 2015; Ritesh & Ruhi, 2018). Consequently, teaching is no longer limited to in-person instruction but is

increasingly integrating digital spaces that enable ongoing communication between educators and learners.

Facebook and YouTube have drawn the most scholarly interest out of all the platforms available since they serve complimentary educational purposes. While YouTube enables multimedia learning through recorded lectures, visual demonstrations, and flexible access to instructional materials, Facebook primarily facilitates communication, collaboration, peer interaction, and learning community creation (Eid, & Al-Jabri, 2016). While prior research has consistently recognized the educational potential of both systems, it also shows significant diversity in reported outcomes. These discrepancies imply that teaching approaches, institutional support, digital infrastructure, and sociocultural contexts interact to determine social media usefulness rather than just the technology itself. Therefore, rather than considering specific studies in isolation, comprehending social media educational usefulness necessitates synthesizing existing information.

Facebook impact on improving communication and fortifying educational ties is supported by a sizable corpus of international research. Facebook helps students learn languages by encouraging instantaneous communication, resource sharing, group discussions, and prompt feedback between professors and students, according to studies done in Thailand and Turkey (Balcikanli, 2015; Wichadee, 2013). Facebook improves teacher-student relationships, fosters a more encouraging learning environment, and improves student retention, according to a longitudinal study with over a thousand American university students (Nalbone et al., 2016). Similarly, research from Australia shows that Facebook Chat lowers geographical barriers between mentors and students by facilitating ongoing academic communication despite physical distance (VanDoorn & Eklund, 2013). These results indicate that Facebook plays a role in fostering more interconnected and supportive educational communities by broadening communication in learning beyond traditional classroom limits.

In addition to enhancing communication, Facebook is increasingly seen as a platform that fosters collaborative learning and encourages active involvement from students (Manca & Ranieri, 2016). Numerous studies suggest that social media allows students to share ideas, engage in joint discussions, distribute academic materials, and collectively build knowledge (Bahati, 2015; Alm, 2015; Northey et al., 2015; Hope, 2016). These opportunities for collaboration motivate students to stay academically engaged beyond traditional classroom hours, thereby promoting ongoing learning instead of confining educational activities to scheduled classes. Contrasting results came from Turkey, where Aydin (2014) found that many students would rather read posts or watch debates than actively participate in online learning. These results cast doubt on the widely held belief that social media access inevitably results in collaborative learning environments.

Crucially, these conflicting results seem to be better explained by disparities in educational culture and institutional environment than by differences in technology. Aydin (2014) attributed that cultural norms that uphold hierarchical teacher-student interactions and emphasize respect for teachers are the root cause of Turkish students' reluctance to participate actively in class debates. Consequently, it suggests that there are disparities between countries. These findings suggest that pedagogical strategies that support students' confident participation in online academic conversations are just as important for successful implementation as technology accessibility.

Building upon previous research that Facebook educational efficacy is also significantly influenced by technological accessibility (Cheng et al., 2016). However, not all educational settings enjoy these advantages in the same way. Inadequate internet connectivity, unstable network architecture, restricted mobile data access, a lack of technological resources, and profusion of entertainment-focused content are frequently cited by researchers as significant obstacles to meaningful participation, especially in poor nations (Chen, 2015; Bahati, 2015; Harran & Olamijulo, 2014). Taken together, these findings suggest that Facebook's educational potential is contingent upon broader technological and institutional conditions rather than the platform itself.

Consistently, different viewpoints on Facebook's impact on academic quality are also presented in the literature. Researchers contend that Facebook promotes adaptable learning, group problem-solving, autonomous thought, and candid scholarly discourse (Balcikanli, 2015). However, unlimited access to online knowledge has led to concerns about plagiarism, copyright breaches, and academic dishonesty (The Economist, 2008). Students' communication styles exhibit similar inconsistencies. Similarly, informal social networking frequently promotes shortened language and non-academic communication styles that may go against academic expectations (Chen, 2015; Harran & Olamijulo, 2014). These conflicting results imply that Facebook simultaneously fosters innovation while posing problems that call for institutional regulation and suitable pedagogical supervision.

Another emerging concern relates to privacy, ethics, and professional boundaries. While Facebook facilitates closer interaction between teachers and students, researchers caution that combining personal and academic identities within a single platform may create discomfort for both groups (Cheng et al., 2016; Nalbone et al., 2016). Students frequently express concerns regarding surveillance, confidentiality, and the protection of personal information shared through social networking platforms (Rambe & Ng'ambi, 2014; VanDoorn & Eklund, 2013). These observations suggest that educational integration requires careful consideration of ethical practices, institutional policies, and professional boundaries alongside technological implementation.

In general, the research portrays Facebook as a flexible educational tool that may improve learner engagement, communication, and teamwork. Nonetheless, these advantages should be understood as universal. Instead, a complex interplay between pedagogical design, institutional support, technological infrastructure, cultural expectations, students' digital competencies, and how teachers incorporate it into relevant teaching and learning activities shapes Facebook's educational efficacy.

Alongside Facebook, YouTube has become one of the most significant social media platforms in higher education, because of its ability to facilitate multimedia learning, flexible training, and self-directed knowledge acquisition (Moghavvemi et al., 2018; Roodt & De Villiers, 2011). In contrast to text-based social networking sites, YouTube allows teachers to explain difficult ideas through video lectures, animations, visual demonstrations, and real-world learning opportunities (Fleck et al., 2014; Krauskopf et al., 2012). These findings collectively show that YouTube improves deeper learning by accommodating varied learning preferences and helping students to connect theoretical concepts with practical applications.

Learners' autonomy and adaptability of using YouTube are another important aspect. YouTube allows students to frequently review lectures, demonstrations, and supplemental

materials in accordance with their learning needs, in contrast to classroom training, where learning is limited by set teaching hours (Harper et al., 2023). Similarly, Al-Khatib (2014) contends that constant access to lecture recordings lessens reliance on conventional in-person instruction by enabling students to revisit challenging ideas, reinforce what they have learned in class, and make up for missing material. This flexibility supports the larger trend in higher education toward self-regulated and lifelong learning and is especially helpful for students with a variety of learning styles and experiences.

Additionally, YouTube is becoming more widely acknowledged as a catalyst for innovative teaching methods in addition to promoting self-directed learning (Greeves & Oz, 2024). In earlier research, teachers utilize YouTube to create interactive learning activities that include student-made videos, group projects, reflective assignments, and problem-based learning in addition to presenting materials (Duffy, 2008; Younger et al., 2013). In a similar context, research indicates that YouTube promotes educators' ongoing professional development (Shabur & Siddiki, 2024). These methods shift students from being passive information consumers to active contributors to the creation of knowledge. As a result, YouTube supports the growth of higher-order cognitive abilities including creativity, communication, critical thinking, and cooperative problem-solving in addition to content delivery.

Despite these benefits, scholars constantly stress that YouTube's instructional effectiveness is dependent on intentional pedagogical integration rather than just technological accessibility. Teachers' capacity to choose relevant resources, match multimedia elements with learning objectives, and lead meaningful classroom discussions about digital content is a major factor in the platform's efficacy. These observations corroborate the broader thesis that educational technologies do not promote learning automatically; rather, their usefulness depends on deliberate instructional design.

The finding is consistent with earlier observation that effective implementation is also hampered by a number of institutional and technological obstacles. YouTube's instructional efficacy is sometimes diminished, especially in developing nations, by poor internet, inadequate technology infrastructure, low digital literacy, a lack of regionally relevant educational videos, and language hurdles (Greeves & Oz, 2024; Abdullah, 2017). As a result, the advantages of multimedia learning continue to be unevenly dispersed across educational contexts, underscoring the significance of institutional investment in digital capacity building, localized learning materials, and technology infrastructure.

Another crucial factor in successful implementation is faculty preparation. Even though prior research has repeatedly shown YouTube's pedagogical benefits, a number of studies show that teachers are still reluctant to use multimedia technologies due to a lack of technological confidence, inadequate training, or uncertainty about effective teaching methods (Greeves & Oz, 2024; Abdullah, 2017). This resistance shows that teaching methods cannot be changed by technology innovation alone. Rather, institutional support, chances for professional growth, and pedagogical proficiency that allow teachers to effectively incorporate digital technology into curriculum design are necessary for successful adoption.

All things considered, the literature presents YouTube as a potent teaching tool that can improve student engagement, flexibility, autonomous learning, and instructional creativity. However, contextual factors such as technology infrastructure, teacher readiness, institutional

support, and students' digital competencies continue to have a significant impact on their educational efficacy. These results support the more general notion that social media works best when included into well planned educational settings rather than being seen as merely technology tools.

Collectively, the literature demonstrates that Facebook and YouTube have become important pedagogical resources capable of supporting communication, collaboration, learner engagement, flexible learning, and instructional innovation. Previous research repeatedly shows that social media expands learning beyond traditional classroom boundaries in a variety of educational situations by promoting more learner-centered approaches to education and supporting ongoing teacher-student interaction. This emerging consensus reflects the broader digital change of higher education and underlines the potential of social media to supplement conventional educational techniques.

Nevertheless, despite this encouraging trend, the available data is still unclear and scattered in several significant ways. First, conflicting results on learning outcomes, communication, and student engagement are often reported in earlier research. While many academics claim that social media encourages active involvement and teamwork, others report little academic interaction, passive engagement, and technological hurdles. These conflicting findings imply that contextual factors such as institutional support, technology infrastructure, instructional design, digital literacy, and cultural expectations influence educational outcomes rather than reflect discrepancies in the technologies themselves.

Another fact is that the previous literature has mostly explored Facebook and YouTube independently, though educators are increasingly using numerous social media platforms simultaneously to assist teaching and learning. This platform-specific approach overlooks how teachers integrate different technologies within a unified pedagogical strategy to achieve complementary educational objectives. As a result, current research only offers a limited comprehension of social media integration in real-world classroom settings. Additionally, prior research had significant methodological flaws. A large portion of the evidence that is now available is based on quantitative survey designs that gauge students' opinions, acceptance of technology, or frequency of social media use. Although these studies give useful statistical insights, they offer very limited understanding of instructors lived experiences, pedagogical decision-making, and instructional strategies. There are still very few qualitative studies that can examine how teachers deal with institutional, pedagogical, and technical obstacles.

Additionally, a glaring contextual disparity is also seen in the literature. The majority of empirical data comes from culturally or technologically sophisticated countries including the United States, Australia, Turkey, Taiwan, Thailand, and South Africa. While these studies add greatly to worldwide understanding, their findings cannot be presumed to apply directly to underdeveloped nations, where socio-economic conditions differ dramatically. Empirical data on teachers' experiences incorporating Facebook and YouTube into higher education is still scarce in Bangladesh, particularly at public colleges that are part of the National University. This contextual gap limits understanding of how social media functions within limited-resources educational settings.

In light of this, the current study examines teachers' perspectives and experiences on the incorporation of Facebook and YouTube into teaching and learning at GBMC in Bangladesh in

order to fill in these theoretical, methodological, contextual, and practical gaps. By concentrating on the public college of Bangladesh, the study expands on previous research by examining how institutional realities, pedagogical practices, technological infrastructure, and teachers' professional experiences all influence and how social media is used in higher education.

Research Methodology

Research Method

The qualitative approach was selected for this study because it is an excellent means of expanding in-depth knowledge of a research topic and generating new research ideas (Brown, 2010). Focus group discussions (FGD) and semi-structured interviews have been used to collect data. FGD protocols, interview protocols and consent forms all have been used to make data more precise and organized. The sample was set using purposeful sampling. Thematic analysis has been used for data analysis.

Research Instruments and Data Collection Methods

Two data collection tools interview and FGDs were employed to collect data for the investigation of using social media in teaching and learning in GBMC. Permission was taken from college administrators, teachers, and students for interviews and holding focus group discussion. The interviews each lasted from fifteen to twenty minutes. The topic was covered in roughly two hours during the FGD session. An FGD protocol with some specific sub-questions for both teachers and students and two interview schedules with some specific sub-questions for both teachers and students were used.

Sample Size and Sampling Method

The study was carefully selected and carried out at GBMC in the five departments named Political Science, History, Sociology, Economics and English. According to Patton (2002), choosing a sample size for qualitative research is not required by law. All the departments use social media in teaching and learning. Approximately 2500 students from these departments participate actively in online learning activities (Government Brojomohun College Magazine, 2020).

These departments are taken into consideration since they provide the best options for carrying out this research without any limitations. Five teachers and five students were chosen for interviews using purposeful sampling for generating rich and in-depth data, understanding participants lived experiences, explore complex social phenomena, and so on (Creswell & Poth, 2016). Additionally, eight students and two teachers were selected as FGD using purposeful sampling because it generates rich, interactive, and context-specific data that may not emerge through individual interviews alone, and particularly valuable for exploring collective experiences, perceptions, and social norms (Creswell & Poth, 2016; Denzin & Lincoln, 2011). Both teachers and students were selected based on their availability, attendance and participation in online classes, academic period, exam results, and active participation in online classrooms.

Data Analysis

In this qualitative study design, the thematic analysis approach was used to analyze and interpret the primary data. Thematic analysis is a method for identifying, analyzing, and interpreting meaning (theme) patterns in qualitative data (Clarke, Braun, & Hayfield, 2015). Focus group discussions and interviews were audio recorded and verbatim (word for word) transcribed with the participants' permission. The transcripts were examined several times to ensure familiarity with the data and to find recurrent patterns and significant statements. While analyzing data, initial codes were generated by repeatedly reading the transcripts and noting important words, phrases, and related statements. The coding process was conducted manually using MS word; initial codes were then grouped into broader categories based on conceptual similarities. These categories were more polished through an iterative process of continuous comparison to create overarching themes that represented participants' experiences, perceived difficulties, and recommended solutions. Methodological triangulation and member checking were used to ensure reliability. Participants verified the initial interpretations, while data collected from teachers and students through interviews and focus group discussions was cross validated to intensify the credibility and consistency of the findings.

Ethical Consideration

As part of ethical duty, the principal and participants have been informed of the goal of the study. To ease concerns about being victimized, participants were assured that their identities would not be disclosed and if necessary, pseudonyms would be used. The researcher assured them that any data they provided would be kept confidential and used only for research purposes.

Findings & Discussion

The findings of semi-structured interviews and focus group discussions (FGD) with teachers and students presented and discussed in this chapter, particularly integration of YouTube and Facebook in the educational setting of GBMC. Key themes that represent participants' expectations, perceptions, and lived experiences are found in the analysis. To offer a more thorough analytical interpretation, the discussion further connects these results to pertinent educational theories, especially constructivist learning theory and blended learning strategies.

Traditional, Lecture-Dominated Teaching in Overcrowded Classrooms

Participants consistently described that the current teaching-learning environment at GBMC is primarily lecture-based and teacher-centered. *One student participant stated that 'the teaching environment is generally good, but large class sizes make it difficult to interact with teachers, and almost all classes are lecture-based, and students often have limited opportunities to participate actively.'* Teachers also admitted that interactive teaching is challenging in high class sizes, which typically range from 150 to 200 students. The analysis indicates that the lecture approach is a reaction to structural constraints rather than just a pedagogical choice.

Social Media as an Informal Extension of Classroom Learning

Facebook and YouTube were reportedly used for academic reasons by both teachers and students, albeit primarily in casual and unstructured ways. At least six participants expressed their opinion

in FGDs that *'they regularly use YouTube to watch educational videos and recorded lectures. They also follow several academic Facebook groups where students share notes, books, and examination information.'* Both participants acknowledged that they rarely utilize YouTube to comprehend complex ideas, study for tests, and obtain lectures, documentaries, and visual explanations.

The results demonstrate that social media already serves as BMC's unofficial learning support system. The importance became especially apparent during the COVID-19 pandemic when educators and students depended on internet resources for academic continuity and communication.

Potential for Improved Engagement, Participation, and Learning Outcomes

The majority of participants indicated that if Facebook and YouTube were used consistently, they could increase student involvement. *One teacher explained that 'I observed that Facebook groups can facilitate discussions outside the classroom and encourage students to ask questions freely. Many students who remain silent in my class are more comfortable expressing their opinions online.'* A recurring finding was that students who keep quiet in large classrooms could feel more at ease taking part in online discussions. The key findings highlight that particularly crucial in situations where face-to-face interaction is diminished by shyness, crowded classrooms, and short class periods.

Responses consistently showed that through visual explanations, real-world examples, lecture recordings, and subject-specific resources, YouTube was thought to be helpful for demystifying difficult subjects. Facebook was thought to be helpful for peer learning, intellectual discussion, and communication between teachers and students outside of the classroom. When findings are combined, these platforms may facilitate collaborative learning, self-paced revision, blended learning, and more access to resources.

This is particularly significant because the results revealed that social media should not take the place of traditional classroom instruction. Its supplemental role was frequently highlighted by educators and learners.

Digital Divide, Distraction, and Ethical Risks

Participants constantly expressed several hazards, while they acknowledged the advantages. Unequal access was the issue that was brought up the most. Many students deal with expensive internet fees, erratic connectivity, or a shortage of appropriate devices. This indicates that if social media-supported learning is implemented without institutional backing, it may inadvertently increase educational inequality.

Students were asked about challenges of using social media in FGDs. *One participant asserted that 'The major challenges I faced were unreliable internet connections, lack of digital literacy among some teachers, privacy concerns, and the possibility of students being distracted by non-academic content.'* Teachers and students have observed that Facebook and YouTube have a lot of entertaining and non-academic content, which could make it harder to focus and maintain study habits. Concerns around privacy, false information, abuse of academic groups, and the potential for online places to become unofficial or dormant without monitoring were also voiced

by participants. Participants suggested that to maintain professional distance, educators can use two Facebook accounts; one for personal usage and another for work-related purposes. All things considered, the problem is not just technological but also ethical and pedagogical.

Need for Institutional Support, Policy, and Capacity Building

The need for official institutional assistance emerged as a major demand in both the FGD and the interviews. Campus-wide internet access, dependable multimedia resources, official departmental Facebook groups, official YouTube channels, instructor preparation, student orientation, and unambiguous rules for proper academic use were identified by both participants. *As a teacher emphasized that ‘the college should improve internet connectivity and technological infrastructure. Teachers also need training in digital pedagogy and content creation, alongside institutional guidelines for the academic use of social media.’*

This finding is noteworthy as it suggests that institutionalization is necessary for successful integration. Social media use could continue to be dispersed, unfair, and susceptible to abuse in the absence of formal policies, oversight, and training.

Taken together, the results demonstrate that GBMC's present teaching-learning environment is hampered by overcrowded classrooms, a lack of teachers, inadequate technology, and poor student involvement. By facilitating communication, material availability, revision, and visual learning, Facebook and YouTube are already assisting educators and students in overcoming some of these constraints informally.

But encouraging teachers and students to utilize social media is not enough for meaningful integration. It necessitates an organized blended learning approach backed by formal platforms, digital literacy instruction, infrastructure, privacy protections, content guidelines, and ongoing oversight. The data's strongest conclusion is that social media has a lot of educational potential at BMC, but only if it is used as a carefully controlled addition to traditional instruction rather than as an uncontrolled replacement.

Discussion

This study shows that social media's educational usefulness cannot be comprehended apart from the institutional contexts in which instruction takes place. Facebook and YouTube become context-dependent educational tools whose efficacy is influenced by institutional, technological, and structural factors rather than acting as intrinsically transformational technologies at GBMC. By demonstrating that social media adoption in a resource-constrained public institution is motivated more by the urge to make up for constraints in the traditional teaching environment than by technological innovation, this discovery expands on earlier research. As a result, the study focuses on a more comprehensive understanding of how institutional contexts mediate digital educational practices rather than technology-centered explanations of using social media.

The fact that teaching and learning at GBMC are still mostly teacher-centered and lecture-driven is a significant finding. These results imply that the preponderance of lecture-based pedagogy at GBMC cannot be explained solely by resistance to innovation or instructional preferences. Rather, it is an adaptive reaction to institutional limitations that provide teachers few

chances to use learner-centered pedagogies. This result corroborates previous research that found structural hurdles to be the main impediments to active learning in evolving educational settings (Nghia, Phuong, & Huong, 2020). As a result, students frequently become passive consumers of information with few chances for involvement, teamwork, and critical engagement.

Further findings reveal that YouTube and Facebook have become unofficial extensions of classroom instruction. Teachers and students reported that using both platforms on a frequent basis, even though neither was institutionally incorporated into formal teaching methods. Importantly, these activities developed naturally because of teachers' and students' own initiatives rather than being planned by formal institutional regulations. This observation suggests that social media presently serves as an unofficial educational environment that supplements rather than replaces classroom teaching. This finding adds to the expanding body of literature (Eid & Al-Jabri, 2016; Duggan, 2015; Ritesh & Ruhi, 2018) that contends that digital learning is increasingly taking place outside of the traditional classroom while also offering empirical evidence of how this process takes place in the setting of a Bangladeshi public college.

The findings can further be interpreted through constructivist learning theory, which views learning as an active process of knowledge construction through interaction and collaboration. Social media facilitates this ongoing knowledge construction. These platforms had varied instructional purposes that together addressed various aspects of students' learning needs rather than competing with one another. This integrated utilization of multiple platforms is significant rather than evaluating each platform in isolation (Manca & Ranieri, 2016; Moghavvemi et al., 2018).

The findings also support the claim that educational efficiency is not solely determined by technology. Previous research has yielded conflicting results regarding Facebook's role on student involvement, communication, and teamwork (Balcikanli, 2015; Wichadee, 2013; Nalbone et al., 2016; Aydin, 2014). The current study contributes to the explanation of these discrepancies by showing how social media usage is significantly influenced by institutional context. As well as the findings supports recent arguments that the educational efficacy of social media depends more on pedagogical design, institutional support, technological infrastructure, and sociocultural conditions than on the technology itself (Cheng et al., 2016; Bahati, 2015; Harran & Olamijulo, 2014).

In a similar vein, participants emphasized YouTube as a crucial tool for promoting learner autonomy, understanding challenging ideas, reviewing classroom teachings, and learning at their own pace. These results are in line with constructivist learning theory, which views education as an active process in which students build knowledge via investigation, introspection, and engagement with educational materials (Roodt & De Villiers, 2011; Fleck et al., 2014; Harper et al., 2023). However, the present study also indicates that learner autonomy appears in resource-constrained educational contexts as an adaptive approach that students use to make up for shortcomings in traditional classroom instruction, rather than just as a pedagogical preference. Consistently, the findings expand blended learning by showing that institutional context plays a significant role in blended techniques' efficacy. Research on blended generally assumes that formal learning management systems and reasonably advanced technology infrastructures are available (Halverson & Graham, 2019). In contrast, the current study shows how social media platforms that are openly accessible can serve many of the instructional and communicative purposes that are usually associated with formal digital learning settings.

Notwithstanding these educational advantages, the results also show that social media integration presents important ethical, technological, and pedagogical issues that should not be disregarded. Participants consistently identified inconsistent internet availability, unequal access to digital devices, and data cost were significant obstacles to egalitarian participation. These results confirm earlier research concerns that, in the absence of adequate institutional support, technology enhanced learning may inadvertently replicate or even exacerbate already existing educational disparities (Abdullah, 2017; Harran & Olamijulo, 2014).

Both participants also raised concerns about distraction, privacy, false information, and professional boundaries within the same digital area. These results corroborate previous studies that highlight how social media simultaneously generates ethical dangers and educational opportunities (Chen, 2015; Cheng et al., 2016; Rambe & Ng'ambi, 2014; Hope, 2016; Mendez et al., 2014). However, the findings imply that these problems highlight the need for institutional regulation rather than discouraging using social media.

Overall, the findings show that Facebook and YouTube have a great deal of potential to improve instruction in public colleges. However, the educational value of social media does not reside in the technologies themselves; but it depends on the pedagogical design, institutional backing, and contextual implementation of these technologies. All things considered, the study shows that social media can change educational practice when used as a carefully planned supplement to traditional classroom instruction rather than as an uncontrolled replacement for formal teaching by fusing constructivist learning principles with a contextually grounded understanding of blended learning.

Strengths and Challenges

Strengths of Using Social Media at GBMC Teachers' Professional Development

GBMC possesses several institutional strengths that make a favorable situation for incorporating social media into teaching and learning. GBMC is one of the biggest government institutions connected to the National University of Bangladesh, with 22 academic departments and a skilled faculty, and a sizable and varied student body. This academic variety offers a solid basis for interdisciplinary communication, cooperative learning, and departmental sharing of teaching methods.

The current digital infrastructure of the college is one of the main advantages. GBMC has established an ICT Cell to handle technology-related operations, it runs ICT labs, maintaining its own broadband network with Wi-Fi connection throughout academic departments, and managing an official website. These current technology tools show the institution's dedication to digital transformation and lower the first obstacles using social media as an additional teaching and learning tool.

The widespread familiarity with social media by teachers and students enhances the implementation chances, is another strength. Platforms like Facebook and YouTube can be easily modified for instructional purposes because they are already well-known as communication tools. Teachers can concentrate on enhancing instructional techniques rather than learning whole new technology because of this familiarity, which reduces the need for lengthy technical orientation.

Another institutional asset is the availability of national digital education initiatives, such as Muktopaath and the Teachers' Portal, which are already connected via the college website. These tools give educators access to professional development courses and digital learning resources that can improve their ability to use social media in their teaching. The availability of free or inexpensive digital resources is a significant advantage. Teachers can enhance classroom instruction without having to make a significant financial investment thanks to educational videos, webinars, and open-access learning resources. These materials are especially helpful in public colleges with limited resources, like GBMC, where opportunities for formal professional development may be few.

Collectively, a strong institutional framework for integrating social media into teaching and learning is provided by GBMC's well-established ICT infrastructure, sizable academic community, current digital platforms, and encouraging national digital initiatives. These opportunities can encourage increased collaboration, better access to learning materials, and more adaptable and technologically advanced teaching methods, if they are thoughtfully incorporated into teachers' professional development.

Challenges of Using Social Media in Teaching at GBMC

Despite the institutional strengths, the successful integration of social media into teaching and learning at GBMC is limited by several interrelated issues. Teachers' lack of preparedness to use social media as a teaching tool is one of the main obstacles. Despite widespread use of social media for interpersonal communication, many educators lack formal training in digital pedagogy and have little experience incorporating it into their lessons. Consequently, the successful use of social media in teaching and learning may be hampered by a lack of digital competency and opposition to altering traditional teaching methods.

Infrastructure and technological constraints continue to be major barriers. Although GBMC has created campus internet services and ICT facilities, teachers and students have not constant access to dependable connectivity, especially when they are not on campus. Furthermore, there are fewer possibilities to successfully incorporate technology into routine instruction due to overcrowded classrooms and inadequate infrastructure. Despite the availability of digital platforms, these institutional limitations may deter teachers from implementing creative teaching strategies.

Another significant issue is the socioeconomic circumstances of the students. Most students at GBMC have limited access to laptops, smartphones, or reliable internet connections outside of the campus because the school draws students from a diverse background, many of which are economically poor. These disparities could increase the digital divide among students and limit equitable participation in social media supported learning (Bahati, 2015).

Successful implementation is made more difficult by a lack of human resources. GBMC serves many student bodies with a limited number of teachers, resulting in high teaching workloads and significant administrative obligations. Teachers have less time to create digital learning resources, engage in professional development, and efficiently oversee online learning activities as a result of these pressures. To be implemented successfully, both teachers and students need active participation. According to earlier research, meaningful involvement in online educational activities may be diminished by a reluctance to participate in interactive learning environments

and a lack of communication skills (Aydin, 2014; Harraan & Olamijulo, 2014). Thus, in the absence of consistent institutional support and incentive, the educational potential of social media might continue to be underutilized.

Furthermore, concerns about privacy, ethical online code of conduct, information quality, and academic activity monitoring are also brought up by the incorporation of social media. If proper institutional norms are not developed, the teaching-learning process may be adversely affected by the quick spread of false information and insufficient oversight of online interactions (Zaidieh, 2012). Finally, GBMC is a publicly financed organization, its ability to grow its digital teaching efforts is mostly dependent on ongoing government funding for ICT infrastructure, teacher training, and institutional support. Therefore, the long-term viability of social media integration may be limited by a lack of government funding.

Recommendations & Conclusion

Recommendations

GBMC should adopt a comprehensive implementation plan that considers Bangladesh's socio-economic realities as well as the institutional context in order to enable the successful integration of social media into teaching and learning. Social media should be used as a supplementary teaching tool supported by necessary infrastructure, professional development, and institutional governance rather than being seen as a replacement to traditional teaching. Firstly, GBMC should strengthen its current ICT infrastructure to ensure technology enhanced instruction. Though the college has established ICT facilities, more funding is required for multimedia projectors, interactive displays, audio systems, smart classrooms, and classroom video recording equipment and so forth as per need for technology integration. It enables students to review course material and assist those who are unable to consistently attend classes if lectures are recorded and made accessible through official Facebook learning groups or institutional YouTube channels (Jackman & Roberts, 2014). Continuous enhancement of campus-wide fast internet access is also requisite to ensure continuous access to digital learning resources for both teachers and learners (Bahati, 2015).

Secondly, a key element of professional development should be the enhancement of teachers' digital competencies. GBMC should regularly offer ICT based pedagogical training, workshops, and mentoring programs that concentrate on the instructional use of social media rather than just fundamental technology skills alone. Attending national and international professional development programmes further strengthened teachers' ability to create, oversee, and assess technology supported learning environments. Similar orientation programmes ought to be implemented for learners to encourage utilizing social media responsibly and effectively for academic purposes. Thirdly, institutional rules should inspire a supportive digital teaching culture. The current ICT Cell can take the lead in creating institutional policies using social media for academic purposes, organizing faculty training, sharing best practices, and offering technical assistance. Simultaneously, more favorable conditions for technology enhanced learning would be created by extending digital teaching capabilities and upgrading classroom surroundings (Wichadee, 2013).

Finally, financial commitment and efficient governance are necessary for long-term successful implementation. The government and college administration should provide adequate funding for internet services, technology infrastructure, teacher preparation, and system updates and maintenance. A Social Media Coordination Committee made up of academic administrators, ICT staff, and faculty representatives should be formed for further monitoring implementation, creating institutional policies on privacy and ethical online practices, assessing results, and suggesting ongoing improvements based on feedback from teachers and students (Zaidieh, 2012). Such a synchronized strategy would improve the sustainability and effectiveness of social media integration at GBMC.

Conclusion

Teachers' professional development in public higher education institutions can be greatly enhanced by integrating social media into teaching and learning. This study investigated the institutional strengths, implementation problems, and strategic initiatives necessary to support the successful integration of social media in teaching and learning using GBMC as a contextual case. The analysis also shows that although GBMC has significant enabling factors, such as an established ICT infrastructure, digital platforms, and a sizable academic community, the effective use of social media depends on resolving related issues with teachers' digital competency, technology infrastructure, student accessibility, institutional governance, and long-term funding.

This main contribution of the study is a context-sensitive methodology for incorporating social media into teacher professional development in Bangladesh's resource-constrained public colleges. The study shows that effective implementation necessitates the alignment of institutional preparation, professional capacity training, supportive policies, and ongoing monitoring, rather than considering technology adoption as a purely technological issue. This integrated viewpoint expands on the body of previous literature by offering practical guidance for institutions operating under similar socio-economic and administrative conditions.

The findings have significant implications for teacher educators, college administrators, and policymakers. Strategic investment in ICT infrastructure, ongoing professional development, institutional policy, and ethical governance can improve teachers' capability using social media into pedagogical practice, in addition to fostering more accessible, cooperative, and student-centered learning environments. Although the recommendations are developed in the context of GBMC, they may also inform digital transformation initiatives in other public higher education institutions with comparable characteristics.

Future studies could validate the suggested framework experimentally in other colleges and examine its impact on student learning outcomes, instructional strategies, and teachers' professional development. Such evidence would further strengthen the sustainable integration of social media into higher education in Bangladesh.

References:

- Abdullah, A. (2017). Utilization of YouTube as an information resource to support university courses. *The Electronic Library*, 36(1), 71–81.
- Al-Khatib, T. (2014). Surgical education on YouTube. *Saudi Medical Journal*, 35(3), 221–223.
- Alm, A. (2015). Facebook for informal language learning: Perspectives from tertiary language students. *The EUROCALL Review*, 23(2), 3–18.
- Aydin, S. (2014). Foreign language learners' interactions with their teachers on Facebook. *System*, 42, 155–163. <https://doi.org/10.1016/j.system.2013.12.001>
- Bahati, B. (2015). Extending student discussions beyond lecture room walls via Facebook. *Journal of Education and Practice*, 6(15), 160–171.
- Balcikanli, C. (2015). Prospective English language teachers' experiences in Facebook: Adoption, use and educational use in the Turkish context. *International Journal of Education and Development Using Information and Communication Technology*, 11(3), 82–99.
- Bozkurt, A., Jung, I., Xiao, J., Vladimirsch, V., Schuwer, R., Egorov, G., Lambert, S. R., Al-Freih, M., Pete, J., Olcott, D., Jr., Rodes, V., Aranciaga, I., Bali, M., Alvarez, A. V., Roberts, J., Pazurek, A., Raffaghelli, J. E., Panagiotou, N., de Coëtlogon, P., ... Paskevicius, M. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, 15(1), 1–126.
- Brown, A. P. (2010). Qualitative method and compromise in applied social research. *Qualitative Research*, 10(2), 229–248.
- Chen, Y.-C. (2015). Linking learning styles and learning on mobile Facebook. *International Review of Research in Open and Distributed Learning*, 16(2), 94–114.
- Cheng, I. N. Y., Chan, J. K. Y., Kong, S. S. Y., & Leung, K. M. Y. (2016). Effectiveness and obstacle of using Facebook as a tool to facilitate student-centred learning in higher education. *Asia-Pacific Forum on Science Learning and Teaching*, 17(2), 1–14.
- Chugh, R., & Ruhi, U. (2018). Social media in higher education: A literature review of Facebook. *Education and Information Technologies*, 23(2), 605–616. <https://doi.org/10.1007/s10639-017-9621-2>
- Clarke, V., Braun, V., & Hayfield, N. (2015). Thematic analysis. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (3rd ed., pp. 222–248). SAGE Publications.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The SAGE handbook of qualitative research* (4th ed.). SAGE Publications.
- Duffy, P. (2008). Engaging the YouTube Google-eyed generation: Strategies for using Web 2.0 in teaching and learning. *The Electronic Journal of e-Learning*, 6(2), 119–130.
- Duggan, M. (2015, August 19). *The demographics of social media users*. Pew Research Center. <https://www.pewresearch.org/internet/2015/08/19/the-demographics-of-social-media-users/>
- Eid, M. I., & Al-Jabri, I. M. (2016). Social networking, knowledge sharing, and student learning: The case of university students. *Computers & Education*, 99, 14–27. <https://doi.org/10.1016/j.compedu.2016.04.007>
- Faruq, M. O., Reza, A. A., Rahman, M. M., & Alam, M. R. (2017). Impact of social networking sites in Bangladesh: Few possible solutions. *International Journal of Intelligent Systems and Applications*, 9(4), 53–60. <https://doi.org/10.5815/ijisa.2017.04.06>

- Fleck, B. K. B., Beckman, L. M., Sterns, J. L., & Hussey, H. D. (2014). YouTube in the classroom: Helpful tips and student perceptions. *Journal of Effective Teaching*, 14(3), 21–37.
- Government Brojomohun College. (2020). *Government Brojomohun College Magazine 2020*. Government Brojomohun College.
- Government Brojomohun College. (n.d.). *Government Brojomohun College*. <https://www.bmccollege.gov.bd>
- Greeves, S., & Oz, M. (2024). YouTube in higher education: Comparing student and instructor perceptions and practices. *Frontiers in Education*, 8, Article 1330405. <https://doi.org/10.3389/feduc.2023.1330405>
- Gruzd, A., & Hernández-García, Á. (2018). Privacy concerns and self-disclosure in private and public uses of social media. *Cyberpsychology, Behavior, and Social Networking*, 21(7), 418–428. <https://doi.org/10.1089/cyber.2017.0709>
- Halverson, L. R., & Graham, C. R. (2019). Learner engagement in blended learning environments: A conceptual framework. *Online Learning*, 23(2), 145–178. <https://doi.org/10.24059/olj.v23i2.1481>
- Harper, L. M., James, E. D., Joo, S., & Kim, Y. (2023). System and content factors associated with college students' adoption of YouTube for learning purposes. *The Electronic Library*, 41(5), 641–661. <https://doi.org/10.1108/EL-09-2022-0208>
- Harran, M., & Olamijulo, C. (2014). Social media communication spaces to develop literacies in a higher education language classroom context. *South African Journal of Higher Education*, 28(2), 410–435.
- Hope, A. (2016). Educational heterotopia and students' use of Facebook. *Australasian Journal of Educational Technology*, 32(1), 47–58. <https://doi.org/10.14742/ajet.2289>
- Jackman, W. M., & Roberts, P. (2014). Students' perspectives on YouTube video usage as an e-resource in the university classroom. *Journal of Educational Technology Systems*, 42(3), 273–296. <https://doi.org/10.2190/ET.42.3.f>
- Krauskopf, K., Zahn, C., & Hesse, F. W. (2012). Leveraging the affordances of YouTube: The role of pedagogical knowledge and mental models of technology functions for lesson planning with technology. *Computers & Education*, 58(4), 1194–1206. <https://doi.org/10.1016/j.compedu.2011.12.010>
- Manca, S., & Ranieri, M. (2016). Facebook and the others: Potentials and obstacles of social media for teaching in higher education. *Computers & Education*, 95, 216–230. <https://doi.org/10.1016/j.compedu.2016.01.012>
- Medel, I. L. (2015). Social media in the classroom: Challenges and opportunities for a better teaching and learning experience in a new framework. In *Proceedings of the Second 21st Century Academic Forum at Harvard* (pp. 265–267). 21st Century Academic Forum.
- Mendez, J. P., Le, K., & DeLaCruz, J. (2014). Integrating Facebook in the classroom: Pedagogical dilemmas. *Journal of Instructional Pedagogies*, 13, 1–10.
- Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. (2018). Social media as a complementary learning tool for teaching and learning: The case of YouTube. *The International Journal of Management Education*, 16(1), 37–42. <https://doi.org/10.1016/j.ijme.2017.12.001>
- Nalbone, D. P., Kovach, R. J., Fish, J. N., McCoy, K. M., Jones, K. E., & Wright, H. R. (2015). Social networking websites as a tool for student transitions: Purposive use of social networking websites for the first-year experience. *Journal of College Student Retention: Research, Theory & Practice*, 17(4), 489–512. <https://doi.org/10.1177/1521025115578223>
- Nghia, T. L. H., Phuong, P. T. N., & Huong, T. L. K. (2020). Implementing the student-centred teaching approach in Vietnamese universities: The influence of leadership and management

- practices on teacher engagement. *Educational Studies*, 46(2), 188–204. <https://doi.org/10.1080/03055698.2018.1555458>
- Northey, G., Bucic, T., Chylinski, M., & Govind, R. (2015). Increasing student engagement using asynchronous learning. *Journal of Marketing Education*, 37(3), 171–180. <https://doi.org/10.1177/0273475315589814>
- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative Social Work*, 1(3), 261–283. <https://doi.org/10.1177/1473325002001003636>
- Rambe, P., & Ng'ambi, D. (2014). Learning with and from Facebook: Uncovering power asymmetries in educational interactions. *Australasian Journal of Educational Technology*, 30(3), 312–325. <https://doi.org/10.14742/ajet.216>
- Roodt, S., & De Villiers, C. (2011). Using YouTube as an innovative tool for collaborative learning at undergraduate level in tertiary education. In *Proceedings of the AIS SIG-ED IAIM 2011 Conference*.
- Shabur, M. A., & Siddiki, M. R. (2024). Investigating social media's impact on the new era of interactive learning: A case study of Bangladesh. *Heliyon*, 10(4), e25790. <https://doi.org/10.1016/j.heliyon.2024.e25790>
- The Economist Intelligence Unit & New Media Consortium. (2008). *The future of higher education: How technology will shape learning*. The Economist Intelligence Unit.
- VanDoorn, G., & Eklund, A. A. (2013). Face to Facebook: Social media and the learning and teaching potential of symmetrical, synchronous communication. *Journal of University Teaching & Learning Practice*, 10(1), Article 6.
- Wichadee, S. (2013). Peer feedback on Facebook: The use of social networking websites to develop writing ability of undergraduate students. *Turkish Online Journal of Distance Education*, 14(4), 260–270.
- Younger, D. W., Duncan, J. E., & Hart, L. M. (2013). *Tuning into YouTube in the classroom: Improving assessment scores through social media*. ERIC. <https://files.eric.ed.gov/fulltext/ED543108.pdf>
- Zaidieh, A. J. Y. (2012). The use of social networking in education: Challenges and opportunities. *World of Computer Science and Information Technology Journal*, 2(1), 18–21.