



## Significance of social media on woman education and justice: A review from South Asian context

 Sidratul Montaha<sup>1+</sup>

 Tasin Safwath Chowdhury<sup>2</sup>

 G.M. Ikramul Kabir<sup>3</sup>

 Md. Minhaz Uddin<sup>4</sup>

<sup>1</sup>Department of Political Science, Sheikh Fazilatunnesa Mujib University, Jamalpur- 2000, Bangladesh.

Email: [sidratul@sfmu.edu.com](mailto:sidratul@sfmu.edu.com)

<sup>2</sup>Department of History, University of Chittagong, Chittagong, Bangladesh.

Email: [tasinsafwathchowdhury@gmail.com](mailto:tasinsafwathchowdhury@gmail.com)

<sup>3</sup>Department of Law, Sheikh Fazilatunnesa Mujib University, Jamalpur- 2000, Bangladesh.

Email: [ikramul@sfmu.edu.bd](mailto:ikramul@sfmu.edu.bd)

<sup>4</sup>Department of Economics, Sheikh Fazilatunnesa Mujib University, Jamalpur- 2000, Bangladesh.

Email: [minhaz.uddin452@gmail.com](mailto:minhaz.uddin452@gmail.com)



(+ Corresponding author)

### ABSTRACT

#### Article History

Received: 6 February 2023

Revised: 31 March 2023

Accepted: 17 April 2023

Published: 10 May 2023

#### Keywords

Awareness

Justice

Social media

South Asia

Woman education.

The initial purpose of this study was to review the impact of social media on women's education as well as education and justice in South Asian countries. Social media is actively contributing to the advancement of women's education and justice. It has made education more accessible and convenient, and it has brought people from all over the world together to support the oppressed in the pursuit of justice. This is the first time an investigation using secondary sources of information in the research area, such as South Asian nations, has ever been looked at in relation to that specific research issue. Better access to social media, efficiency, ensuring justice, better and higher-quality education, and modernization are all improved by this review. This study also makes a contribution by highlighting the value and favorable perceptions of social media in justice and education, as well as social awareness. Limitations exist, and future research should focus on quantitative strategies that benefit stakeholders.

**Contribution/Originality:** The purpose of this study was to review the impact of social media on women's education as well as education and justice in South Asian countries, which has never been examined by other researchers. This research contributes to society by creating awareness about the importance of justice and women's empowerment.

### 1. INTRODUCTION

With 1.891 billion people, or more than one-fourth of the world's population, living there, South Asia occupies about 5.2 million km<sup>2</sup> or 11.71% of the Asian continent and 3.5% of the planet's land area. It is also the most populous and densely populated region in the world. In South Asia, females made up 48.38% of the population overall in 2021, according to reports (World Bank, 2022). However, women are 36% less likely to use the Internet than men are throughout South Asian nations (Okuda, Cappelle, & Bell, 2022). Comparing the rate of female mobile phone ownership to that of males might help comprehend the gender gap. In South Asia, 124 million fewer women than men benefit from mobile phone ownership (World Bank, 2022). Despite the inadequate internet usage by women in South Asia, social media platforms have a big impact on the expansion of women's educational

opportunities. It gives women the option of receiving a top-notch education while learning online. Any educational institution, no matter where it is located, can provide a degree through distance learning. Additionally, using a search engine instead of visiting a library makes it easier for women to rapidly obtain reliable information from internet sources. By blogging, a student can strengthen their writing skills. Free blog writing enables students to write regularly without fear that their thoughts will be critically analyzed, and social media platforms may be effectively used for collaborative work. It is also more convenient because women do not have to physically go out to meet; through the Internet, they complete the assignment as a group. However, social media has both a positive and negative impact on women; women are more active than men in content sharing social media, using Instagram, TikTok, Facebook, and Pinterest more than men (Anderson, 2015). The first issue with the negative effect is the type of distraction it causes the class students. The breakdown of the educational system is caused by a large number of bloggers and writers who broadcast inaccurate information or inappropriate material on social media. Furthermore, social media reduces students' ability to interact with one another in person. Another issue is that women share their personal information on social media without adequate comprehension, and some ill-intentioned individuals use that information for malicious purposes. This has a negative impact on the woman and her family, and it has been observed in South Asian countries that women's education has been permanently discontinued as a result. Concurrently, the essential figures in a judicial framework—justice, judge, attorney, and public prosecutor—are also on social media, and the influence of social media can be apparent on their judicial work in both positive and negative ways. The common law system of delivering justice is fundamentally based on the idea of open justice, which holds that justice “should not only be done but should manifestly and unquestionably be seen to be done.” A set of substantive open justice standards is established by the open justice concept and is typically followed by courts. There are three such rules: first, that evidence is disclosed publicly to those in attendance in court; second, that decisions are rendered in open court (Herzog, 1967); and third, that nothing should be done to prevent the creation of fair and accurate reports of judicial proceedings, including by the media. At the beginning, people nowadays are learning about a far greater number of court decisions than they did in the past, having the chance to learn about new or revised legislation as well as being aware of constitutional and human rights, and this is only feasible in a comparatively simpler way thanks to social media. Due to social media alone, the administration of South Asia's densely populated nations, where the use of the law is limited in comparison to developed countries, has been obliged to prosecute several criminals. Even in developed countries like America, social media had the greatest impact on the breakthrough movement that took place under the title “black lives matter” in the trial of the police officer who killed George Floyd, a black man. However, here comes the dilemma when, in any jurisdiction, predilection can be influenced by social media. According to Nevett (2020) he has been detained more than 70 times since he began documenting the city's police department, the “New York City Police Department” NYPD, in the late 1990s. His use of film to expose police brutality paved the way for the expanding police accountability movement that is now seen throughout the US and expresses the revelation of racism in the police; as a result, numerous changes have been made as a result of the video's release, including the defunding of the police and civil rights demonstrations; additionally, the Black Lives Matter movement would not have taken off without the video documenting George Floyd's murder.

Furthermore, people are continuously exposed to proof of several organized crimes being committed, including war, fraud, interstate conspiracies, and other classified information, yet some of the material is propaganda. In order to affect the overall course of events, propaganda is continually disseminated, and the ordinary citizen has little ability to distinguish between fact and fiction from a sea of data. Individuals are making judgments prior to the conclusion of any legal proceedings as a result of their freedom of speech and thought, which has an impact on the actual occurrence. A judge who utilizes social media is likely to be affected, as one study found that 44.5% of US judges use social media (Davey, Taylor, Beougher, Trevas, & Hodson, 2014). The conflict between judicial impartiality and freedom of speech is manifested through judges' social activity and has deep historical origins. In

the early Greek societies of Homer and Hesiod, impartiality is mentioned as a crucial component of a fair trial and a crucial quality of those who administer justice. However, the goal of this review article is to determine how the literature already in existence learns about those global issues in South Asian nations, what recommendations or remedies they offer, and where the research gap is explained by the nature of social media activities on education and justice, which are examined by reviewing existing literature.

## 2. LITERATURE REVIEW

Sultana and Akter (2021) analyzed primary data, which was collected by interview survey. Authors used the Principal Component Analysis with sample size 100 in Bangladesh respect to the variables were age, gender, marital status, qualification, personal income, family income, designation, children, working hours, work experience, and social media. Findings showed that people demand more security and safety when engaging in online commerce, in addition to other variables like access to the internet and other infrastructure, and recommended creating guidelines for managing a digital platform and keeping users secure. Web-based businesses should prioritize cyber security in order to foster trust in the online environment and assure women's access to digital technology and a good ambiance. To do this, the entire community must cooperate. In Bangladesh, Mahmud, Mohsin, Irfan, Muyeed, and Islam (2022) carried out research using first-hand information. The variables were gender, age, marital status, education, income, work, religion, social media, and region. The methodology was cross-sectional approach, exploratory analysis (frequency analysis, means, medians, bivariate analysis), and multivariable logistic regression. The main results showed that social media users who were male, young, single, highly educated, and living in cities were more likely to have adequate knowledge of, positive attitudes toward, and appropriate actions toward tuberculosis. Based on the findings, the authors suggested that programs and interventions be set up to improve knowledge, attitudes, and behaviors regarding tuberculosis (TB) in Bangladesh, with a focus on females, young and elderly people, people who live in rural areas, illiterate or less educated people, and people. In order to conduct research in India, Saha, Paul, Yaya, and Banke-Thomas (2022) used secondary data and Pearson's Chi-square, multivariable binary logistic regression. Authors state that social media usage is significantly associated positively with awareness of sexual activity, pregnancy, contraception, and "human immunodeficiency virus" (HIV). Marital status did not correlate with social media use, and married adolescent females were much more knowledgeable about sexual activity, pregnancy, and contraceptive options. They also recommended that, without significant investments in education and the renovation of relevant social and structural integrity, effective social media usage would not be possible. Adolescent females should be empowered both socially and economically through education, which may be provided through greater access to digital technologies and their dissemination.

In addition to spreading thoughts on the legal system and the government, new bulletins can help raise people's levels of awareness. Social media has the power to completely transform the nation's justice system. Social media, which is beneficial for swift justice, is used to critique mistakes, carelessness, and delays in the legal system during court hearings. The Supreme Judicial Council should exercise its authority to enact laws that promote quick justice. Once the case trial begins, the deadline for each case's conclusion should be stated. The bar and bench should cooperate to inform the system of the value of swift justice. In addition to the principle that "justice delayed is justice denied," it is important to keep in mind that "justice hurried is justice buried" while creating rules to ensure prompt justice (Hameed, 2022). The sample size was 318 when using primary data (an online survey and semi-structured interviews) and the grounded theory approach. Nova, Saha, Shafi, and Guha (2019) stated that the majority of participants in cyberbullying are women who experience sexual harassment. People who declare that the harasser is someone they know and people who seek social assistance are frequently victimized, humiliated, and mistreated. The author also recommended that you consider the policies establishing connections between social media sites, the government, law enforcement, and social assistance organizations. Establish social support

networks to track down, connect with, and assist victims of online abuse. Establish basic efforts to promote cultural and religious values and teach them to individuals in training. Implement technical measures like a location monitoring network and a reliable algorithm to identify offensive or obscene language and prevent people from connecting. Jahan and Ahmed (2012) has been used Mann Whitney (M-W) and Kruskal-Wallis (K-W) tests; sample size: 209. There are some variables used, such as the faculty or institution, year of study, places of origin, computer skills, internet connection used, period of favorite “social networking sites”( SNS) use, frequency of use, preferred time to access SNSs, friend connections, group connections, reasons for using SNSs to communicate, and use of SNS for academic purposes. The findings are that students mostly utilize social networking sites for communication with friends and classmates, but they are also enthusiastic about utilizing SNSs for academic-related activities. These features and capabilities benefit students in their education. The authors are recommended, and students should investigate how they may use them for academic work. Teachers should encourage learners to communicate with them through these platforms. Academic institutions ought to encourage the adoption of cutting-edge technology in the administration of their services. Amit, Barua, and Kafy (2021) have taken positive measures, including mobile applications, whereas negative measures include artificial intellectual technology. Extremism is motivated by political and religious convictions. Extremism and divisiveness among Bangladesh's educational institutions— Bangla-medium, English-medium, and Madrasah—are fueled by people's lack of in-depth understanding of their own religions. The youth of the nation have easy access to the Internet, which might make them more susceptible to the risks of violence and radicalization. The “Hello CT” app, the Digital Security Act of 2018, as well as other security-driven internet surveillance and counter narrative activities by “Counter Terrorism and Transnational Crime” CTTC, are not well publicized and do not match the level of demand. Tanvir, Matiur, and Hossain (2021) state that young people are constitutes a key demographic for radicalization and recruitment by violent terrorist organizations in Bangladesh. The extreme groups' makeup is distinctive and at odds with mainstream secular political ideologies. National and worldwide extremist organizations use social media platforms to spread misinformation, misunderstand divine instructions, and deliver hate speeches to the general public in an effort to deceive and fulfill their own goals. Table 1 presents a summary of relevant literature. The research gap indentified that, this is the first time initiative in the study region such as South Asian countries have been never been examined in that particular research issues. This review makes better opportunity in social media access, effectiveness, ensuring justice, better and quality education and modernization.

Table 1. Summary of relevant literature.

Name of author	Type of data, country & duration	Variables	Results/findings
Prodhan, Islam, and Hossain (2020)	Primary data (Questionnaire-based survey); education institutes in Rangpur; 2019	gender, age, marital status, and level of education	With the exception of Youtube, all the dependent variables (features) had positive and significant correlations with the usage period, with Twitter having the largest positive significance
Vanneman, Noon, Sen, Desai, and Shariff (2006)	Primary data; India; 2004-2005	Religions, consumer assets, expenditure, highest female education, adult male and female, number of married females	More network connections than any other group exist among Brahmins. Following in the usual order are the following caste groupings. Hindus from high castes interact more than ordinary Hindus but less than Brahmins. The networks of the OBC, the dalit, and the adivasi are all far weaker than the networks of the high caste Hindus. Muslims, on the other hand, are particularly disadvantaged; their networks resemble those of delist.
Prajapati et al. (2020)	Primary data (Interview) Punjab, India; September 2018 to February 2019.	Gender, age, education, occupation	The most popular social media platforms were Facebook and WhatsApp; people accessed social media platforms more than 5 times on average. In compared to women, men use smartphones, the internet, and social media substantially more often. Although social media is fast expanding as a

Name of author	Type of data, country & duration	Variables	Results/findings
			substitute for conventional media in the health promotion space,
Manjunatha (2013)	Primary data (Personal questionnaires and interview); India;2012	Education, gender, and residential regions	1)Due to lack of Internet access at home, living in a dorm without Internet access, or a lack of interest in social networking sites, students have spent less time online. 2)More male students than female students utilize social networking sites. 3)Students utilize social networking sites for dating, friendship-building, and relationship maintenance.
Abbas, Aman, Nurunnabi, and Bano (2019)	Primary data mixed method (Survey and interviews) of sampling, and a probability cluster sampling method; Pakistan; July to September 2018.	(Primary survey) Age, education gender, and residential regions.	Positive effect- "Creates awareness, Lecture sharing, Easy communication, Helps to maintain contacts, Reduces the cost of purchasing books, Improves confidence, Improves social and communication skills, Increases knowledge, Reduces stress." Negative effect- "Lack of critical thinking, Waste of time, Disrupted writing skills, Leads to breakups study connectivity, Increases cyber-bullying, Creates laziness in Students, Creates depression, anxiety, Problematic communications, Health hazards in a student's life."
Kamran and Mansoor (2017)	Primary data; Pakistan (11 Public & privet university)	Educational background, regional variation, and gender.	1) In both public and private institutions, English is the most prominent and often used language among Facebook users, with private university students favoring the language much more. 2) When writing comments online, students from public institutions used less formal language than those from private universities. 3) Male comments outnumber female comments. Additionally, women tend to utilize emotive terminology, and they tend to comment on nostalgia, fashion, women making progress, diet, and party logistics.
Nawaz, Abbas, Javed, Mughal, and Nabeel (2015)	Primary data; Pakistan	Gender, age, educational background, Experience, Institution type, Daily use	1) Members of public and private organizations utilize social media equally for decision-making, information sharing, criticism, and creation. 2) The participants' inventiveness, knowledge sharing, and criticism on social media have a big impact on decision-making.
Kausar and Ghafoor (2019)	Primary data(Questionnaire) Pakistan	Interaction with peers, Interaction with teacher and Engagement.	The majority of students believed that using social media would hurt their grades. Only a tiny minority of respondents report benefits from using social media, while the majority report negative effects. such as invasion of privacy, substance abuse, missing meals, preventing students from concentrating on their academic work, and consuming the majority of their productive time.
Khan and Du (2017)	Primary data (Online survey), Pakistan,	Age, parental education, marital status.	i) Social media fosters an awareness of personal and work-related concerns ii) Contradictory statements or opinions deepen knowledge of the professional concerns iii) Using social media improves one's professional abilities.
Ahmed (2019)	Both primary & secondary data, Bangladesh; 1 February 2013 to 31 March 2013,	Religious parties, Opposition parties, Threats by miscreants, Media and owners of media institutions, Government/ruling political parties, Journalists' self-censorship, Laws and policies, Police and other law enforcement agencies.	1) Social media has become a significant alternative venue for the expression of people's thoughts, and what happens there also attracts journalistic attention. Bangladeshi citizens are engaged in online activities and social media is fostering sociopolitical movements. The major newspapers also published articles, letters, and columns regarding what were happening on social media and how it would effect things like law and order, national stability, religious peace, and other things. 2) The most vocal opponents of press freedom and

Name of author	Type of data, country & duration	Variables	Results/findings
			freedom of expression are religious political groups. 3) The current state of press freedom in Bangladesh is far better than it was in the past, and they no longer get press advisories from the government.
Nova et al. (2021)	Primary data; Bangladesh; March-August 2019	Sex by birth, sex assigned at birth, gender, preferred Hijra identity, sexuality, age range, highest level of education, location	The Hijra have intricate conceptions of gender and identity, and they object to the use of the phrase "Hijra identity" in legal contexts. Family, other Hijra, and cisgender men are the three main social media audiences in Bangladesh. The social media networks that they used the most frequently were Bigo Live, Facebook, Messenger, IMO, and WhatsApp. Many participants used these sites on a regular basis to keep up with their audiences, communication, and sex work. Hijra encounter severe online harassment; rather of removing their profiles from various social media sites, they choose to switch to other platforms in an effort to find one that would support their identity more favorably.
Nova et al. (2019)	Primary data (Interview); Bangladesh; 2019 (3 weeks)	Demographic Information (Age, education, location); Forms of harassment (Verbal/non-physical Physical, Others)	By posting their experiences on social media in Bangladesh, victims expect social support and justice against harassment, but such expectations are seldom met—especially for women. Ineffective justice systems and prevalent, discriminatory sociocultural norms against women frequently play a significant influence in such results.
Ahmed, Siddiqua, Alam, and Griffiths (2021)	Primary data; Bangladesh; 2018(2 weeks).	Demographic Identities, motivations, Media, target audience, positive and negative experiences	Initiated by their peers, participants began using anonymous social networking sites such as Ask.fm, Yik Yak, Secret, and Sarahah because they wanted to get "funny" messages from individuals in their known social circles. Because many of our participants—particularly women—received unsettling messages and sexual assault through these anonymous social media, the platform lost its appeal to them. Additionally, anonymous social media platforms enabled them to speak out against influential social groups including political parties, academic institutions, and religious organizations.
Raza (2021)	Both primary and secondary data; Pakistan; 1st of March 2020 to the 31st of March 2021	Integration and Biasness remarks, Condolence, Marketing, Religious, Violence, Gender	The Facebook group is assisting the Pakistani community in Norwegian society by giving them a platform to stay in touch, express their opinions about Norwegian society, change their beliefs and norms, as well as acquire help, get information about various events, in terms of charity, for condolences and help regarding the residents and financial matters. Pakistanis use this social media site, like any other group, to openly converse on topics that are too delicate to discuss elsewhere and to share.
Kumar and Thapa (2015)	Primary data; India; 2013	Social media, Media spread quotient, Information interpretation, social media and thinking	1)Users access material on social media with some care, demonstrating their intellectual prowess since they are not always motivated by the information they find there. Instead, they check the information before accepting it. 2)Users say that they might have changed after engaging in debates on social media, and they acknowledge that it has an impact on their opinions and way of thinking about social issues.
Gurman, Nichols, and Greenberg (2018)	Primary data; India; 3 September 2013 and 1 October 2013.	Gender, Rape, Joke, Personal or vicarious, experience, Urbanization/ Modernization, Capital punishment, Police issues, Politician issues, Blames females, Excuses males	Twitter may be a particularly useful platform for India to voice opposition to and viewpoints on gender based violence GBV, especially extensively reported high-profile GBV cases. More often than men, women spoke out against the stereotype that blames women for gender-based violence, and they also tended to choose one-way communication over two-way communication.

Name of author	Type of data, country & duration	Variables	Results/findings
Sachdeva and Kumaraguru (2014)	Primary data; India	Gender, Age, Education	For policing tasks including traffic control, rumor detection, public opinion analysis, and investigations to gather evidence, both civilians and police favored Facebook and WhatsApp. While residents believed that privacy concerns were a key barrier to using Open Street Map (OSM) to connect with police, officers were concerned that citizens may publish important information on the platform, jeopardizing their own security.
Dutta (2020)	Primary data; India; 2020	Impact of the lockdown, provision of online classes, pedagogy adopted in the teaching learning process, benefit and limitations of online classes.	1) For communicating with students, popular apps include WhatsApp, YouTube, and video conferencing programs like Zoom, Skype, Jitsi Meet Cisco Webex, Starleaf, Whereby, and Hangouts. 2) The monotony of the classroom has been interrupted by video conferencing equipment and online social media. 3) In a nation like India, the spirit of online learning is hampered by technological issues.
	Primary data; Bhutan & Thailand	Gender, Country,	Students in universities in Bhutan are aware of the growing power of social media. Their amount of self-criticism on social media, however, is just mild
Ghalley (2019)	Primary data Bhutan; 2018	Gender, Education, Types of social sites.	Every college student was using a social networking website of some kind. The justification for utilizing social media is to socialize, digest information, and interact with family and friends. Another common reason people used social networking sites was for entertainment and boredom. Students mostly used smart phones to access social media and the most popular search engines are Google and YouTube.

### 3. METHODOLOGY

When reviewing articles and all pertinent data, bias can be minimized by using explicit and methodical techniques, which produce reliable findings from which decisions can be made. A systematic review can offer a variety of advantages and contributions. For example, we can discover whether an effect is consistent across trials and what additional research would be needed to confirm the result. Methods can also be used to determine whether studies carried out in a particular cultural setting significantly differ from those carried out in other cultural contexts in terms of certain characteristics of the sample or study level that have an impact on the phenomenon being studied (Davis, Mengersen, Bennett, & Mazerolle, 2014).

### 4. INTERRELATION OF SOCIAL MEDIA ON EDUCATION AND JUSTICE

We can strengthen our belief in the importance of social media for women's education and justice as a result of the above-mentioned article. There are different types of social media, like social networking (Facebook, Twitter, and LinkedIn), media sharing networks (Instagram, Snapchat, and YouTube), and discussion forums (Reddit and Quora). At the beginning, when looking at South Asian nations, it is clear that compared to social networking sites, discussion sites like Reddit and Quora have a far lower user base. Quora or Reddit are useful in a lot of aspects educationally; students can find expert opinions on the respective topics, and topics are so diverse that they include almost all fields that come under education. This allows students to get clear concepts in the best possible manner, and this keeps the students interested all the time. Furthermore, students can get personal experience from the expert and get expert advice about their career and skills, including how to develop them. As a result, it is evident that the citizens of South Asia are not benefiting substantially from online forums like Reddit, Quora, etc. On the other hand, Facebook is used more frequently, followed by YouTube, than either LinkedIn or Twitter among social networking sites. YouTube is initially more well-known in South Asian nations than educational websites like Khan

Academy, Coursera, LinkedIn Learning, and Master Class. Students may study at their own pace on YouTube because of the convenience of pausing, fast-forwarding, rewinding, starting again, and re-watching as necessary; its content quality, including visuals, audio, relevancy, frequency, and consistency, is also handy for them. Educational videos have a higher impact than other information materials, such as texts (Kohler & Dietrich, 2021). It is accessible on almost any screen a student would come across, and it can be used on mobile devices like smart phones and tablets, as well as smart Televisions. Furthermore, English subtitles can be produced consequently and free of charge once the substance makers empower the implicit “Translation and transcription” highlight. YouTube offers the choice of empowering, making, and altering captions showed as shut subtitles, basic interpretations in the video portrayal segment, or even interpretations into various dialects. Hence, students who do not know the content-generated language will find this tool useful. Additionally, YouTube has localized versions in more than 100 countries and may be accessed in 80 different languages (Gupta & Singh, 2017). And it offers remote access, allowing students to view educational resources during situations like the COVID-19 pandemic quarantine when seriously ill or traveling. Following that, Facebook has replaced other contact channels for students and instructors, as well as their parents. Students may submit questions and receive responses regarding their assignments, schoolwork, academic subjects, or any other topic from peers and acquaintances who may have knowledge of that subject. They can also receive responses from instructors or lecturers. Students can converse in group chats on Facebook Messenger. Some teachers provide updates in their own group conversations and give assignment photos to their students. Through the Facebook Page and Group Page features, students can also upload and download soft copies, PDFs, and other files, including advanced class materials, forms, and other items. The school administration also uses Facebook to announce last-minute news and changes, like class cancellations or suspensions. The faculty uses Facebook to share knowledge and expert opinions through Facebook Live Webinars, guidance, and flag ceremonies on various applications and websites in order to virtually meet the students.

Moreover, computer-mediated communication in the classroom has the potential to improve the rapport between students and teachers, which might result in better student results (Mazer, Murphy, & Simonds, 2007). Online interactions between students and professors that use immediacy in their emails are more likely to occur (Mazer et al., 2007). Students also reported high levels of motivation and practical learning, showing good views about the course and the teacher, when they watched an instructor's website with high degrees of mediated immediacy, including forms of self-disclosure (Mazer et al., 2007). Secondly, the fact that the Internet operates instantly and is a virtual place while the law is bound by jurisdiction presents a huge difficulty in connecting social media and the law. Social media is fluid and dynamic; it could be anything from a passage from a diary to a portion of an image, making it difficult for the law to handle. The law is an artifact—the product of the collective minds of a community or a civilization; the outcome of a thinking process—and the courts only deal with antiques within a legal framework (Roversi, 2021). Social media has no bounds, but the law has some formal or legal constraints. Different social media platforms have evolved into safe spaces for people to express their experiences and demand justice in the contemporary global environment, when many nations experience egregious human rights violations and political and social upheaval. Not only do social workers and campaigners utilize it, but on several occasions, normal citizens have used Twitter and Facebook to express their experiences. In order to establish a place where groups, activists, and individuals may call for justice, people are utilizing social media to form ties, raise awareness, and assist people from all over the world in their quest for justice. Social media played a significant role in movements like the Arab Spring uprisings in the early 2010s (Arab Spring), the Human Rights Campaign's online initiatives focused on legalizing same-sex marriage in the U.S. The Occupy Wall Street movement (Levitin, 2021) and Black Lives Matter (Nevett, 2020) disseminating the message through social media made it possible to create online spaces where people could come together and find support. Additionally, minorities' difficulties, such as ethnic violence, sexual harassment, and other types of oppression, are frequently underreported. Social media represents this by highlighting the very first testimonies of victims, and it also helps to advance social justice. Also focusing on

recording events through social media, we may analyze the Hong Kong demonstrations in 2019 (Yu & Luo, 2021) when protestors utilized social media to publish images and videos of events to tell the public and the globe about the pro-democracy movement. So it is clear that social media is actively contributing to the advancement of women's education and justice. It has made education more accessible and convenient, and it has brought people from all over the world together to support the oppressed in the pursuit of justice.

## 5. CONCLUSION

Currently, social media has significance in solving social problems and promoting education and justice. The third industrial revolution came to an end, and social media exploded in popularity. This medium is well-liked not only by young people but also by people of all ages. People can instantly see events happening anywhere in the world thanks to social media. It is currently exerting more influence than any other medium for exchanging information. People use this medium to converse with one another, exchange knowledge, and turn monologues into conversations. Young people make up the majority of social media users overall. As soon as the details of any world event are made public, word spreads. Additionally, users can view it and comment on it. Social media can be the ultimate tool for collaborating on social problems. This is possible through social media. This approach may occur to some extent in teaching and learning. Collaboration, communication, and critical thinking skills are not as useful in formal education unless taught directly by the teacher because the function of social media is to spread any information to everyone immediately. It requires critical thinking. If the information is from a trustworthy source and the teacher can get it to all of the students, social media can play a significant role. In other words, a teacher can use social media to give students accurate information. Social media makes it possible for teachers to get large groups of male or female students or many students to collaborate on a project, given that the teacher will receive a prompt response by discussing a subject here, which is not possible elsewhere. Due to the potential of the internet medium, the level of social communication has multiplied over time. Social networking websites are thought of as depending most on the effectiveness of human communication. Through the use of social media, individuals are entirely eliminating geographic distance in human communication and ensuring that law and justice are easily accessible. To reduce crime, social media plays a significant role in developing countries like Bangladesh and India. The contribution of this study is to identify the importance and positive views of social media in education and justice. Further research should look into quantitative approaches that will be more effective for stakeholders.

**Funding:** This study received no specific financial support.

**Competing Interests:** The authors declare that they have no competing interests.

**Authors' Contributions:** All authors contributed equally to the conception and design of the study.

## REFERENCES

- Abbas, J., Aman, J., Nurunnabi, M., & Bano, S. (2019). The impact of social media on learning behavior for sustainable education: Evidence of students from selected universities in Pakistan. *Sustainability*, 11(6), 1–23. <https://doi.org/10.3390/su11061683>
- Ahmed, I. (2019). *Press freedom in Bangladesh: How to kill the fourth estate in 48 years or less*. In *Press Freedom in Contemporary Asia*. London: Routledge.
- Ahmed, O., Siddiqua, S. J. N., Alam, N., & Griffiths, M. D. (2021). The mediating role of problematic social media use in the relationship between social avoidance/distress and self-esteem. *Technology in Society*, 64, 101485.
- Amit, S., Barua, L., & Kafy, A.-A. (2021). Countering violent extremism using social media and preventing implementable strategies for Bangladesh. *Heliyon*, 7(5), e07121. <https://doi.org/10.1016/j.heliyon.2021.e07121>
- Anderson, M. (2015). *Men catch up with women on overall social media use*. Retrieved from <https://www.pewresearch.org/fact-tank/2015/08/28/men-catch-up-with-women-on-overall-social-media-use/>

- Davey, C. J., Taylor, C., Beougher, S., Trevas, D., & Hodson, T. (2014). *A report of the conference of court public information officers*. Retrieved from [https://ccpio.org/wp-content/uploads/2014/08/CCPIO-New-Media-survey-report\\_2014.pdf](https://ccpio.org/wp-content/uploads/2014/08/CCPIO-New-Media-survey-report_2014.pdf)
- Davis, J., Mengersen, K., Bennett, S., & Mazerolle, L. (2014). Viewing systematic reviews and meta-analysis in social research through different lenses. *SpringerPlus*, 3(1), 1–9. <https://doi.org/10.1186/2193-1801-3-511>
- Dutta, A. (2020). Impact of digital social media on Indian higher education: Alternative approaches of online learning during COVID-19 pandemic crisis. *International Journal of Scientific and Research Publications*, 10(5), 604–611. <https://doi.org/10.29322/ijsrp.10.05.2020.p10169>
- Ghalley, L. R. (2019). The trend of using social media by college students: A case study at samtse college of education, Bhutan. *International Journal of Engineering Applied Sciences and Technology*, 4(2), 40–47. <https://doi.org/10.33564/ijeast.2019.v04i02.007>
- Gupta, H., & Singh, S. (2017). Social media in contemporary marketing: YouTube advertising for the guerrillas. *Media Watch*, 8(3), 413–422.
- Gurman, T. A., Nichols, C., & Greenberg, E. S. (2018). Potential for social media to challenge gender-based violence in India: A quantitative analysis of Twitter use. *Gender & Development*, 26(2), 325–339. <https://doi.org/10.1080/13552074.2018.1473230>
- Hameed, U. (2022). Role of media to overcome delay in justice: Pakistani prospective. *Journal of Development and Social Sciences*, 3(2), 1007–1014. [https://doi.org/10.47205/jdss.2022\(3-ii\)90](https://doi.org/10.47205/jdss.2022(3-ii)90)
- Herzog, P. E. (1967). *Civil procedure in France*. *Civil procedure in France*. Dordrecht: Springer.
- Jahan, I., & Ahmed, S. Z. (2012). Students' perceptions of academic use of social networking sites: A survey of university students in Bangladesh. *Information Development*, 28(3), 235–247. <https://doi.org/10.1177/0266666911433191>
- Kamran, S., & Mansoor, S. (2017). Globalization and language use on social media in Pakistan. *European Journal of Language and Literature*, 3(2), 79–84.
- Kausar, S., & Ghafoor, A. A. (2019). Impact of using social media on academic performance of students at graduate level: Evidence from Pakistan. *Global Journal of Management, Social Sciences, and Humanities*, 5(1), 116–142.
- Khan, A., & Du, J. T. (2017). Professional development through social media applications: A study of female librarians in Pakistan. *Information and Learning Science*, 118(7–8), 342–353. <https://doi.org/10.1108/ILS-04-2017-0028>
- Kohler, S., & Dietrich, T. C. (2021). Potentials and limitations of educational videos on YouTube for science communication. *Frontiers in Communication*, 6, 581302. <https://doi.org/10.3389/fcomm.2021.581302>
- Kumar, R., & Thapa, D. (2015). Social media as a catalyst for civil society movements in India: A study in Dehradun city. *New Media & Society*, 17(8), 1299–1316. <https://doi.org/10.1177/1461444814523725>
- Levitin, M. (2021). *Occupy wall street did more than you think*. *The atlantic*. Retrieved from <https://www.theatlantic.com/ideas/archive/2021/09/how-occupy-wall-street-reshaped-america/620064/>
- Mahmud, S., Mohsin, M., Irfan, S. H., Muyeed, A., & Islam, A. (2022). Knowledge, attitude, practices, and determinants of them toward tuberculosis among social media users in Bangladesh: A cross-sectional study. *Plos One*, 17(10), e0275344. <https://doi.org/10.1371/journal.pone.0275344>
- Manjunatha, S. (2013). The usage of social networking sites among the college students in India. *International Research Journal of Social Sciences*, 2(5), 15–21.
- Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2007). I'll see you on "Facebook": The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. *Communication Education*, 56(1), 1–17. <https://doi.org/10.1080/03634520601009710>
- Nawaz, A., Abbas, G., Javed, M. F., Mughal, N., & Nabeel, M. (2015). Impact of social media and voice of customer (VOC) in decision making process an empirical study of higher education institutions of Pakistan. *Middle-East Journal of Scientific Research*, 23(6), 1069–1075.
- Nevett, J. (2020). *George Floyd: The personal cost of filming police brutality*. Retrieved from <https://www.bbc.com/news/world-us-canada-52942519>

- Nova, F. F., DeVito, M. A., Saha, P., Rashid, K. S., Roy, T. S., Afrin, S., & Guha, S. (2021). "Facebook promotes more harassment": Social media ecosystem, skill and marginalized hijra identity in Bangladesh. *Proceedings of the ACM on Human-Computer Interaction*, 5(CSCW1), 1-35. <https://doi.org/10.1145/3449231>
- Nova, F. F., Saha, P., Shafi, M. S. R., & Guha, S. (2019). *Sharing of public harassment experiences on social media in Bangladesh*. Paper presented at the Conference Companion Publication of the 2019 on Computer Supported Cooperative Work and Social Computing.
- Okuda, A., Cappelle, F. v., & Bell, J. (2022). *Tackling the digital gender divide in Asia*. Retrieved from <https://www.itu.int/hub/2022/05/digital-gender-divide-asia-unicef-rosa/>
- Prajapati, P., Paul, S., Mehera, S., Malhotra, V., Sidhu, T. K., & Verma, K. C. (2020). Social media, purpose, and use of it: A community-based cross-sectional study in a rural area of a developing nation (India). *International Journal of Medical Science and Public Health*, 9(5), 1-7. <https://doi.org/10.5455/ijmsph.2020.05073202001062020>
- Prodhan, M. T. R., Islam, M. N., & Hossain, M. S. (2020). Exploring the knowledge of social media platforms among higher education institute students' of Rangpur, Bangladesh. *Recent Research in Science and Technology*, 18(20), 1-5. <https://doi.org/10.25081/rrst.2020.12.6288>
- Raza, Q. (2021). *Integration through social media: How social media platform "Facebook" helps Pakistani minority living in Norway to integrate into Norwegian society*. Master's Thesis.
- Roversi, C. (2021). Law as an artifact: An assessment. *Philosophy of Engineering and Technology*, 35(October), 129-147. [https://doi.org/10.1007/978-3-030-54522-2\\_9](https://doi.org/10.1007/978-3-030-54522-2_9)
- Sachdeva, N., & Kumaraguru, P. (2014). Online social media and police in India: Behavior, perceptions, challenges. *arXiv preprint arXiv:1403.2042*. <https://doi.org/10.48550/arXiv.1403.2042>
- Saha, R., Paul, P., Yaya, S., & Banke-Thomas, A. (2022). Association between exposure to social media and knowledge of sexual and reproductive health among adolescent girls: Evidence from the UDAYA survey in Bihar and Uttar Pradesh, India. *Reproductive Health*, 19(1), 1-15. <https://doi.org/10.1186/s12978-022-01487-7>
- Sultana, F., & Akter, A. (2021). Women e-commerce: Perspective in Bangladesh. *Journal of Management, Economics, and Industrial Organization*, 5(3), 1-13. <https://doi.org/10.31039/jomeino.2021.5.3.1>
- Tanvir, S., Matiur, M., & Hossain, F. (2021). Role of social media in spreading violent extremism in Bangladesh. *Available at SSRN 3908734*. <https://doi.org/10.2139/ssrn.3908734>
- Vanneman, R., Noon, J., Sen, M., Desai, S., & Shariff, A. (2006). *Social networks in India: Caste, tribe, and religious variations*. Paper presented at the Proceedings of the Annual Meeting of the Population Association of America. University of Maryland College Park.
- World Bank. (2022). *World development indicators*. NW Washington, USA: World Bank Publication.
- Yu, L., & Luo, T. (2021). Social networking addiction among Hong Kong university students: Its health consequences and relationships with parenting behaviors. *Frontiers in Public Health*, 8, 555990.

*Views and opinions expressed in this article are the views and opinions of the author(s), Journal of New Media and Mass Communication shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.*