



Social Media and Academic Performance: A Case Study of Shree Jana Model Secondary School, Birendranagar, Surkhet

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Original Research Article

Received: March 14, 2025

Revised & Accepted: April 26, 2025

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Abstract

This study examines the impact of social media on the academic performance of secondary-level students at Shree Jana Model Secondary School in Birendranagar, Surkhet, Nepal. Using a descriptive and exploratory research design, primary data was collected through questionnaires and interviews with 82 randomly selected students, supplemented by secondary data from books, journals, and academic articles. The findings reveal that 92.68% of respondents were aged 16–18, with equal gender representation. Facebook was the most used platform (46.34%), and 53.65% of students spent 3–5 hours daily on social media, primarily for chatting (39.03%) rather than academic purposes. A significant 69.51% reported negative impacts on their academic performance, including decreased CGPA (25.60%), late assignment submissions (21.95%), and reduced study focus (9.75%). The study concludes that excessive social media usage adversely affects students' academic outcomes, highlighting the need for institutional policies and awareness programs to promote balanced usage and minimize distractions while leveraging social media as a constructive educational tool.

Keywords: Social Media, Academic Performance, Secondary Students, Digital Distraction, Nepal

Introduction

Social media has become one of the most significant communication instruments in recent years. However, social networking was created to allow individuals to communicate regardless of their geographical location. It will enable them to share information, files, photographs, and videos effortlessly, post blogs, send messages, and engage in real time dialogues. The term



'social' refers to human society and the interaction of individuals and groups, and the 'media' refers to the medium through which people express themselves (Goet, j.2022).

Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Annie, Howard & Mildred, 1996).

The Internet has made teaching learning easier, affordable, and comfortable. It has attracted many grownup learners who are professionally engaged elsewhere throughout the world. Many branded schools of the world have introduced different online courses for their students and teachers. The internet has been a tool to strengthen ODL modality over the conventional face-to-face instruction. Students can learn any course offered to them from their own workplaces with limited guidelines of the instructors (Kandel,2014).

Constructivism theory strongly impacts modern learning-teaching process as a leading educational philosophy. It is based on the idea that “meaningful learning happens when people actively try to make sense of the world” i.e. when they construct an interpretation of how and why things are, by filtering new ideas and experiences through existing knowledge structures (Snowman et al., 2000).

The platforms created by the internet, also known as social media including Facebook, Twitter, Instagram, LinkedIn, YouTube, and many others, have become a powerful tool in the 21st century as they are used for multitude of activities where individuals create, share and deliberate on different available contents (Mahmud & Bukhari,2019). Nowadays, majority of individuals, especially youngsters frequently use social media for purposes like keeping in contact with friends and family, and learning. Thus, interaction in social media has exceeded the different forms of communication that existed traditionally (Baruah, 2012). However, it has been identified that the use of social media has both advantages as well as disadvantages. It results in drop in student grades and academic performance as a result of minimal time allocation for studies. With the growing trend of use of social media in education, it is vital to identify the effect of use of social media or internet on educational performance of students. (Hamal,2021).

Social media and networking sites have become the main way to communicate, share ideas, play games and find information directly. These sites have become so popular that even the most intelligent students spend their free time without thinking about its negative impact. Social media has become gradually popular among students but it is negatively affecting students educationally because they are placing less importance on grades and are missing out on critical knowledge and skills needed for higher education or future jobs and carriers (Kouser,2020).

Devi, Gouthami, and Lakshmi (2019), the knowledge regarding use of social media and its impact is an imperative phenomenon that has suggestions for teaching as well as learning process of both teachers as well as students. It is thus important to identify the gap, if any, in



adaptation of social media in terms of enhancing learning experience and control it to improve efficiency in educational system.

According to Karthikeyan and Dheepa (2018), social media captures students' full attention and diverts it to non-educational, immoral, and improper activities such as meaningless talking, time-killing through random searches, and not accomplishing their duties. Students and teenagers mostly use social networks to pass the time and have fun.

The growth of social media in Nepal has been steady, with studies by Owusu and Agatha (2015) highlighting a significant number of students in developing nations actively involved in social networking sites. However, this involvement is often associated with adverse effects on academic performance, including deficient grammar and spelling, delayed task submission, reduced study time, and decrease academic achievement (Mingle and Musah, 2015). While some studies emphasize the advantages of social media in students' academic lives, educators must remain aware of its predominant negative consequences, especially in the context of education in Nepal.

Moreover, today youngsters do not like to spend time with their parents any more. The gap between them is increasing day by day. They may have thousands of friends in social media, whereas the only couple of friends in real life. They do not like to talk, travel or engage in any type of social activities even though they spend their massive time in social media (Hamal, 2020).

Statement of the Problem

Academic performance is usually measured through the exams which is perceived to be a major goal of any academic institution. The study claimed that organizational institutions are established with the goal of providing the knowledge and skills to the individuals (Hoyle, 1986). Social media is being complex phenomena. School students are increasingly likely to excessive use of social media. Most of the students spend their time chatting and making friends via the social media, instead of reading their books and this might definitely have impact on their academic performance. This study will assess how students use platforms like Facebook, WhatsApp, and Instagram for academic activities, such as completing assignments, engaging in discussions, and accessing learning materials. The study will examine the time and activities; students dedicate to social media. Additionally, this study explores the potential adverse effects of excessive social media use, such as reduced study time, poor creative skills, late submission of assignment, decrease in CGPA etc. There has been insufficient research on this topic, particularly in the context of Nepal. This study aims to address this gap by examining the use of social media and its association with academic performance among school students in the reference to Shree Jana Model Secondary School, Birendranagar, Surkhet Nepal.

Objectives of the Study

The study has been conducted with the objective of identifying and analyzing the Impacts of Social Media in Academic Performance of the Students of Shree Jana Model Secondary School, Birendranagar, Surkhet.



Literature review

Today's world is a global village. Most people are connected to one another in this vast network generated by the Internet. This electronic independence is inherently dependent upon the Internet. It illuminates the lives of millions of people by spreading knowledge internationally, thereby making us global citizens(Munang,2022).

Nepal, a nation steeped in rich history and diverse traditions, has not been impervious to the global surge in social media usage. As the Himalayan nation holds the digital age, its teenagers find themselves at the forefront of this transformative wave, facing with an extraordinary invasion of virtual spaces for expression, communication, and connection. The impact of social media on this demographic is a subject of dominant importance, deserving particular investigation and thoughtful analysis(Kharel,2023).

Education is often called the backbone of development for nations and it has been established as an important base for modern life. For educational awareness, there are a lot of different types of education system such as formal, informal and non-formal education system for the public, however formal or academic education is the most accepted as the first priority. To get an education is an activity with the aim of improving knowledge, skills and abilities; it is a synthesis of formal, non-formal and informal knowledge. Formal education implies the existence of an educational system (Milan, Natalija, Radica, 2015).

The concept of social media is dynamic and continually evolving, making it challenging to provide an absolute definition. However, various academics have proposed distinct interpretations over the years. Kaplan and Haenlein (2010) describe social media as a collection of internet-based applications built around the principles and technology of Web 2.0, allowing users to create and share user-generated content. The Oxford dictionary (2011) defines social media as "websites and applications used for social networking," emphasizing its role as a widely used and rapidly expanding communication channel trusted by billions of people. Regardless of the definitions, a common theme emerges: social media encompasses diverse forms of internet-based communication between individuals(Adhikari,2024).

In Nepal, there are 8 million Facebook members and 3.2 million Twitter users, according to a 2017 analysis by Social Aves. Internet usage in Nepal stands at 62% of the total population, with over 97% of people using mobile devices in order to access the network, where use of social media is particularly high. Social media has sparked a lot of interest among young people in Nepal, who use it to connect with new people. People share information, news, and opinions on current issues, amplifying the voices of the general public (Pandey, 2017).

Social media is a collection of online platforms that allow users to share information, ideas, and interests. It plays a significant role in brand communication due to its (Keller, 2013). (Jae-Young, 2016) Stated that Nepal's social media market is dominated by Facebook, with 9,857,000 users, making up 32.6 percent of the population. Instagram and X have 1,300,800 and 2,300,000 users respectively. Facebook, launched in 2005, has over 1.7 billion users and 2.6 billion monthly active users in 2021(Airi & Bhattarai,2024).



Academic achievement is a very important element in education as well as in the learning process. It is the most important goal of the educational process. One of the most important outcomes of any educational setup is the academic achievement of the students. Measuring the student's academic achievement is a complex task since it cannot easily be quantified in standardized units. Students' achievement may be thought to be a product of psychological, socio-economic, environmental, and personal factors (Chapagai,2024). According to Sebro and Goshu (2017), student performance is linked to learning opportunities, teaching methods, teacher-student relationships, class connections, and the presence of teaching-learning resources within the school, additionally, considering that having books at home was not significant.

Constructivism theory strongly impacts modern learning-teaching process as a leading educational Social cognitive theory is utilized in order to figure out the singular inspirations and ways of behaving in different situation. As indicated by Bandura (1986), individual way of behaving is the result of interrelationship between the environment of society and the perceptions of the individual. He further posted that individual variables or factors like feelings, sentiments or perception, demographic and the ecological factors of individuals impacts to take on a specific way of behaving. According to social cognitive theory, a variety of individual and biological characteristics, as well as their past history, have a significant impact on how people behave (Almuqrin and Mutambik, 2021)

Kearsly and Schnederman (1998) engagement theory of learning was established, and it looked at how meaningful interactions with others and important tasks might engage students in their learning. Constructivist learning occurs via the ideas of active involvement.

Social media such as Facebook is one of the latest examples of communication technologies that have been widely-adopted by students and, subsequently, have the potential to become a valuable resource to support their educational communications and collaborations with faculty. Social media are mostly used by students to communicate and exchange ideas with professors specifically in western contexts (Sudha and Kavitha, 2016).

Actually, many reasons exist that explain why students love to spend time socializing. Firstly, social networks provide them the freedom to do whatever they want to upload what they want and talk to whom they want. They like to make new friends and comment on the lives of different people. Students can create other online identities that the real world does not allow. The freedom it gives them to act just by sitting in front of a computer fascinates them, and they then demand for more freedom. Never before has it been so easy for young minds to create a digital image of their actions through such an unplanned medium (Munang,2022).

Social media's widespread use can impact education in both positive and negative ways. Although platforms can be useful tools for learning and information collecting, overuse of them can result in distractions, a loss of attention, and poor academic performance. Teenagers' social relationships and self- esteem are greatly influenced by social media platforms. Positive relationships can boost one's sense of identity and self-confidence. On the other hand, negative



feedback, comparison-induced stress, and cyberbullying can also be harmful to one's mental health (Hamal, 2020).

As per the annual report of the University Grants Commission (2023), seventy-eight percent share students in enrollment at Tribhuvan University. Besides this rate of enrollment, the pass rate is 29.33 percent. In Tanahun district, nine campuses affiliated to Tribhuvan University have a pass rate below 29.33 percent. Tanahun district in Nepal marked by its reliance on community campuses for higher education faces a critical challenge regarding the academic achievement of its students. As a result, student participation plays a significant role in determining academic achievement at the university level.

According to Nicole, (2007), students and teenagers have especially recognized these social media platforms to be able to contact their peers, share information, reinvent their personals and showcase their social live. Facebook users often experience poor academic performance. According to (Oche & Aminu, 2010), it is noted that students are very divided in social media and spend about 24 hours online. Even in the classroom and lecture theaters, it has been observed that some students are always busy in chatting and communicating, during lectures and which should guide these times toward learning, scientific research and innovation along the lines of students' attitudes to meeting new online friends and discussing issues of most importance.

Nalwa & Anand (2003) advised and recommended that those who are addicted users love to use the internet to set back their personal and professional responsibilities in which the final outcome is poor academic performance. The use of social media among students has reached high levels and has affected their study time, poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies (Ndaku, 2013). Students spend much of their study time on social networks than in their academic undertakings and it has affected their Grade Point Average (GPA).

Participating in online social networks also increases the likelihood of being victimized online, or, cyber-bullied. Forms of cyber-bullying include harassing emails, web pages, hateful instant messages, text messages, and cruel posts on social networking sites. The result of being a victim of cyber-bullying can be embarrassment, feelings of marginalization, low self-esteem, and even suicide (Mesch, 2009).

Although the internet has made a significant contribution to our daily life, using too much of it will lead to addiction, which will negatively affect our life. Internet addiction is defined as the inability to control one's urge to use the internet, which eventually causes psychological, social, school, and work difficulties in one's life (Spada, 2014).

All the same, Mingle and Adams (2015) asserted that majority of respondents experienced negative effects i.e. poor grammar and spelling, late submission of assignment, less study time and poor academic performance because of too much use of social media networks. Moreover, addiction toward using social media among students was high.

People who are using the internet excessively are mostly playing online games and browsing social media. The side effects of the excessiveness led to anxiety, depression, health problems,



school absenteeism, lying, fatigue, unemployment, decreased job productivity, and social isolation. The addiction to the internet also could translate to low self-esteem, depression, boredom, and attention-deficit hyperactive disorder (Norharlina, 2016).

Having social media in the classroom has been a controversial topic for the last several years. Many parents and educators have been fearful of the repercussions of having social media in the classroom (Kist 2012). As a result, cell phones have been banned from classroom and schools have blocked many popular social media websites.

Social media have recognized as a dual nature "useful servant but a dangerous master". We know massive advantages of social media as a useful tool. The results of the study show that there is some degree of addiction and distraction even in spite of the benefits that students receive from social media, like knowledge sharing, forming relationships, and taking part in group discussions. These problems may have negative effects on students' academic performance (Adhikari,2024).

Methodology

This study adopted a descriptive and exploratory research design to investigate the impact of social media on the academic performance of secondary-level students at Shree Jana Model Secondary School in Birendranagar, Surkhet, Nepal. The descriptive approach allowed for a systematic examination of students' social media usage patterns, while the exploratory design helped identify underlying trends and relationships between social media engagement and academic outcomes. The mixed-method approach ensured both quantitative and qualitative insights, enhancing the reliability and depth of the findings.

Primary data collection was conducted through structured questionnaires and semi-structured interviews with 82 students selected via simple random sampling to ensure unbiased representation. The questionnaire included closed-ended questions on social media usage frequency, preferred platforms, time allocation, and perceived academic effects, while open-ended interview questions explored subjective experiences and challenges. This dual approach provided measurable data alongside personal narratives, offering a comprehensive understanding of the issue.

Secondary data was gathered from scholarly sources, including books, peer-reviewed journal articles, and educational reports, to contextualize the findings within existing literature. Key references included studies on social media's influence on learning, digital distractions, and adolescent behavior, ensuring theoretical grounding. Government reports and school records were also reviewed to assess broader educational trends in Nepal, adding credibility to the research framework.

Data analysis involved both quantitative and qualitative techniques. Quantitative responses were processed using descriptive statistics (percentages, frequencies) to highlight usage patterns and academic impacts, presented in tables and charts for clarity. Qualitative data from interviews were thematically analyzed to identify recurring concerns, such as procrastination,

addiction, and reduced classroom engagement. Triangulation of both data types strengthened the validity of conclusions by cross-verifying trends.

To ensure ethical compliance, participants provided informed consent, with anonymity and confidentiality maintained throughout the study. The research avoided leading questions to prevent bias, and findings were interpreted objectively. Limitations, such as the small sample size and self-reported data, were acknowledged. Despite these constraints, the methodology provided robust insights into how social media affects academic performance, offering actionable recommendations for educators and policymakers to mitigate negative consequences while harnessing digital tools for learning enhancement.

Results and Discussions

This chapter deals with analysis and interpretation of data collected from the study area. Collected data are presented as follow:

Age status of respondents

Table 1: Distribution of respondents by age

Age group	Frequency	Percent
14-16	4	4.88
16-18	76	92.68
19 years and above	2	2.44
Total	82	100

Source: Field Survey, 2024

The above table shows that majority 92.68 percent respondents were belongs to 16-18-year age group and 4.88 percent respondents were belonging to 14-16 years and rest of the 2.44 percent respondents are belonging to 19 years and above.

Sex status of respondents

Table 2: Distribution of respondents by sex

Sex	Frequency	Percent
Male	41	50
Female	41	50
Total	82	100

Source: Field Survey, 2024

The above table shows that the sex structure of respondents where 50 percent of the respondents were males and 50 percent respondents were female students.

Duration of time using Social Media

Table 3: Distribution of respondents by Duration of time using Social Media

Duration of Time	Frequency	Percent
Less than 1 Year	9	10.97
1-3 Years	28	34.15
3-5 Years	30	36.59

More than 5 Years	15	18.29
Total	82	100

Source: Field Survey, 2024

From the above table, maximum 36.59 percent respondents were responded that they used social media platform since 3-5 years. Similarly, 34.15 percent responded that they used social media since 1-3 years, 18.29 percent responded that they used social media since more than 5 years and 10.97 percent responded that they used social media since less than 1 year.

Most Use of Social Media Platform

Table 4: Distribution of respondents by Most Use of Social Media Platform

Most Use Platform	Frequency	Percent
Facebook	38	46.34
Messenger	13	15.85
YouTube	9	10.97
WhatsApp	7	8.53
Instagram	13	15.85
Twitter	2	2.44
Total	82	100

Source: Field Survey, 2024

The above table shows, majority 46.34 percent respondents were used Facebook, 15.85 percent respondents were used Instagram and messengers respectively, 10.97 percent respondents were used YouTube, 8.53 percent respondents were used WhatsApp and rest of 2.44 were used Twitter. The analysis shows that Facebook is the most use Social Media Platform by the students.

Activities Engaged in Social Media

Table 5: Distribution of respondents by Activities engaged in Social Media

Activities Engaged	Frequency	Percent
Sharing Photos/ Videos	15	18.29
Chatting with friends	32	39.03
Playing Games	21	25.60
Posting Status Updates	11	13.42
Research Activities	3	3.65
Total	82	100

Source: Field Survey, 2024

Above table shows that, Maximum 39.03 percent respondents were engaged in chatting with friends, 25.60 percent respondents were engaged in playing games, 18.29 percent were engaged in sharing photos, videos in social media, 13.42 percent were engaged for posting status updates

and rest of the 3.65 percent respondents were engaged in research activities. The analysis shows that most of the respondents were used social media for chatting with the friends and relatives.

Daily Spend of time in Social Media

Table 6: Distribution of respondents by Daily Spend of Time in Social Media

Time Spent	Frequency	Percent
Less than 1 Hour	7	8.53
1-3 Hours	16	19.51
3-5 Hours	44	53.65
More than 5 Hours	15	18.29
Total	82	100

Source: Field Survey, 2024

Above table shows that, 53.65 Percent responded that they spent 3-5 hours, 19.51 percent spent between 1-3 Hours, 49.8 percent spent between 3-4 Hours ,18.29 percent spent more than 5 Hours a day on the social media platform and rest of the 8.53 percent spent less than 1 Hour a day on the social media platform. The above table shows that the Students have spent maximum 3-5 Hours a day on the social media sites, negatively impact to the Students' in their academic performance.

Impact of Social Media in Academic Performance of the Students

Table 7: Distribution of respondents by impact of Social media in Academic Performance of the Students

Impact	Frequency	Percent
Positive impact	25	30.49
Negative Impact	57	69.51
Total	82	100

Source: Field Survey, 2024

Above table shows that, 30.49 percent responded Positive impact of Social Media in their academic performance, 69.51 percent responded in the Negative impact of Social Media in their academic performance, it shows that the Students who have over used Social Media, negative impacts in Students' academic performance.

Impacts of Social Media in Academic Performance of the Students

Table 8: Distribution of respondents by Impacts of Social Media in Academic Performance of the Students

Impacts of Social Media	Frequency	Percent
Absenteeism	13	15.85
Late Submission of Assignment	18	21.95
Loss of Creative Skills	9	10.97
Distract from Studies	8	9.75



Feeling of Addictiveness	13	15.85
Decrease in CGPA	21	25.60
Total	82	100

Source: Field Survey, 2024

Above table shows that, 25.60 percent responded decrease in CGPA, 21.95 Percent responded late submitting their assignment, 15.85 percent of responded feeling of addictiveness of social media and absenteeism respectively, 10.97 percent responded loss of their creative skills and rest of them responded distract from their studies It discloses that the Students who have used Social media for a long time and late night cause the Decrease CGPA in their Academic Progress Sheet.

Findings and Discussion

The study revealed significant patterns in social media usage among secondary school students at Shree Jana Model Secondary School. A substantial majority (92.68%) of respondents fell within the 16-18 age group, with an equal gender distribution (50% male and 50% female). This demographic consistency suggests that the findings are representative of the typical adolescent student population in the school. Furthermore, 36.59% of students reported using social media platforms for 3-5 years, indicating a prolonged exposure to digital communication tools during their formative academic years. Facebook emerged as the most popular platform, with 46.34% of students actively using it, followed by other platforms like Messenger, Instagram, and WhatsApp. These findings align with global trends where Facebook remains a dominant social networking site among teenagers, despite the growing popularity of newer platforms.

A deeper analysis of student activities on social media showed that 39.03% primarily used these platforms for chatting with friends and relatives, while only 3.65% engaged in research-related activities. This suggests that social media is predominantly utilized for social interaction rather than academic purposes. Additionally, 53.65% of students spent 3-5 hours daily on social media, with 18.29% exceeding 5 hours. Such extensive usage raises concerns about time management, as prolonged engagement may detract from study hours, homework completion, and other academic responsibilities. The preference for leisure-based activities over educational use highlights a critical gap in leveraging social media as a learning aid, despite its potential benefits.

The study found that 69.51% of respondents perceived social media as having a negative impact on their academic performance. Among the reported consequences, 25.60% cited a decline in their CGPA, while 21.95% acknowledged delayed assignment submissions. Other adverse effects included absenteeism (15.85%), loss of creative skills (10.97%), and general distraction from studies (9.75%). These findings corroborate existing research indicating that excessive social media use correlates with reduced academic focus, poor time management, and lower grades. The late-night usage of social media, in particular, was identified as a major



contributing factor to decreased academic performance, likely due to sleep deprivation and reduced concentration during school hours.

The discussion underscores the need for structured interventions to mitigate the negative effects of social media on students' academic outcomes. While social media offers opportunities for connectivity and information sharing, its excessive and unregulated use poses significant risks to educational achievement. Schools and parents should collaborate to promote digital literacy, emphasizing balanced usage and time management strategies. Additionally, integrating social media into pedagogical practices—such as moderated discussion forums and educational content sharing—could help students harness its benefits while minimizing distractions. Future studies could explore the effectiveness of such interventions in improving academic performance among adolescent social media users.

Conclusion

This study highlights the significant impact of social media on the academic performance of secondary school students at Shree Jana Model Secondary School in Birendranagar, Surkhet. The findings reveal that a majority of students spend excessive time on platforms like Facebook, primarily for social interactions rather than academic purposes. This overuse correlates with negative outcomes, including decreased CGPA, late assignment submissions, and reduced study focus. The data underscores a troubling trend where social media, despite its potential as an educational tool, often serves as a distraction, hindering students' academic progress. The study confirms that while digital connectivity offers benefits, unregulated usage adversely affects learning outcomes, particularly among adolescents who are still developing time management and self-regulation skills.

Recommendations

To address these challenges, schools should implement digital literacy programs to educate students on responsible social media use, emphasizing time management and productive online behaviors. Teachers can integrate structured social media-based learning activities, such as academic discussion groups or resource-sharing platforms, to harness its educational potential. Parents should monitor usage patterns and encourage balanced screen time. Additionally, policymakers should consider guidelines for healthy digital habits in schools, including awareness campaigns on the risks of excessive social media use. Future research could explore the effectiveness of these interventions in improving academic performance while maintaining the benefits of digital connectivity. A collaborative effort among educators, parents, and students is essential to mitigate negative impacts and promote a more constructive relationship with social media.



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