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eJournal site: <https://aadikavicampus.edu.np/publication/journals>NepJOL Index: <https://www.nepjol.info/index.php/joaa>**Academic and Behavioral Effects of Social Media in BBS Students: A Case Study at Aadikavi Bhanubhakta Campus**

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Abstract**Article Info/History:**

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Social media is widely used by college students that have raised many academic issues. In this context, this paper investigates how social media has affected college students, especially BBA students', academic life and behavioral habits in the context of Aadikavi Bhanubhakta Campus, Tanahun. For the study, I adopted a descriptive quantitative design where 104 BBA students were sampled for data collection. The Google Forms questionnaire was used as a method for collecting data, and a total of 98 valid questionnaires were obtained. For data analysis, I used descriptive statistics such as frequencies and percentages. The results indicated that students accessed social media platforms mainly for entertainment, communicating with peers, sharing information, and helping out with their academic activities. Moreover, social

media activity helped them to find new educational materials, collaborate, and get new ideas from peers. However, the overuse of social media has caused them distraction, lower productivity, ineffective time utilization, delays, and even disturbed sleep patterns. The study recommends that social media should be utilized for learning content and social interaction, while maintaining students' discipline and conduct.

Keywords: Social media, academic behavior, student behavior, BBA students, descriptive survey, Nepal

Introduction

Social media is widely used tool in the daily life of University students in the 21st century for communication, gaining information, social interaction, and so on. Facebook, Instagram Tik Tok, What's App, You Tube are the common tools used by students all over the world including Nepal. However, the use of social media have been conducted in the world context, but we find limited research in the context of Nepal. (Junco, 2012; Al-Rahmi & Zeki, 2017). In this context, the study is focused to Aadikavi Bhanubhakta Campus, one of the community campuses affiliated to Tribhuvan University. The campus owns 2000 students from various socio-economic geographic, indigeneous, and marginalized communities in bachelor and master level program. Bachelor of Business Administration (BBA) program was launched in 2075/76 B.S. with a goal of producing quality human resources in the field of management with better social values, full of managerial as well as technological knowledge. There were 134 students in this program when this study was conducted. Since there were 30 final-semester students waiting for their graduation, they were not considered. Rest 104 students were given the questionnaire and their valid responses formed the sample of the study after removing 6 different, incomplete questionnaires. Most of the BBA students who are between the ages of 18 and 21 years, are at their peak phase of academic, intellectual and personal growth and are characterized by intense usage of the digital technologies including usage of mobile phones and social media for their life. Social media can be used in facilitating the academic pursuits for example, group interactions, availability of information on the internet, involvement in social networking etc.; but when exploited many a times with no rules and regulations they bring about negative effects leading to distraction and avoidance of tasks, time wastage, and slackening of interest in attending classes, and behavioral issues like anxiety and loss of self-discipline (Rithika & Selvaraj, 2013).

In spite of several studies showing the relationship between social media use and academic performance, the topic of how social media use affects management students' studies and other aspects of their lives has not been thoroughly investigated. The students of the Aadikavi Bhanubhakta Campus represent a heterogeneous social milieu that gives an ideal ground for this topic, mainly given their varied socio-marginal status and belong to indigenous communities. We have observed from class lectures as well as casual conversations with both the students and the teachers that social media use is definitely one of the factors behind the changes in how students study, take part in lectures, socialize and so on. On one hand, some students use social media for academic discussions, exchanging information and for peer support. Still others seem to be losing focus on study, experiencing distraction and behaving strangely. This leads us to carry out this study to find out how students perceive the effect of their use of social media in their studies and social life. The research results will be local and contextual knowledge which will complement those already documented.

Review of Literature

As social media platforms have exploded through the population of university students, the way they communicate, get information, and does learning have changed quite a bit. Social

media networks like Facebook, Instagram, TikTok, WhatsApp, and YouTube are now the most popular means among students for chatting, sharing, getting help from and giving support to peers, and connecting at academic level. However, the impact of social media on academic and behavioral sides of life are being questioned and discussed at every level. Although it helps in some academic aspects if social media is used wisely and responsibly, its use to an extent that it takes over all the time and energy has a negative effect on time management, being able to pay attention for long, working productively, even going far enough to bring about behavioral issues. The issue becomes very significant if one turns attention to developing countries, for instance, the case of Nepal is a good example besides the countries in South Asia where digitalization among youth is taking off at an unbalanced rate compared to developing their digital literacy and responsible behavior on their own. The students' attitudes about social media use that might influence their performance and behavior have gradually become a very important concern for higher education (Junco, 2012; Al-Rahmi and Zeki, 2017).

Earlier studies at the international level showed that social media use by university students was related with positive as well as negative outcomes pertaining to academic achievement and behavior. The research shows that purposeful use of social media networks can improve engagement, collaboration and availability of academic sources (Tess, 2013; Manca & Ranieri, 2016). Social media websites can be useful for communication between students and teachers, for exchange of knowledge and collaboration. However, some studies suggest that excessive and non-academic use can lead to academic distraction, procrastination, loss of concentration and psychological issues such as stress and anxiety (Kirschner & Karpinski, 2010; Samaha & Hawi, 2016). This indicates that social media is neither completely good nor bad; instead, the impacts of social media depend on the purpose of use and control on social media activities by students. Hence, it is essential to examine social media use in particular context of education and culture.

The researches in SAARC countries show similar results in terms of dual effects of social media among university students. Some of the studies conducted in India reveal that social media websites are helpful in terms of communication, information sharing and academic interactions; however, excessive use can negatively affect the focus of the students on their academics (Sharma & Behl, 2022). Similarly, research conducted in Sri Lanka shows that social media use impacts the academic experiences of students with both positive and negative aspects depending on excessive use (Suganya et al., 2020). Recently, research from Bangladesh also revealed that social media engagement is linked with the academic experiences and mental health status of the students (Mosharrafa et al., 2024).

In Nepal, growing internet access and increasing use of smartphones have resulted in greater prevalence of social media use among university students. Earlier researches have indicated the use of Facebook, Tiktok, and WhatsApp as common forms of social media usage for communicating, exchanging information, and supporting each other. Goet (2021) observed that the students perceived social media as a useful means of interacting and exchanging information; however, the excessive use was related to difficulties in managing time and concentrating on studying. Similarly, Adhikari (2024) observed that students, who engaged

in social media in a purposeful manner, had better academic experiences compared to those students, who did not control their social media usage. Hamal (2021) reported that excessive social media usage was linked to bad academic results and the problem with the study habits and academic performance of the university students. The recent Nepalese studies are also pointing to the dual effect of social media usage, which is beneficial for the academic experience but brings some behavioral problems as well (Shrestha, 2023; Koirala, 2024). Additional studies in Nepal have been carried out by Paudel (2025), who studied the social media usage of 82 secondary level students in Surkhet. It has been indicated that the students spent considerable amounts of time on social media websites for communication and entertainment purposes and a lot of them felt the negative impact of it on their academic performance. Although the study was carried out among secondary level students and not the university ones, its results are providing additional evidence of the context regarding the issue of concern. From what has been stated above, it is clear that there are multi-dimensional implications of social media use by the students which depend on the reasons for using social media, level of its use, and regulation of it. Despite the fact that the academic and behavioral implications of social media use have been investigated by some earlier researchers, not much has been said about the implications of social media use among BBA students in semi-urban higher education institutions of Nepal.

Literature review highlights that students derive many academic and behavioral experiences from their engagement with social media which, of course, is a highly situational outcome. The level of their engagement, what they seek from it (motivational drivers), how often they use it, and the type of the interaction they choose with social media are all important determinants. Previous work has analyzed the relationship between social media use and learning, but some critical questions still remain. Firstly, very few papers have taken the management undergraduate students in particular BBA students whose learning methods are presentations, group work, case study discussions, and technology-supported lessons into consideration. Secondly, there is an under-researched aspect in the area of semi-urban education establishments where students might have various levels of digital capabilities, limited access to learning aids, and institutional assistance. Thirdly, the motivational components behind engaging with social media in the theoretical perspective of Uses and Gratifications Theory are still not fully explained by the studies of students' academic and behavioral experiences in that respect. Because of this, this particular work intends to fill these loopholes by investigating the academic and life-changing consequences students see in using social media at a level of perception, i.e. how they are affected by social media usage without getting into the technical aspects such as time spent online, etc. In this case, BBA students of Aadikavi Bhanubhakta Campus have been selected. As an institution located within a semi-urban town, it offers a perfect ground for the context-specific study that is guided by the Uses and Gratifications Theory. Social media is now so integrated with students' personal and social life that it is difficult to think of the academic side, i.e. the way students use it and how their life is changed at the same time, separately. But that's also the point, it is possible to do so. The idea is to look at how students themselves feel the consequences, whether they are academic gains or life-related behavioral consequences, from their social media interaction, so that the discussion of

social media's role in their lives does not have to rely exclusively on empirical data or self-reflections but is supplemented in the most direct possible manner by how they think their use of social media affects their lives.

Theoretical Framework

The current research is conducted through the lens of Uses and Gratifications Theory (UGT), presented by Katz et al., (1973). The theory posits that media platforms are selected and used by people consciously in order to satisfy personal, social, and psychological needs. According to the theory, individuals choose to interact with the media in a number of ways in order to meet certain purposes, which can be informational, entertaining, social, and developmental. In this way, the Uses and Gratifications Theory is quite applicable to the context of university students and their social media activities. The students have different motivations for using social media; therefore, depending on the type of motivation, the individuals can have either positive academic and behavioral experiences or negative ones. For example, using social media for educational collaborations and learning purposes will result in positive experiences; while using social media for entertainment and excessive social communication will create problems with concentration, time-management, and academics.

Research Methodology

This study employed a quantitative approach using a descriptive research design. The quantitative approach enabled the systematic collection of numerical data through a structured questionnaire, while the descriptive research design facilitated the examination of students' social media usage patterns and their perceived academic and behavioral experiences. The study aimed to describe the existing status of social media use among Bachelor of Business Administration (BBA) students without attempting to establish causal or inferential relationships. Accordingly, the study examined students' social media usage patterns, including preferred platforms, purposes of use, time spent on social media, and their self-reported academic and behavioral experiences. The collected data were analyzed using descriptive statistics, particularly frequencies and percentages, to provide a comprehensive overview of students' perceptions regarding social media use and its perceived academic and behavioral implications.

The study population comprised all 134 students enrolled in the Bachelor of Business Administration (BBA) program at Aadikavi Bhanubhakta Campus. Among them, 30 students who were in the final stage of graduation were excluded because they were not actively engaged in regular academic activities during the data collection period. Consequently, the remaining 104 students constituted the eligible study population. Given the manageable size of the eligible population, a census approach was adopted, and questionnaires were distributed to all 104 eligible students. Primary data were collected through a structured questionnaire administered online using Google Forms. The online survey method facilitated efficient distribution, ensured respondent anonymity, minimized data-entry errors, and enabled timely collection of responses. Out of the 104 questionnaires distributed, 98 completed responses were received and included

in the final analysis, resulting in a response rate of 94.23 percent.

The instrument used for collection of data was a structured questionnaire aimed at obtaining student's information of media usage habits on one hand and their perception of academic and behavioral effects of such on the other. The structure of the questionnaire was such that closed-ended questions that could produce results that could be quantified were used usually. The information of demographic characteristics and media usage behaviors was gathered via multiple-choice questions. Preferred channels, reasons for use, and modes of use were among the areas covered through multiple-choice questions. Items based on perception were introduced to see what students had to say about the way social media usage could influence their study and behavior. Also, there were two optional questions to which open-ended answers were invited at the end of the questionnaire with the idea of collecting more detailed reactions of individuals. The first question was the students being asked to share their ways of handling social media use so that it would be beneficial to them. The second question was directed at students requesting that they mention the ways that colleges should educate or campaign about using social media responsibly. These kinds of questions were designed to give the findings a human feel through complementing the numbers with the actual thoughts of the students or the ideas of their experiences. The combined data have been scrutinized with the help of quantitative and qualitative methods. The data retrieved by way of closed-ended questions were subjected to descriptive statistical procedures like frequencies and percentages. These statistics were deployed to describe the demographics, social media behavior, platform preferences, reasons for online engagement, and perceived academic and behavioral consequences of the people. For interpreting the answers from two short narrative questions, the data were examined under the lens of thematic analysis. The data were examined repetitively and initial codes were drawn from the meaningful utterances. Themes were created by aggregating similar codes and Next validated by revisiting the themes to uncover the major input respondents had to offer. Findings from the thematic analysis were given in a narrative format for the benefit of the reader to complement responsible social media usage by the student population with more insights and recommendations for action.

Result and Discussion

Descriptive Statistics

This study was carried out among 98 BBA students of Aadikavi Bhanubhakta Campus. The study consisted of more female students (86.7 %) against male (13.3 %) students. The sample respondents were from 4 different semesters of their BBA program (second, fourth, sixth and seventh semester). All the sample respondents (100%) had access to smart phones with internet access. About the social media usage patterns, most of the respondents spent three or more hours on social media every day. The proportion of respondents that spent 3-4 hours and more than 4 hours was 41.8 percent and 34.7 percent respectively. The social media platforms most frequently used by the respondents were YouTube, Facebook, Instagram, and TikTok, and many students used multiple of these platforms. The purposes of social media use were mainly entertainment, information exchanging, and communication. The academic use was much

less in proportion, but most of the respondents did follow some educational pages, academic groups or learning-related pages on social media platforms. On academic related experiences, social media was considered both supportive and troubling. The students who faced difficulties reported that social media was distracting while they were studying but they used social media for finding study resources, exchanging notes and engaging in academic conversations (85.7 %). For behavioral experiences, many respondents indicated that they had experienced disrupted sleep, mostly due to late-night use of social media. While the respondents reported that the use of social media was problematic for many reasons, some of the social media use had positive repercussions, as well; respondents reported that social media was helpful for staying in touch with peers and for allowing communication. The descriptive findings suggest that the respondents' use of social media serves many functions in their academic and social experience.

Demographic Characteristics of Respondents

Knowledge of demographic features of people involved greatly helps in understanding patterns of use and perceived effects related to the social media and to academic/behavioral experiences of the people. This paragraph gives detail about the demographic features of the BBA students who took part in the research, like gender ratio, smartphone ownership and semester of their academic study.

Table 1: *Demographic Characteristics of Respondents (N=98)*

Variables	Category	Frequency	Percentage
Gender	Male	13	13.3
	Female	85	86.7
Smart Phone ownership	Yes	98	100.0
	No	0	0.0
Semester	Second	25	25.5
	Fourth	24	24.5
	Sixth	25	25.5
	Seventh	24	24.5
	Total	98	100.0

Source: Field Survey, 2025

Table 1 offers an overview of the demographic characteristics of the study respondents. Ninety-eight valid responses were obtained from BBA students at Aadikavi Bhanubhakta Campus. Female students formed the largest share of the sample around 86.7 percent and male students were in the minority about 13.3 percent when looking at the students' patterns of use of social media, and their academic as well as behavioral perceptions. The students were evenly divided

at four academic semesters: second, fourth, sixth, seventh. The gender composition is simply a reflection of the respondents' gender and it by no means or suggests that the genders vary in their use of social media. For owning a mobile phone, clearly from this study that none of the respondents was without a mobile phone (100 %), as all the students reported having access to smartphones. Mobile phone availability, because of this, is of such a level that it should be considered and seventh which was approximately (25.5 %) for second semester, (24.5%) for fourth, sixth (25.5%) was the same as second and seventh (24.5%). This pattern of distribution was reflective of the BBA semester cycle at the time of data collection with the 1st, 3rd, 5th, and 8th semesters not in session during the period of study. The almost even sharing of these four semesters (24.5 - 25.5%) means that opinions of students on each level of the BBA program can be considered. In sum, the demographic characteristics of the respondents showed that these respondents were the suitable persons to study the social media use patterns and the perceived academic and behavioral outcomes as all the ones who participated in this study were BBA students who have smartphones.

Perceived Academic Effects of Social Media Usage among BBA Students

Gaining insight into students' perceptions about the consequences of using social media on academic grounds from one's own performance is an important matter before any investigation into how such tools are used in class and outside of class is done. This paragraph contains the results of a survey on respondents' views about study interruption, how they think their marks are affected, their experiences of using social media for academic purposes, and their problems of being on social media too much and thereby being out of focus all the time.

Table 2: Perceived Academic Effects of Social Media Usage among BBA Students (N=98)

Variables	Category	Frequency	Percentage
Distraction During Study	Often	18	18.4
	Sometime	66	67.3
	Rarely	14	14.3
Perceived Academic Impact	Positive	60	61.2
	Negative	21	21.4
Academic Use of Social Media	No effect	17	17.3
	Yes	98	100.0
	No	0	0.0
Concentration Issues From Notification	Often	23	23.5
	Sometimes	54	55.1
	Rarely	21	21.4

Source: Field Survey, 2025

Table 2 displays the effects that respondents perceived the use of social media would have academically to fellow BBA students. Results showed that it was common for individuals to find the use of social media a distraction; 67.3 percent of respondents indicated that they are

sometimes distracted by social media on a regular basis while 18.4 percent of respondents indicated that they were often distracted by social media while studying. 14.3 percent of respondents indicated that they were rarely affected by the use of social media. Despite these difficulties, the participants did see some academic benefits of social media. Most of the participants 61.2 percent felt that social media had a positive academic effect, 21.4 percent felt it had a negative effect, and 17.3 percent felt there was no effect. In addition, all participants 100 percent confirmed that they use social media for academic purposes like to get learning materials, to get in touch with classmates and lecturers, to join in academic discussions and to share learning materials which can be a supplementary learning tool for BBA students. Accumulation of this was a concern per 78.6 percent of respondents, with 55.1 percent indicating it happened sometimes and 23.5 percent indicating it happened often. Basically, social media plays a beneficial as well as challenging role in university students' academic lives. It can be advantageous to students for academic communication and sharing academic resources or materials, but it can also be potentially disruptive and should be utilized in a responsible and conscious manner.

Perceived Behavior Effects of Social Media Uses among BBA Students

To evaluate students' behavioral changes due to social media usage it's necessary to analyze what students think about it which will also help in understanding how these social networking platforms are linked to students' everyday lives and interpersonal relationships. This discussion gives an insight into the behavior of social media usage of the respondents with a focus on two specific aspects: sleep disturbance and connection to class through the use of social media.

Table 3: Perceived Behavioral Effects of Social Media Usage Among BBA Students (N=98)

Variable	Category	Frequency	Percentage
Sleep Disruption	Often	22	22.4
	Sometimes	47	48
	Rarely	29	29.6
Enhanced Class Connectivity	Yes	74	75.5
	No	24	24.5

Source: Field Survey, 2025

Table 3 captures respondents' views on how they feel social media have influenced their behavior after using it. Results show that a great number of respondents believe that their use of social media is changing a great deal about their sleep patterns. Over a majority of the respondents (70.4%) said they had experienced sleep disturbance due to using social media, (48.0%) of them thought it only happened at times, while (22.4 %) considered that happening often with them. But, only (29.6%) mentioned that they were disturbed to sleep just so rarely. Beyond that, students getting up to interact with social media at midnight could result in sleep deficit and sleep-wake up habits disruption. On another side, even with having perceived this behavioral issue, respondents also acknowledged the positive role of social media in building interpersonal relationships through social media within the academic context. (75.5%) of the

respondents said that social media made them stay connected with classmates whereas (24.5%) were not of the same opinion. These numbers point to the fact that social media platforms have a role to play as they provide opportunities for students to communicate, to work together, and to hang out with peers. They are the means that students can have regular academic-related conversation and improve their social bonds via group chats, sending messages, and collaborative work on virtual platforms. Generally, the results show that the people surveyed recognized not only the enjoyable, but also the difficult aspects of social media behavior after using it. Even though social networking allows people to communicate, get together in classes, and make friends, too much engagement, mostly at night, is perceived as being sleep-disturbing. This means students need to be educated for the use of social media in their lives so that they can enjoy their interactions and study on the digital platforms as much as possible and at the same time, avoid facing any negative behavioral issues.

Strategies for Responsible Social Media Use: Student Ideas and Institutional Changes

We added these qualitative aspects to our statistical findings by inviting respondents to share their ideas for encouraging responsible and balanced social media through two additional open-ended questions which they could choose to answer freely. After analyzing the responses based on themes, several themes were identified.

Student-Based Suggestions for Control Over Social Media Use

Students are the main beneficiaries and at the same time the biggest critics for their own social media experiences. They pointed out several helpful ways students can effectively manage their social media usage. Most of the respondents recommended limiting the number of times or hours one spends on social media daily with great emphasis on Really having a proper schedule or timetable could help balance online and offline academic as well as personal responsibilities. The second most common suggestion the participants made was that to reduce the number of distractions and increase the ability to concentrate, one should disable the notifications of apps that aren't essential during study hours. Respondents also expressed the need to filter the content feed by unfollowing or limiting access to those pages that consume time or lead to the posting of negative stuff. And, the respondents proposed that one could leverage their social media accounts as a means for enhancing academic work such that they can easily gain access to study materials, connect with others, collaborate with fellow students as well as maintain contact with the teacher. Some respondents stressed how being aware of screen time, taking periodic breaks from the device, engaging with one's offline community will ensure not only good physical and mental health but also a balanced use of digital technology. Some of the students admitted that overuse of social networks had affected their emotions, thought processes and so suggested the way out like a time spent offline and keeping away from unhealthy comparisons. This suggestion clearly highlights students' comprehension of the two sides of social media and their desire to be more in control and responsible in their digital lifestyle.

The institutional Role in the promotion of Responsible Social Media Use

When it comes to the role of colleges in the promotion of responsible social media use, the

responses indicated different institutional initiatives. Most frequently, it was suggested that the college should carry out awareness campaigns, organize workshops, and hold seminars that focus on the positive and negative sides of social media use. Through these programs the college students might be informed about various issues such as digital well-being, cyber safety, privacy issues, time management, online ethics, and potential psychological consequences of overusing the internet. The respondents also suggested that the subject of digital literacy should be embedded into the academic curriculum, e.g. in the form of the program for students entering a new school, or during special events for raising awareness. Further ideas put forward by the respondents to raise awareness on responsible social media use included using posters, infographics, peer-led campaigns, expert sessions, counseling supports, and formulating institutional guidelines for responsible social media behaviors. In general, it was stressed by respondents that colleges could be great venues for students to learn how to use social media in a responsible, ethical, and balanced way. For one thing, institutions could raise awareness, but they could also supply support and resources that will allow the students to form good digital habits.

Conclusion

This study observed the perception of academic and behavioral effects of the use of social media among bachelor of business administration (BBA) students of Aadikavi Bhanubhakta Campus, which is a semi-urban higher education institution in Nepal. Results indicate that social media has a dual role in students' life: helping them with study and social issues but also causing problems of attention, time management and personal well-being. From the point of view of behavioral, the results show that using social media is linked to the change of the students' lifestyle and manner of doing things. A great number of the interviewed persons told that they had difficulties sleeping because of their social media activities, which may also affect their awareness and participation in the class. At the same, many students thought that social media helps preserve social interaction and strengthen the links between peers. Because of this, the evidence shows that through media one can maintain human contact but the overuse or improper use of it might cause problems in keeping your digital life well-balanced. About the academic side, the results show the mixed reaction of the students. Although many of them complained about being distracted while they were studying and about losing track of concentration because of the constant notifications, they also mentioned social media's role in helping them with their studies by accessing study materials, academic debates, communicating via peers and lecturers, etc. These findings hint at dependence on students' intentions, modes, and capacities for self-regulation of their use of the academic benefits from social media. The paper is inspired by the Uses and Gratifications Theory (UGT) and mainly talks about the way students' reasons for using social media as well as the results of their activities are influenced by their motivations and objectives. The research findings demonstrate that through the lens of UGT, it is possible to understand the reasons behind students' use of various online channels not only to seek knowledge and interact socially but also for leisure purposes. What I just said measures help the implementation of effective student education with social media that will not cause academic

and disciplinary problems.

This study has certain limitations that need to be taken into account when drawing conclusions. Firstly, the results are students' subjective views of their situations that, in a way, are dependent on how students perceive things to be without actually checking academic performance with objective measures. As such, they may have expressed their own feelings or even socially desirable reports. Also, it was carried out mostly with 98 BBA students from one semi-urban higher education institution and so there may be limits in its applicability to other campuses, academic fields or a broader pool of students. A third shortcoming of this research is the design of cross-sectional descriptive study which was able to register students' opinions only once whereas it would not have helped to investigate variations in social media usage habits or students' academic conditions during different time frames. In the end, this research centered solely on BBA students, and the outcomes might not completely reflect the situation of students majoring in other areas of study which can expose them to a very different set of learning environments and digital practices.

These limitations could be overcome through future research that uses longitudinal methods to investigate the evolution of students' patterns of social media use together with their academic experiences over the duration of their studies. Future research could combine self-reported perceptions and the inclusion of other objective indicators of academic performance like the grade point average or the academic achievement scores, to get a better understanding of the outcomes of social media use, this way providing a holistic picture. It would be valuable for researchers to carry out studies in different countries, universities, disciplines, and so on for a better comparison and generalizability of the results. Also, studies on the differences in students' use of social media per their academic disciplines and different institutional contexts could also be helpful in highlighting the influence of contextual factors on students' digital engagement and their academic and behavioral performance.

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