



## **The Role of Social Media in Supporting University-Level Learning**

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### **Abstract**

The main aim of the study is to analyse the social media as an educational source. The study was carried out among the bachelor level students. The research study was guided by pragmatism philosophy and the cross-sectional survey research design was applied. Among the bachelor level students, 550 were selected from four faculty i.e. management, education, humanities and science by using simple random sampling method. SPSS version 27 was used to analyse data, and Independent-Samples Mann-Whitney U-Test and Independent-Samples Kruskal-Wallis Test were used to test hypotheses. Result showed that social medias were the basic study resources for University level students. They have used social media for listening to expert, searching for study materials, clearing the confusion, increasing learning interest, interacting with friends, learning cooperatively, establishing friendly relationship, and creating social connections. The null hypothesis "there is no significant difference between gender,



caste and religion and their attitude towards social media as an educational resources" is rejected ( $p=0.000$ ). The social medias were the crucial source of information, knowledge and skills for the university level students of this modern era. They can search required information through various web portals of social media. The study provides insight to wise use of social media in education field, especially in university level for searching study materials as well as to create the collaborative learning environment. The universities and colleges should make policy and plan to integrate students' learning with social media and various web portals to make their students competent in this competitive world.

**Keywords:** knowledge acquisition, educational resource, learning, social media platform, student engagement

## 1. Introduction

Social media in present days is supposed to be the basic need to be informed and get knowledge of the world in every second. Most of the people of this world have been using social media for different purposes. Various researches have shown that social medias created a miracle in these days. The social media websites created a distinct way of communicating with relatives, family and friends quickly and frequently (Sponcil & Gitimu, 2013). At the same time, the social media is the source of study materials to gain knowledge. The students used mostly Facebook, Wikipedia, and YouTube as the sources of knowledge and information they needed during their study (Liu, 2010). Similarly, Chugh and Ruhi (2017) stated that social media especially Facebook has been used as an educational tool of teaching-learning activities. Both the teachers and students have been using Facebook as the medium of interaction and improving performance.

Social media is very important in this technological era. In a report of Nepali online media, Lamichhane (2021) stated that social media is a very popular platform that enables people to create, write and share knowledge and information as well as meet new friends, relatives and family members to share their hobbies, ideas, different kinds of emotions. The digital connection with people all across the world has been possible that is why the life of people have changed. A similar conclusion was made by McLoughlin and Lee (2010) in their study that the socially driven tools and technologies facilitate informal discussions, reflective dialogues, and collaborative content creation, providing access to a diverse range of ideas and perspectives.

The social media or network is a platform to interact and share knowledge and information among the people. The study of Tiryakioglu & Erzurum (2011) in Turkey declared that most of instructors or faculties have Facebook account and used regularly. The faculty think that Facebook might be the important platform to interact and share knowledge and information with students. At the same time, the study of Raut and Patil (2016) claimed that social media is being used and impacted positive on society and education field from last few years. The social media had the positive impact on raising awareness. The study of Faizi et al. (2013) recommended to use social tools or media in learning process, which provide the collaborative learning environment to the students and also provide environment to enhance their creativity as well as their voice or opinion. Once more, Greenhow et al. (2019) stated that both of the teachers and students of present era have used the social media for education purposes too. Similarly, Manca and Ranieri (2016) claimed that social media is the powerful tools in teaching and learning field. Rather than the use of social media in academics are prohibited, faculties stills have been using to prepare their lecture notes and other materials. The social media is helpful not only to the normal students but it is popular among the special students also. The study of Toofaninejad et al. (2017) claimed that the DHH (Deaf or hard to hear) students reported the social media impacted positive on their learning in the form of

interaction and feedback. On another study, Rodriguez (2011) found that the use of social media platform in higher education enhances learning as well as interaction and engagement among students.

The social media is helpful in raising awareness among people. The research of Marufa et al. (2024) suggested the development of a social media campaign aimed at raising awareness among adolescents about the detrimental effects of early marriage on the quality of education. Although the use of social media among the students has sound effects, the perception regarding the use of social media by education stakeholders has not been optimistic (Moshi et al., 2018). Similarly, incorporating social media in learning process has some hinderances in terms of cyber security and privacy law. On the other hand, Firdaus et al. (2024) stated that the companies and inventors of Unites States were dominating the intellectual property in social media for education. So, the study has been done to analyse the social media that might be the educational resources for the university level students or not.

### **1.1 Objective of the study**

The objective of this study is to analyse the social media as an educational resource.

### **1.2 Hypothesis of the study**

H<sub>01</sub> There is no significant difference between gender, caste and religion; and their attitude towards social media as an educational resource.

### **1.3 Significance of the study**

The study contributed to analyse the importance of social media in the field of education, which would be beneficial for the universities and colleges to make plans and policies to integrate social media and web portal in the study to enhance the knowledge and skill of their students. The study of Faizi and Afia (2013) recommended social media in learning environment. They stated that social media have many benefits that teachers and students can interact with each other, promote students' engagement which causes creativity, students feel comfortable and reduce the complain of boredom and helps students in collaborative learning. In another study, Tess (2013) also supported that the social media is a helpful tool in university level. The use of social media platform has seen increasing in higher education, which makes students active in learning. Both instructor and students use social media as an educational tool. Similarly, social media platform is a prominent social environment which enrich the classical education system by providing the interaction opportunities and timely feedback (Tarifa-Rodriguez et al., 2024). At the same time, the study of Capriotti and Zeler (2023) stated that most of the universities in the world are using social medias for the combination of contents. Again, the study of (Erden et al., 2024) claimed that the social media supported education has positive impact on academic achievement. While, the study of Chen et al. (2024) mentioned that there is an important role of social media on both the direct and indirect influences on education. Meanwhile, the study of Li et al. (2024) found that the social media users from the education field implicated in the discussion with the concern people.

**1.4 Delimitation:** The study was limited to the Bachelor level students.

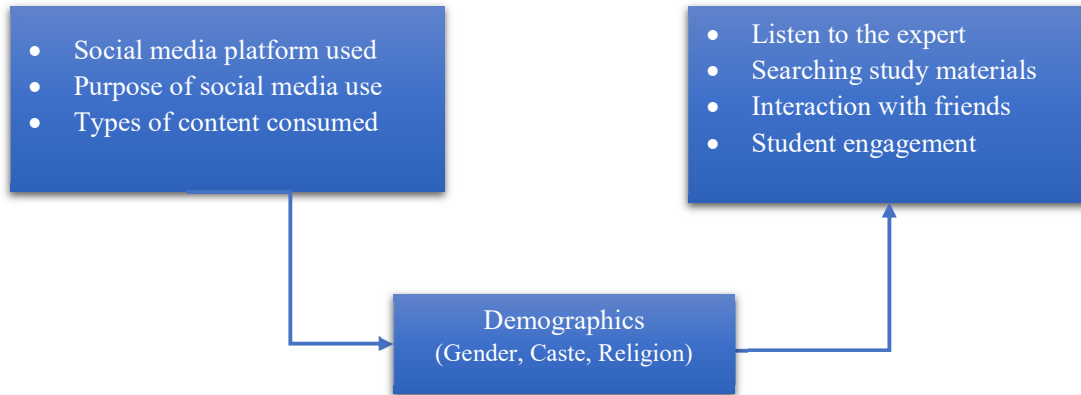
### **1.5 Theory**

The study applied theory of connectivism. Connectivism, a learning theory, was proposed by George Siemens and Stephen Downes, which emphasized the role of social media as well as technology in learning. Various social medias at present were found helpful in learning process. The youth adopt easily and fast to search and extend the ideas, knowledge and skills in their learning through new web portals (Ignacimuthu & Kumar, 2020).

Connectivism describes the role of technology and networks in the field of learning in this digital era, where social media platform is the crucial network of collaborative learning. On the basis of the theory of connectivism the conceptual framework is designed.

### 1.6 Conceptual framework

**Figure 1:** *Conceptual framework*



In the conceptual framework, social media platform, purpose of social media use and the types of contents consumed fall under independent variable. At the same time, listen to the expert, searching study materials and interaction with friends, and students' engagement come under dependent variable, where demographics is moderating variable.

## 2. Literature Review

The study of Khan et al. (2016) declared that there was significant association between the use of social media and the students' grades. Similarly, Chawinga (2017) stated that the social media-Twitter and blogs were helpful in learning, where students discussed, and shared their ideas and materials. In another study, Sutherland and Jalali (2017) stated that the use of social media is an open learning platform for the students. Among various social media, the YouTube has the educational value as compared to others. Likewise, Shen et al. (2023) stated that the educational videos and multimedia of social medias enriched the level of understanding among students.

In a report Acharya (2022) declared that Facebook has been famous among the social media users where 93.5 percent people have Facebook account and 91 percent have Twitter account among the respondents where as 78.9 percent people have Instagram account and 70.4 percent have YouTube account. Similarly, 54.7 percent of people have LinkedIn account and 49.5 percent have TikTok account. On the other hand, Barrot (2021) claimed that among the various social media platforms YouTube, Twitter and Facebook are popular than others. The reasons of polarity of these media among students were- pedagogical affordance, active users' number and topographical scope. Similarly, the study of Noori et al. (2022) mentioned that Facebook and WhatsApp were among the most favored social networking platforms and were commonly utilized in EFL learning and teaching in Afghanistan.

The study of Egas and Toasa (2024) stated that the social media platform is an important resource in integrating the content. It helps to enhance the human capabilities and skills for the interactive and cooperative learning. Similarly, Shah et al. (2023) specified that social media will be the inspiring way of engaging and active participation of the students, and allow them to create and share the valuable educational materials in this modern era. This approach will attract their peers, creating a supportive learning environment that enhances both revision and retention of knowledge.

Social media has various benefits that with its rapid growth, social media holds significant potential for applications in both healthcare practice and healthcare education (Withnell, 2021). Social media simplifies the learners to become creative, research oriented and self-motivated and it has substantial effect on peer learning, collaboration with teachers and online information sharing performance (Ansari & Khan, 2020). Similarly, Social media platforms are significant in interaction and collaboration with others for problem solving and clarifying the conceptions and concerns (Aleisa, 2022).

Social media has constructive consequence in academic performance if the students use it sensibly (Tandukar et al., 2024). The study of Aryal and Rajbhandari (2024) mentioned that social media has both positive and negative association with the various factors related to the users like; gender, behavior, anxiety, mental happiness, and usage patterns as well. Similarly, Ghimire (2022) mentioned that the proper use of social media can support not only the classroom teaching learning, also assist both the teachers and students to manage sufficient learning materials to advance the quality of English language education. On the other hand, Hamal (2021) stated that the use of social media has some back draws, it can be used as a harmonizing tool to classroom teaching learning activities and curriculum development for collaborative learning.

The perception of the students on social media is optimistic. The university or regulatory body has to frame the appropriate guidelines for the maximum utilization of social media relating to academic perspective (Alenezi & Brinthaup, 2022). The frequency of specific social media platforms uses and time spent for it are interrelated to the social media dependence (Karayigit & Parlade, 2023). Social media vendors can be regulated by the government considering the content, age and interest of the users especially the user-students (Sharma & Behl, 2022). Social media has noteworthy effect on holistic performance of teaching learning activities (Sobaih et al., 2022). The social media and specific sites of social network can be a supportive academic tool and the students are hopeful about its use as a source of teaching learning doings (Tartari, 2015). The users of social media have to have analytical alertness and they have to enhance learning strategy and its rationality considering ethical norms and influences, and particular limitations (Purvis et al., 2020).

Although the teachers and students may have different skills, they can perform teaching learning process jointly. Teachers can play a crucial role in the use of social media and shifting the antique teaching practices (Chan, & Leung, 2016). Social media must be known as not only technologies, but also the backer to bring the world together and education as well (Gurcan, 2015). Both students and educators have adopted social media for education and other purposes (Greenhow et al., 2019).

### **3. Methodology**

The research study was guided by pragmatism philosophy, and the cross-sectional survey research design was applied. Simple random sampling method was applied to select the required number of sample size and selected 550 university students of bachelor level. Structured questionnaire was administered to collect data, and SPSS version 27 was used to analyse data. Mann-Whitney U test and Kruskal-Wallis test were used to test the hypothesis.

Clark et al. (2017 ) also used the same method and analytical tools to analyse the relationship quality in higher education marketing: the role of social media engagement where, they stated that the data were gathered through an online survey and analyzed using the Mann-Whitney U test, regression analysis, and the Kruskal-Wallis test. The findings revealed a positive link between students following their university on social media and their perception of having a strong relationship with the institution. Furthermore, students who followed their university on multiple social media platforms reported an even greater sense of relationship quality.

#### 4. Result

The study focuses on the use of social media platform to gain knowledge, search for study materials, to clarify the confusion, establish the friend circle for collaborative learning. The data from 550 students was collected and analysed with statistical tools and presented in tables.

**Table:** *Social media to listen expert on the basis of gender*

			Use of Social media to listen expert					
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Gender Male	Count		132	78	0	0	26	236
	% within Gender		55.9%	33.1%	0.0%	0.0%	11.0%	100.0%
Gender Female	Count		52	230	26	6	0	314
	% within Gender		16.6%	73.2%	8.3%	1.9%	0.0%	100.0%
Total	Count		184	308	26	6	26	550
	% within Gender		33.5%	56.0%	4.7%	1.1%	4.7%	100.0%

**Source:** *Field survey, 2025*

Most of the students used social media to listen expert. Among them higher number of female students (89.9%) as compared to male students (89%) used social media to listen expert. The null hypothesis "There is no significant difference between gender and their attitude towards social media as an educational resource" is rejected ( $p=0.000$ ) with independent sample Mann-Whitney U test (Table 8).

**Table 2:** *Use of social media to listen expert on the basis of caste*

			Use of Social media to listen expert					
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Caste Brahmin	Count		26	26	0	0	0	52
	% within Caste		50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
Caste Chhetri	Count		52	128	26	3	0	209
	% within Caste		24.9%	61.2%	12.4%	1.4%	0.0%	100.0%
Caste Janajati	Count		105	102	0	3	26	236
	% within Caste		44.5%	43.2%	0.0%	1.3%	11.0%	100.0%
Caste Dalit	Count		0	26	0	0	0	26
	% within Caste		0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
Caste Madhesi	Count		1	26	0	0	0	27
	% within Caste		3.7%	96.3%	0.0%	0.0%	0.0%	100.0%
Total	Count		184	308	26	6	26	550
	% within Caste		33.5%	56.0%	4.7%	1.1%	4.7%	100.0%

**Source:** *Field survey, 2025*

Among 550 respondents, cent percent of Brahmin, 86.1 percent of Chhetri, 87.7 percent of Janajati, cent percent of Dalit and Madhesi used social media to listen expert. The null hypothesis "There is no significant difference between caste and their attitude towards social media as an educational resource" is rejected ( $p=0.000$ ) with independent sample Kruskal Wallis Test (Table 8).

**Table 3:** *Use of social media to listen expert on the basis of religion*

			Use of Social media to listen expert					Total
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			Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Religion	Hindu	Count	184	257	26	5	0	472	
		% within Religion	39.0%	54.4%	5.5%	1.1%	0.0%	100.0%	
	Buddhist	Count	0	25	0	1	0	26	
		% within Religion	0.0%	96.2%	0.0%	3.8%	0.0%	100.0%	
	Muslim	Count	0	26	0	0	26	52	
		% within Religion	0.0%	50.0%	0.0%	0.0%	50.0%	100.0%	
Total		Count	184	308	26	6	26	550	
		% within Religion	33.5%	56.0%	4.7%	1.1%	4.7%	100.0%	

**Source:** Field survey, 2025

Out of 550 respondents, 93.4 percent of Hindu, 96.2 percent of Buddhist and 50 percent of Muslim used social media to listen expert. The null hypothesis "There is no significant difference between religion and their attitude towards social media as an educational resource" is rejected ( $p=0.000$ ) with independent sample Kruskal Wallis Test (Table 8).

**Table 4:** Using social media for searching study materials on the basis of gender

			Using for searching study materials					Total
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender	Male	Count	104	106	0	0	26	236
		% within Gender	44.1%	44.9%	0.0%	0.0%	11.0%	100.0%
	Female	Count	178	53	25	58	0	314
		% within Gender	56.7%	16.9%	8.0%	18.5%	0.0%	100.0%
Total		Count	282	159	25	58	26	550
		% within Gender	51.3%	28.9%	4.5%	10.5%	4.7%	100.0%

**Source:** Field survey, 2025

On the basis of gender, 89 percent of male and 73.6 percent of female respondents use social media to search study materials. The null hypothesis "There is no significant difference between gender and their attitude towards social media for searching study materials" is accepted ( $p=0.226$ ) with independent sample Mann-Whitney U test. The result showed that the gender did not play significant role on searching study materials (Table 8).

**Table 5:** Using social media for searching study materials on the basis of caste

			Using for searching study materials					Total
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Caste	Brahmin	Count	26	26	0	0	0	52
		% within Caste	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Chhetri	Count	102	27	25	29	26	209
		% within Caste	48.8%	12.9%	12.0%	13.9%	12.4%	100.0%
	Janajati	Count	128	105	0	3	0	236
		% within Caste	54.2%	44.5%	0.0%	1.3%	0.0%	100.0%
	Dalit	Count	0	0	0	26	0	26
		% within Caste	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
	Madhesi	Count	26	1	0	0	0	27
		% within Caste	96.3%	3.7%	0.0%	0.0%	0.0%	100.0%
Total		Count	282	159	25	58	26	550
		% within Caste	51.3%	28.9%	4.5%	10.5%	4.7%	100.0%

**Source:** Field survey, 2025

On the basis of caste, cent percent of Brahmin, 61.7 percent of Chhetri, 98.7 percent of Janajati, none of Dalit and cent percent of Madhesi used social media to search reading materials. The null hypothesis "There is no significant difference between caste and their attitude towards social media for searching study materials " is rejected ( $p=0.000$ ) with independent sample Kruskal Wallis Test (Table 8).

**Table 6:** Using social media for searching study materials on the basis of religion

			Using for searching study materials					
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Religion	Hindu	Count	231	133	25	57	26	472
		% within Religion	48.9%	28.2%	5.3%	12.1%	5.5%	100.0%
	Buddhist	Count	25	0	0	1	0	26
		% within Religion	96.2%	0.0%	0.0%	3.8%	0.0%	100.0%
	Muslim	Count	26	26	0	0	0	52
		% within Religion	50.0%	50.0%	0.0%	0.0%	0.0%	100.0%
Total		Count	282	159	25	58	26	550
		% within Religion	51.3%	28.9%	4.5%	10.5%	4.7%	100.0%

**Source:** Field survey, 2025

Table 6 Shows that 77.1 percent of Hindu, 96.2 percent of Buddhist, cent percent of Muslim used social media to search reading materials. The null hypothesis "There is no significant difference between religion and their attitude towards social media for searching study materials " is rejected ( $p=0.000$ ) with independent sample Kruskal Wallis Test (Table 8).

**Table 7:** Purpose of using social media

SN	Description	Agree	Percent	Neutral	Percent	Disagree	Percent	Total
1	Listen expert	492	89.45	26	4.73	32	5.82	550
2	Searching study materials	441	80.18	25	4.55	84	15.27	550
3	Clear subject matter and decrease confusion	413	75.09	51	9.27	86	15.64	550
4	Increasement in learning interest	517	94	25	4.55	8	1.45	550
5	Interact with friends	465	84.55	27	4.91	58	10.55	550
6	Cooperative learning	440	80	51	9.27	59	10.73	550
7	Establishing friendly relationship	420	76.36	52	9.45	78	14.18	550
8	Create social connection	367	66.73	53	9.64	130	23.64	550

**Source:** Field survey, 2025

On the basis of responses of respondents on the purpose of using social media, highest number (94%) of students used social media to increase learning interest, followed by (89.49%) of students used social media to listen experts, interact with friends (84.55%), searching study materials (80.18%), establishing friendly relationship (76.36%), clear subject matter and decrease confusion (75.09%), create social connection (66.73%). The above table shows that the university level students use social media to support their study.

**Table 8:** Result of hypothesis test

SN	Statement	Test	P value	Status
1	Use of social media to listen expert on the basis of gender	Mann-Whitney U Test	.001	Rejection of null hypothesis

2	Use of social media for searching study materials on the basis of gender	Mann-Whitney U Test	.226	Acceptance of null hypothesis
3	Use of social media to listen expert on the basis of caste	Kruskal-Wallis Test	.001	Rejection of null hypothesis
4	Use of social media to listen expert on the basis of religion	Kruskal-Wallis Test	.000	Rejection of null hypothesis
5	Use of social media for searching study materials on the basis of caste	Kruskal-Wallis Test	.000	Rejection of null hypothesis
6	Use of social media for searching study materials on the basis of religion	Kruskal-Wallis Test	.000	Rejection of null hypothesis

### 3. Discussion

The study signifies that the university level students (Bachelor Level) have used social media for educational purposes (listen experts, search and share relevant materials etc.). In the study of Odoom et al. (2024), the students of Ghana reported that they used social media for sharing information, education, entertainment, interpersonal connection and social relation. Same finding was found in the study of Sengupta and Vaish (2023) that the impact of social media has to be seen on teaching-learning filed, discussion, and establishing public relation as well as networking. Similarly, the study of Tarifa-Rodriguez et al. (2024) declared that the social media platforms enrich the traditional education system by maximizing the opportunity of interaction and immediate feedback by providing artificial social environment. At the same time, the study of Alshammari et al. (2024) in Saudi Arabia stated that the intention of adopting social media in HEIs was found to be related to the performance of the students. Again, the study of Moges et al. (2023) mentioned that social media use serves as a mediator between the learning environment and various types of engagement, including affective, cognitive, behavioral, and agentic. Additionally, social media use is shown to be statistically significant and positively correlated, comparable to the impact of the learning environment dimensions.

In Eastern Saudi Arabia, more than half of participants of Eastern Saudi Arabia utilized social media to attend training and continuing education programmes. Respondents rated social media as "very helpful" in enhancing various aspects, including their knowledge, creativity, clinical skills, critical thinking, problem-solving abilities, and patient care outcomes (Alzain et al., 2021). The latest findings of Guo (2024) emphasized that social media played a vital role in connecting Chinese cultural practices with the academic and social environment in the UK. By enabling communication with both home and local communities, these platforms help students preserve their cultural identity while adapting to their new setting. Additionally, the study revealed that the purposeful use of social media enhanced academic success, emotional well-being, and fostered a deeper understanding of the host culture.

Another study of Pei et al. (2024) showed that education was positively linked to ACP (advance care planning) discussions in Taichung and Honolulu. In Wuhan and Honolulu, social media use was positively associated with ACP discussions and weakened the relationship between education and ACP discussions in Honolulu. On the other hand, the findings of Lacka et al. (2021) indicated that students perform better when they do not heavily rely on digital technologies. Although virtual learning (VL) can help students achieve higher education goals with additional support, those who use social media (SM) are the least efficient.

The study of Neier & Zayer (2015) described that students had the positive attitude toward using social media for its usefulness to enhance their educational experiences. They used the social media for interactive and information motives. In another study, Sobaih et al (2016) stated that the social media holds significant potential for academic purposes, particularly as a teaching and learning tool; however, its actual use by faculty remains minimal. The faculty members of Egyptian higher institution agreed that addressing some issues could enable social media to become an innovative and effective tool for education.

The study of Malaysian higher education, Al-Rahmi et al. (2015) stated that the researcher group members, both students and researchers had the positive intention to use social media to interact with supervisors to foster their academic performance in Malaysia. There were both positive and negative impacts of social media. A study of Chiang et al. (2019) claimed that professionals predominantly shared educational content, while patients were more likely to post about personal experiences. However, the study of Nasution (2023) suggested that strict rules, regulations, and policies must be formed and implemented while using social media in the educational field regarding privacy and security as well as spreading the wrong data and information. Similarly, Anderson (2019) recommended that academic institutions either create and manage their own social media or the users control their data and information while sharing it in multiple social contexts.

#### **4. Conclusion**

Social media is the powerful tool in educational field in this era. University level students do not depend only on the instructors but they also search and prepare their assignment, project work and solve various problems of their study with the help of social network platform. The instructors interact with students through social media platform.

Most of university-level students use social media to increase learning interest, listen to experts, interact with friends, and search for study materials. Some of them use social media to establish friendly relationships, create social connections, and clear the confusion during the study.

This study concluded that the university level students have the positive attitude towards social media and used social media platform in learning but they should be cautious about the wise use of social media platforms. Similarly, educational institution also should create own social media and make aware of their students about sharing their personal data and information in social media.

#### **5. Recommendation**

The universities and colleges should integrate social media platforms to the teaching-learning process and encourage the students to maximum use of technology and social media to enhance their knowledge and skills. Similarly, government should make policy and guideline of integrating social media platform in teaching-learning process with proper monitoring considering the privacy and security.

#### **Consent of participants**

Written and verbal both consents were taken from the respondents.

#### **Declaration of Competing Interest**

The authors declare that they have no any competing financial, personal and social interest that could influence to the work reported in this paper.

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Authors declared that they did not use any AI tools while writing the manuscript.

#### **Submission declaration and verification**

The article has not been published previously in any form.

#### **Data Availability Statement**

The data of the study are available to the researchers and will be available to the respective administrative authority in case of reasonable request.

### Authors' Contribution

Arju Manjan, Kabina Rai and Manisha Dulal jointly contemplated the research work, Shankar Prasad Upadhyay focused on the overall methodology of the research, Bhashkar Chandra Adhikari analyzed the information and data, and produced the manuscript. Ram Prasad Adhikari edited the manuscript thoroughly with the censorious feedback and responses. All of the authors read and approved the manuscript for publication.

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