Students' Satisfaction on Social Media Platforms of Tribhuvan University in Nepal

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Abstract

This study examines the Perceived Ease of Use (PEOU), Usefulness (PU), and Risk of Social Media (SM) platforms affect Tribhuvan University students' Satisfaction (SS). Descriptive and analytical research design is utilized employing primary data analysis. The research investigates the impact of these factors on students' satisfaction. According to the findings, there is a substantial positive link between SS with PEOU and PU of social media. This suggests that satisfaction rises in tandem with perceived usefulness and ease of use. There is less of a link between Perceived Risk and Students' Satisfaction. PR does not show up as a major predictor, despite regression analysis's additional confirmation of the perceived usefulness and simplicity of use's strong predictive effect on satisfaction. These results add to our knowledge of the variables affecting how students see social media sites and provide insightful information that can be used to improve user happiness in learning environments. By using these data, administrators and faculties may create more successful plans for incorporating social media into the classroom, which will improve students' entire educational experience.

Keywords: *Perceived Ease of Use; Perceived Risk; Perceived Usefulness; Students' Satisfaction*

Introduction

Positive learning environments and student happiness are crucial to higher education institutions' retention and competitiveness in the changing environment. Student satisfaction, which is subjective, is closely linked to classroom delivery, feedback mechanisms and student-faculty relationships (Elliott & Shin, 2002). Technology has changed pedagogy and student learning (Glover, Hepplestone, Parkin, Rodger & Irwin, 2016). Learning management systems struggle to engage digital natives in technology-rich contexts (Yasar & Adiguzel, 2010). Higher education institutions have been slower to use new technologies to enhance learning (Njokwe, 2022). K-12 education has already incorporated technology. In this technological growth, social media platforms dominate, giving dynamic and interactive elements that circumvent LMS constraints (Anderson & Dron, 2017). There is little evidence that social media improves student engagement and learning in higher education (Chugh & Ruhi, 2018 & Tess, 2013). Privacy concerns and the perceived divide between social and academic areas have slowed institutional adoption of social media as an instructional tool (Hew, 2011). Social media includes a variety of internet methods for community engagement and content distribution (Nyangeni, Du Rand & Van Rooyen, 2015). This includes YouTube, chat services, blogs, Twitter, Facebook, MySpace and WhatsApp. Tribhuvan University must comprehend social media's complexity and its effects on student happiness. There is currently a lack of research on students' opinions on social media usage and satisfaction in higher education. In order to fill this vacuum, this research will examine Tribhuvan University students' views on using social media for education. Does exist the association of SM usage and Tribhuvan University student satisfaction? Does impact PEOU, PU, and PR on Students' satisfaction using SM by the students of Tribhuvan University?

Objectives:
- To assess the current scenario of PEOU, PU, PR and SS of SM platforms of Tribhuvan University students for learning intention.
- To examine the relationship between PEOU, PU, PR and students' satisfaction levels at Tribhuvan University adopting social media platforms.
- To analyze the factors influencing PEOU, PU, PR on students' satisfaction levels at Tribhuvan University adopting social media platforms.

Literature Review

Students' Satisfaction of SM
Researchers have concentrated on social media because it promotes community and collaboration (Joosten, 2012). Social media is a platform where users may create and share information online (Kaplan & Haenlein, 2010). SNS, blogs, wikis, multimedia platforms, virtual game worlds and virtual social worlds are all included in the broad concept of social media. Kaplan and Haenlein (2010), Gruzd, Staves and Wilk (2011), and Hemmi, Bayne and Land (2009) have mentioned SM platforms. Users of social networking sites (SNS) has created profiles, share content and communicate with other users (Boyd & Ellison, 2007). Facebook, Twitter, MySpace, YouTube, Flickr, Skype, wikis, blogs, Delicious, and Second Life simplify information sharing, collaborative learning, and professional networking (Cao, Ajjan, & Hong, 2013). Teachers' usage of social media has transformed education. Social media may increase student engagement, cooperation and knowledge sharing (Chugh & Ruhi, 2018). Faculty opinions, technological infrastructure and students' digital skills has impact social media learning (Tess, 2013). Due to these issues, research on higher education student social media usage and satisfaction is lacking. This study have evaluated Tribhuvan University students' social media views and satisfaction to address this gap. This research has used theoretical frameworks and social media literature to examine university students' social media satisfaction.

Perceived Usefulness of Social Media
There has been a dramatic increase in the influence of social media platforms on student happiness in the classroom since their inception (Yu, Tian, Vogel & Kwok, 2010). According to studies, students' opinions on social media use have a major impact on how satisfied they are with their educational experiences. Students who have a positive outlook on social media use are more likely to engage with their teachers and classmates, which in turn boosts their happiness with school (Redecker, Mutka & Punie, 2010). According to research by Dzandu et al. (2016), students' happiness is greatly affected by their perception of the usefulness of social media.

H_1**:** PU of SM has significantly positive impact on Students' satisfaction

Perceived Ease of Use Social Media:
Students' intentions to participate with SM platforms in educational settings are greatly influenced by their PEOU (Alghizzawi et. Al., 2019). Incorporating SM platforms into students' learning processes is influenced by their opinions of how easy these platforms are to use. In educational settings, this study investigates if there is a connection between PEOU of social media platforms and their level of satisfaction (AlYoussef, 2020). Data was gathered from a varied group of pupils using a quantitative technique. Perceived social media ease of use is positively correlated with student satisfaction, according to statistical study (Redecker, Mutka & Punie, 2010). According to studies, Students think social networking sites function better for homework than the information systems in their schools. They mostly attribute this belief to the fact that social media platforms are easier to use (Sumida Garcia, & Silva, 2017).

H_2**:** PEOU of SM has significantly positive impact on Students' satisfaction

Perceived Risk of Social Media:

While there are many potential advantages to using SM in the classroom, some students may be wary due to worries about the dangers they perceive. Lee, Watson-Manheim and Chudoba (2014) identified privacy problems, time commitment and diversions as potential risks associated with social media that might deter students from properly using it for educational reasons. In order to remove obstacles to adoption and improve students' happiness with educational experiences, it is crucial to understand how students perceive the hazards connected with social media use (Martins, Oliveira & Popovic, 2014).

H_3: PR of SM has insignificantly negative impact on Students' satisfaction

Research Gap

Although several investigations have looked into the potential benefits of SM for students' well-being in the classroom, much less is known about students' perspectives on its use in higher education. Although many studies have looked at the wider advantages and difficulties of introducing social media into teaching methods, not much has been done on the opinions and degree of satisfaction of Tribhuvan University students with social media. In the setting of Tribhuvan University, few research have looked at the variables affecting student satisfaction with social media platforms. The research has pointed out concerns about the PEOU, PU and PR of social networking. It is still unknown how specifically they affect the degree of satisfaction among Tribhuvan University students. The majority of the research already in publication is on how social media may improve student involvement and teamwork; any disadvantages and adoption obstacles get less consideration. Institutional methods meant to maximize the use SM use to improve SS and learning results need an understanding of these complications. This study thus aims to bridge these research gaps by delving deeply into the opinions and levels of satisfaction of Tribhuvan University students about social media platforms. Through an investigation of the elements affecting student satisfaction—such as effectiveness, risk, and ease of use—this study seeks to offer educators and legislators insightful information on how to successfully incorporate social media into higher education practices to improve student experiences.
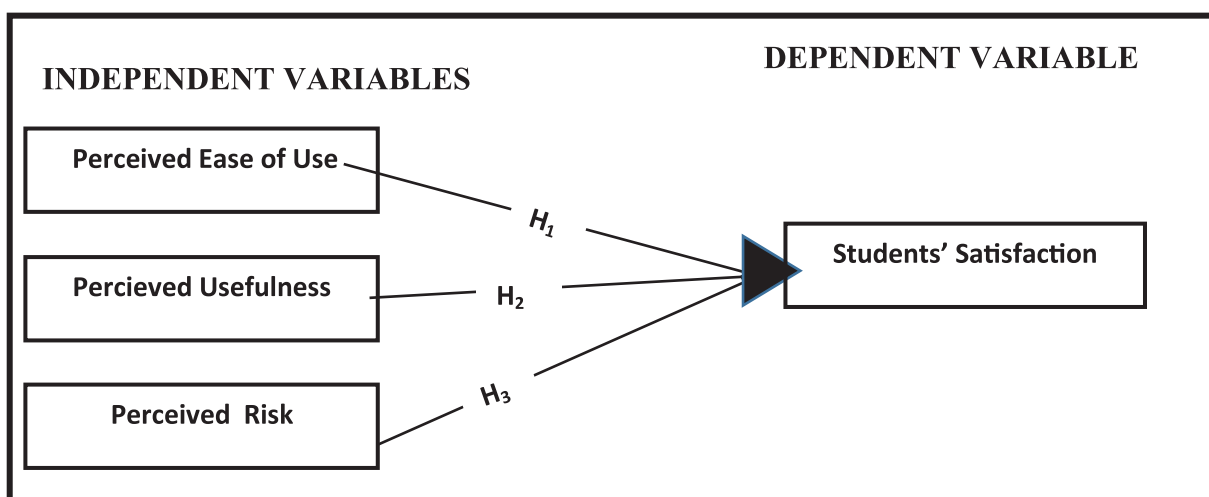
Conceptual Framework

Figure 1 Research Framework

Methodology

The study used to investigate students of Tribhuvan University satisfaction with social media usage. Explanatory research design with quantitative approach have been used in this paper. The research objectives are investigated using analytical techniques, data collection and survey administration. Students of Tribhuvan University pursuing

bachelor's and master's degrees were the responders to a structured questionnaire. Students' view and satisfaction with SM platforms for educational objective were hoped to be obtained. The study used a purposive sampling approach to distribute a student survey form using Google Forms. The survey was distributed online and 200 students in all were selected. The dataset for analysis consists of barely 170 completed responses, despite greatest efforts to raise response rates.

The demographic features of the respondents' opinions about social media were compiled using descriptive statistics including Minimum, Average, Maximum and standard deviation. Correlation analysis was employed to assess the strength and direction of the relationship between variables, such as PEOU, PU, PR of social media and SS. Predictors of student satisfaction with social media usage were found via multiple regression analysis. The student satisfaction (Dependent Variable) was regressed on factors such as PEOU, PU, PR of social media on Students' Satisfaction. This study was utilized SPSS 2026 for descriptive analysis, correlation analysis and regression analysis.

Research Model

The measurement model assessed the measures' validity and reliability in addition to examining the connections between PEOU, PU, PR and SS of social media platform. The above-described study approach made it easier to conduct a thorough inquiry into how satisfied Tribhuvan University students were with their usage of social media platforms. The study used a multiple regression model to gather useful insights into the factors influencing students' perceptions and behaviors with regards to incorporating social media into academic practices (Thapa, 2023). It did this by combining survey administration, data analysis techniques, and sophisticated analytical tools:

$$Y_{SS} = \alpha + \beta_1 PEOU + \beta_2 PU + \beta_3 PR + ei$$

Where,

Y_{SS} = Students' Satisfaction
PEOU = Perceived Ease of Use
PU = Perceived Usefulness
PR = Perceived Risk
α = Constant
β_i = Beta Coefficient of slope of regression model
And, *ei* = Error term

Result and Discussion

Result Analysis

Reliability Test
Measured as the degree of association between statements in a survey, Cronbach's alpha offers information on the instrument's dependability. High Cronbach's alpha survey items show data dependability by being internally consistent (Tavakol & Dennick, 2011).

Table 1

Cronbach's Alpha

Variables	Cronbach's Alpha	No. of Items
Satisfaction of SM	0.705	5
PEOU of SM	0.749	5
PU of SM	0.821	5
PR of SM	0.843	7

Greater internal consistency is indicated by higher alpha values (0 to1). The study seeks an alpha value of 0.70 or above for research scales. It is used in psychology, education and social sciences to guarantee measurement instrument components assess the specified concept consistently. Cronbach's alpha values for variables such as SS of social media, PEOU, PU and PR provide insights into the reliability of the scales used to measure these constructs among students.

Table 2

Preferred Social Media Application

SM	Frequency	Valid Percent	Cumulative Percent
Facebook	50	29.4	29.4
Vibor	6	3.5	32.9
Whatsapp	32	18.8	51.8
Instagram	28	16.5	68.2
Youtube	24	14.1	82.4
More Than One	30	17.6	100
Total	170	100	

The research findings suggest that among the students surveyed, Facebook is the prevailing social media platform in terms of usage, with 29.4% reporting its usage, followed by WhatsApp 18.8%, Instagram 16.5%, YouTube 14.1% and a notable portion of students 17.6% reported using more than one SM platform, indicating a diverse range of SM usage habits among the student.

Table 3

Cross Tabulation

SM	Preferred social media application * Education Level		Total
	Education Level		
	Bachelor	Master	
Facebook	44	6	50
Vibor	6	0	6
Whatsapp	28	4	32
Instagram	28	0	28
Youtube	22	2	24
More Than One	20	10	30
Total	148	22	170

Facebook emerges as the favored choice among bachelor degree students with a substantial 44 out of 50 respondents and among master students only 6 out of 22 respondents. WhatsApp maintains a consistent appeal across both education levels with 28 bachelor's students and 4 master students choosing it. Instagram mirrors Vibor in its appeal, with none of the master's students selecting it, while 28 out of 50 bachelor's students favor it. YouTube, though less prominent, maintains a steady presence, attracting 22 bachelor's and 2 master's students. The More Than One category also reflects an interesting trend, with 20 bachelor and 10 master students indicating engagement with multiple platforms.

Table 4

Descriptive Analysis

Variables	Min	Mean	Max	Std. Dev	N
SS on Social Media	6	21.70	25	2.87	170

Variables	Min	Mean	Max	Std. Dev	N
PU of Social Media	5	21.78	25	3.12	170
PEOU of Social Media	5	21.74	25	3.72	170
PR of Social Media	7	29.04	35	4.99	170

The study has reported that a mean satisfaction score of 21.70 out of a maximum of 25, indicating generally high satisfaction levels. Similarly, students perceived SM platforms to be highly useful, with a mean score of 21.78. However, there were variations in perceived ease of use, with a mean score of 21.74, suggesting some students may encounter challenges in navigating these platforms. Perceived risk associated with SM usage was relatively higher, with a mean score of 29.04 out of a maximum of 35, highlighting concerns among students regarding potential drawbacks or consequences of SM engagement.

Table 5

Correlation Analysis

DV: Student Satisfaction of SM		S_ESM	S_USM	S_RSM
PU of SM	Correlation	1		
	Significance	.		
PEOU of SM	Correlation	0.592	1	
	Significance	.000	.	
PR of SM	Correlation	0.262	0.271	1
	Significance	.001	.000	.

The relationships between key variables related to students' perceptions of social media (SM) platforms. Specifically, the study found a significant positive correlation between SS with social media platforms and their PU of social media (r = .592, p < .001), indicating that as perceived usefulness increases, so does satisfaction. There has been significantly positive link of PEOU on SS of social media (r = .271, p < .001), suggesting that students who find SM platforms easier to use tend to report higher levels of satisfaction. Interestingly, while there was a positive correlation between satisfaction with SM and perceived risk, it was relatively weaker (r = .262, p < .001), indicating that despite concerns about risk, students' overall satisfaction with SM platforms remains relatively high.

Table 6

Regression Analysis

Model	R	r^2	Adj. r^2	Std. Error	D-W test
1	0.538	0.289	0.277	2.44	1.80

Dependent variable: Student Satisfactions on Social Media

SS on SM platforms accounts for about 28.9% of the total variation, according to the model summary, which is supported by an R-squared value of 0.289. Gain a better grasp of the variables impacting student views in the survey with this regression analysis that delves into the degree to which PU, PEOU and PR of social media platforms influence satisfaction.

Table 7

ANOVA

Model		sum of squares	df	mean square	f	P value
1	Regression	403.87	3	134.62	22.53	.000

Model	sum of squares	df	mean square	f	P value
Residual	991.84	166	5.97		
Total	1395.70	169			

Dependent variable: Students' Satisfaction on Social Media

PU of SM, PEOU of SM and PR of SM, all work together to explain the difference in SS, as shown by the statistically favorable regression model (F = 22.531, p <.001) in the ANOVA findings.

Table 8

Coefficient of Variables

Model		Coefficient	t	P Value
1	(Constant)	11.08	7.29	.000
	PU of Social Media	0.27	3.22	.002
	PEOU of Social Media	0.23	3.23	.001
	PR of Social Media	-0.01	-0.21	.835

a Dependent Variable: SUM OF STUDENT SATISFACTION ON SOCIAL MEDIA

$$Y_{SS}=\alpha+\beta_1\,PEOU+\beta_2\,PU+\beta_3\,PR+ei$$

$$Y_{SS}=11.08+0.27PEOU+0.23PU-0.01PR+ei$$

Table 9

Testing hypotheses

	Statements	Outcome	Remarks
H_1:	PEOU of SM has significantly positive impact on SS	$\beta = 0.27$; p = .002	Accepted
H_2:	PU of SM has significantly positive impact on SS	$\beta = 0.23$; p = .000	Accepted
H_3:	PR of SM has insignificantly negative impact on SS	$\beta = -0.01$; p = .853	Rejected

The coefficients has indicated that PU of SM ($\beta = 0.27$, p = .002) and PEOU of SM ($\beta = 0.23$, p = .001) are both significant predictors of students' satisfaction. Specifically, for every one-unit increase in PU and PEOU, students' satisfaction on SM platforms is predicted to increase by 0.271 and 0.229 units respectively. Saade and Bahli (2005), Joo, Lim and Kim (2011), Elkaseh, Wong, and Fung (2016) and Rahman, Ramakrishnan, and Ngamassi (2020) found that PEOU and PU of SM improved student satisfaction.

Perceived risk of SM ($\beta = -0.01$, p = .835) has not emerged as a significant predictor of students' satisfaction of using social media platforms, suggesting that variations in perceived risk do not significantly impact satisfaction levels among students. This study did reveal a negative and insignificant impact of PR of SM on students' satisfaction, consistent with previous studies by Hirunyawipada and Paswan (2006), Belanche, Casalo and Guinalíu (2012) and Chao (2019).

Discussion

The findings of this study reveal that Perceived Usefulness (PU) significantly and positively influences students' satisfaction with social media (SM) platforms, as hypothesized. For every one-unit increase in PU, satisfaction levels increase, emphasizing the value students place on the utility of SM in their academic activities. This conclusion aligns with studies by Chen and Lin (2020) and Wang and Lin (2022) who highlight the role of perceived functionality in enhancing satisfaction with educational technologies. Rahman et al. (2022) has reinforced that the perceived benefits of SM tools improve engagement and satisfaction. Perceived Ease of Use (PEOU) also shows a significant positive effect on satisfaction. User-friendly platforms encourage adoption and improve the overall

user experience. This is supported by studies such as Bennett et al. (2022) and Zhu and Zhang (2021), which highlight that ease of navigation and interface simplicity reduce resistance to technology use while increasing satisfaction. Research by Ahmed and Hasan (2022) and Jiao et al. (2023) further confirms that intuitive design fosters student satisfaction, indicating the importance of creating platforms that align with students' digital fluency and expectations. Perceived Risk (PR) does not significantly affect satisfaction. While concerns about privacy and time investment persist, as noted by Raza et al. (2020).

Conclusion and Implication

Conclusion

This research examined students' satisfaction with social media platforms and found critical characteristics. WhatsApp remained popular across academic levels, whereas Facebook was favored by bachelor degree students. The perception of utility and simplicity of use increased students' happiness, whereas PR did not. These results has emphasized the relevance of user experience and perceived value in SM platform student happiness. Although issues exist, students are typically satisfied with SM, demonstrating its educational resilience.

Implication

Faculties may use the knowledge gained from this research to successfully include social media into the classroom, therefore encouraging student cooperation and involvement. Using social media platforms in the design of learning activities allows faculties to create more dynamic and engaging learning environments. To better satisfy the demands and preferences of students, platform developers should give user-friendly interfaces first priority and highlight the advantages of their platforms. Improved perceived value of SM platforms and usability problems might help students feel more satisfied. The consequences of our results should be taken into account by legislators when developing rules and laws controlling the use of social media in educational settings. Through the creation of an encouraging and friendly SM environment, legislators may help students have better educational experiences and results. Further study can look at other aspects including accessibility, privacy issues and content relevancy that affect students' happiness with social media sites. Studies conducted over time could also look at how satisfaction levels change and how they affect student learning results. This paper gives stakeholders practical suggestions to maximize the usage of SM platforms in academic settings and insightful information about how students see them. Educators, platform developers and legislators may improve the learning experiences and results of students by giving user experience first priority, creating a supportive atmosphere and using the potential of SM platforms.

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