

# SOCIAL MEDIA ENGAGEMENT AND ACADEMIC PERFORMANCE OF UNIVERSITY SCHOLARS

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## ABSTRACT

Social media engagement is indispensable for learning, sharing, knowledge development, and communication approaches for academics and students that enhance internal skills and capacity for social behavior. The study's primary goals are to investigate how university students' use of social media affects their academic achievement. The study adopted a descriptive research design. This study used primary sources of data. The data were collected by distributing the questionnaire through online and physical forms using convenience sampling techniques. The findings of the research revealed an influence of social media on academic performance. It showed that social media enhances connectivity and information sharing, reflecting its impact on university students, which requires digital literacy, responsible use, and maintaining a healthy balance between online engagement and academic pursuits. The findings of the study can be useful for policymakers, social media service providers, and other stakeholders to craft a strategic framework.

**JEL Classification:** I100, I18, I21, M15

## INTRODUCTION

The technology-driven era of the present is dominated by social media usage, in which university scholars intensively utilize and are involved in social platforms for fostering academic success. Similarly, Social media refers to online platforms that facilitate communication, transportation, cooperation, and development among interconnected and interdependent networks of individuals, communities, and organizations that are strengthened by technical capabilities (Cho et al., 2024). The effect of social media on students' academic achievement has been the subject of various studies conducted worldwide. Only a few studies on this topic have been carried out in Pakistan, as far as we are aware. The majority of earlier studies relied on a single social networking site, like Facebook. Research was done by Madge et al. (2019) based on the universities in the

U.K. Similarly, Facebook and pupils' academic achievement were found to be negatively correlated. However, which kids used Facebook was not examined in the study.

Moreover, the study's sample was homogenous, which limited the researchers' conclusions.. Another study by Asdaq et al. (2010) was conducted on 100 undergraduate students from two federal universities in Pakistan. Therefore, the influence of internet use on academic achievement was investigated. The findings pointed to a negative correlation. The study did not determine which social media platforms were utilized because it was conducted in the same location and cultural setting. Additionally, the study's inability to pinpoint peak usage hours resulted in a drop in pupils' academic achievement. Peak hours of use, lead to a decline in students' academic performance.

The popularity of Facebook addiction is excessive among the students. Facebook practice behavior, such as higher usage time, engagement regularity, and time used, is associated with Facebook addiction and social media networks. There is a substantial connection between three personality traits, viz., conscientiousness, agreeableness, and emotional stability, with Facebook addiction among adolescent students (Subedi et al., 2025). The primary objective of the study is to investigate the social and mental impact of social media on university graduates.

## **REVIEW OF LITERATURE**

### **Social media usage and academic performance**

Student were able to share and develop ideas and concepts related to their studies, students who used social media frequently performed better academically. They use these social media sites for enjoyment as well as academic purposes (Amin et al., 2016).

A comparable research found that online social media made it easier for teachers and students to communicate, which improved understanding and the development of concepts and courses while also easing the delivery of reliable information. It is

evident from the data collected that utilizing social media in class is not recommended (Abousaber, 2018).

Mensah and Nizam (2016) concluded in their study that academic attainment in Malaysian postsecondary institutions is significantly impacted by social broadcasting platforms. However, time appropriateness and health addiction had the most effects on students' academic performance out of the six characteristics they examined. This is due to the fact that a person's success or failure depends on how well they manage their time. Students who have trouble managing their time are therefore more susceptible to the negative impacts of social media. In a same vein, kids who are distracted by social media often skip meals, which has a detrimental effect on their health and addiction.

According to the study of Owusu-Acheaw and Larson (2015), it was discovered that the respondents' usage of social media had a detrimental impact on their academic performance, and it was also established that there was a substantial positive correlation between social media use and academic performance. The majority of their respondents use social media sites for talk rather than academic goals, according to their survey. Based on the study of Alwagait and Shahzad (2014). It was found that the majority of students do not use social media excessively, according to research on weekly social media usage, which showed a favorable skew. In addition to excessive social media usage, respondents in their survey believed that time management and football were variables that contributed to poor academic achievement.

A study at Kogi State University revealed that students' use of social media had an impact on their academic achievement. Research indicates that pupils' academic performance is negatively impacted by social media. Academic performance is likely to suffer for students who spend more time on social media. This is because kids utilize social media to converse and make friends rather than study books, which will undoubtedly negatively impact their academic achievement (Asemah, 2013). Social media platforms are affected by students, employees, and employers. Employers bear a significant expense when employees use Facebook, Twitter, and other social media platforms at work (Reuters, 2009).

Social media is a useful servant but a dangerous master and a two-edged sword (Kolan, 2018). Even though social media networks can help students share information, form relationships, and participate in group discussions, there is a certain amount of addiction and attention diversion brought on by social media use, which can have detrimental effects on students' academic lives. Piracy is one of social media's drawbacks. The fact that downloading movies and TV series illegally is free is the main reason why Australians of all ages do it. As a result, internet use has been linked to both mental and physical health issues and can negatively impact family relationships. Has also been associated with physical and mental health, as well as can also hurt family life.

Overdoing of the internet may lead to academic issues and develop into an addiction, particularly in students. The author claims that internet addiction can result in a reduction in study time, a notable drop in grades, a loss of interest in extracurricular activities, and a lack of enthusiasm in classes (Akhtar, 2013). Children's internet addiction has been linked to psychological and emotional issues like loneliness, anxiety, and sadness. Social media has been shown in certain studies to promote favorable academic interactions, and researchers have encouraged students to use the internet. However, social media's negative effects have surpassed its benefits. First, excessive social media use has been linked to detrimental effects on students' familial, mental, and physical health. The extreme usage has also been associated with sleep deprivation, insomnia, and chronic illnesses (O'Keeffe, 2011). The influence of social media, a tool that may be utilized for good or harm, is entirely dependent on the individual. There are both positive and negative aspects to social media. Yes, it is easier to recall the negative rather than the positive, but social media platforms have generated possibilities for individuals all over the world. (Landry, 2015).

## **MATERIALS AND METHODS**

A research method refers to a systematic approach for conducting studies to ensure reliability in research reports. It includes considerations for data collection types,

methods, and analysis techniques. A descriptive research design was chosen for this study, and questionnaires were distributed to 120 respondents, and received only 50 useful questionnaires were received from respondents of college students in Kathmandu valley. Primary data was collected via questionnaires, a crucial instrument for gathering relevant information (Taherdoost, 2022). A questionnaire is a relatively handy technique of gathering information from a large number of individuals over a period of time (Jenn, 2006). Thus, data were collected through questionnaires distributed both in printed form and online. Respondents were informed about the questionnaire’s length, confidentiality, objectives, and withdrawal options. Analysis of the collected data was conducted using descriptive statistics in Microsoft Excel and JAMOV software. The study comprised students of various faculties, such as management, science, humanities, and education, and genders were chosen using convenience sample methods.

RESULTS AND DISCUSSION

Data analysis and Presentation

Presenting data effectively is crucial for communicating research outcomes and enhancing understanding. The study on opinions regarding online ride-sharing platforms in Kathmandu valley suggests that survey data can be displayed in diverse formats to improve comprehension and enable meaningful examination.

Table 1: Gender of respondents

Gender	Frequency	Percentage
Male	24	48
Female	26	52

FIGURE 1

### Gender of Respondents

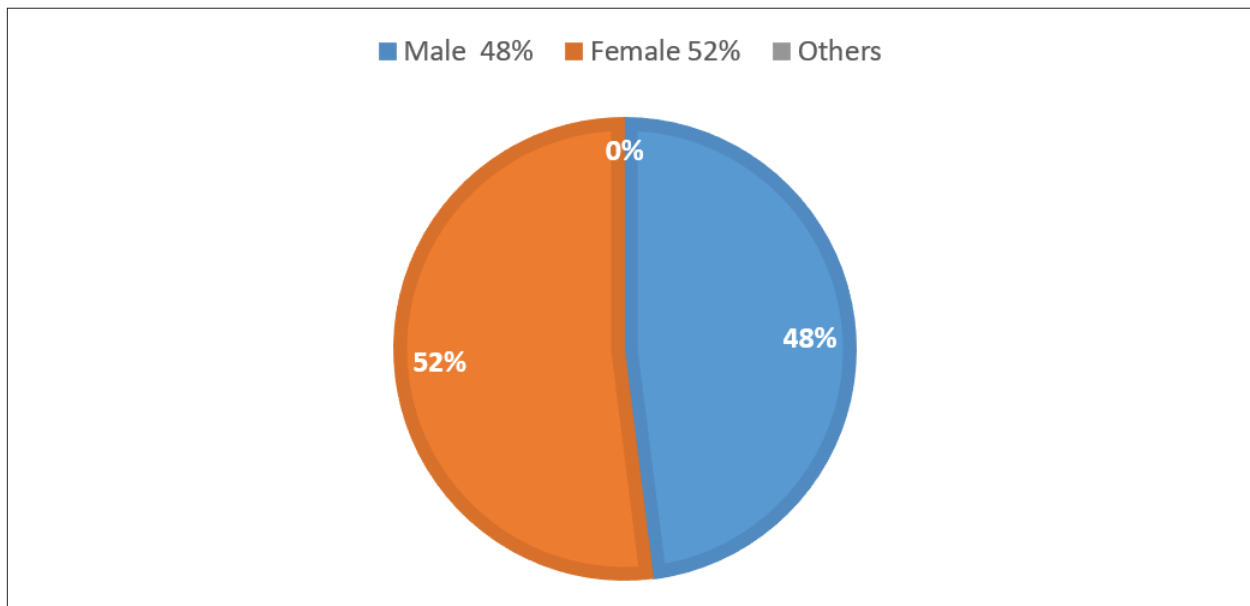


Table 1 and Figure 2 show the gender distribution of respondents in both tabular and graphical formats. The pie chart and table indicate that 52 percent of the group are female, with an exact number of 26, and 48 percent of the group are male, with an exact number of 24. It means female respondents are more than male respondents who use social media.

Table 2: Age of respondents

Age	Frequency	Percentage
18-20	13	26
21-23	27	54
24-26	8	16
Above 26	2	4

**FIGURE 2**

**Age of Respondents**

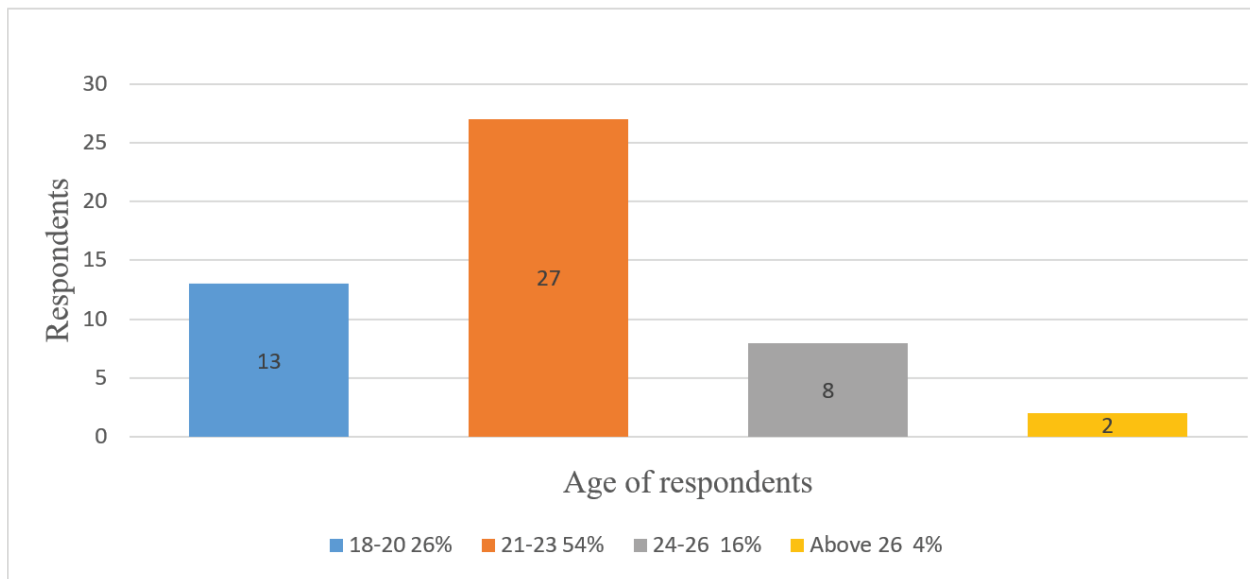


Table 2 and Figure 3 show the age distribution of respondents. It indicates that 54 percent of the group are aged 21-23, 26 percent are 18-20, 16 percent are 24-26, and 4 percent are above 26. The table and bar charts give the same information numerically, i.e., 27 respondents aged 21-23, 13 respondents aged 18-20, 8 respondents aged 24-26, and 2 respondents aged above 26. This shows that the majority of the group is between the ages of 21-23.

**Table 3: Education of respondents**

Education	Frequency	Percentage
Bachelor's Level	46	92
Master's Level	4	8



FIGURE 3

Education

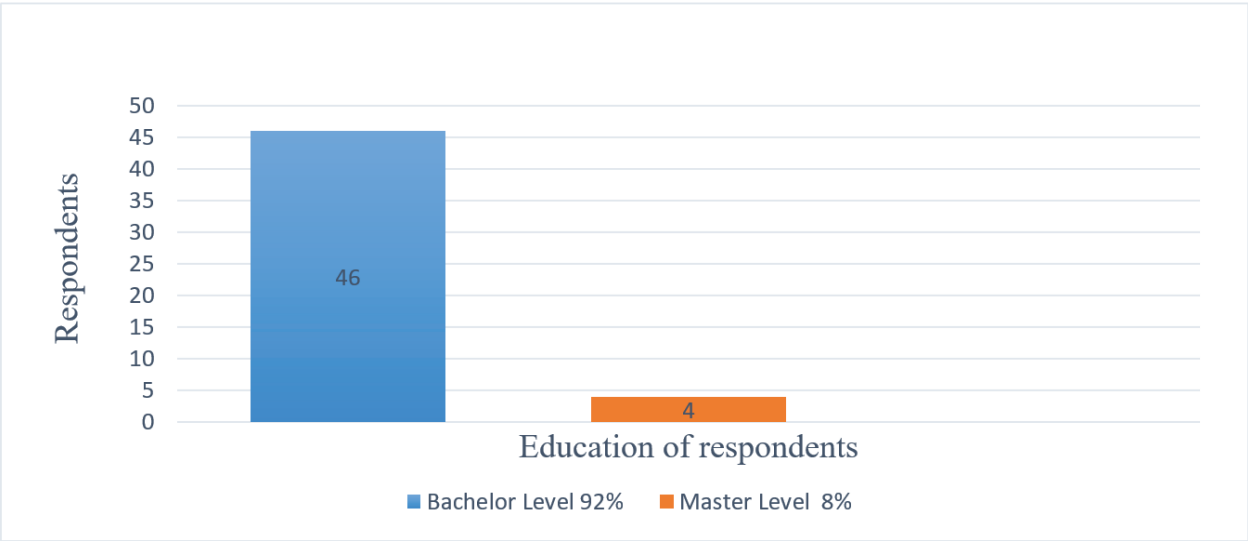


Table 3 and Figure 4 represent the education level of respondents, which indicates 92 percent belonging to the bachelor level as the leading group of respondents, and only 4 respondents belong to the master level of education.

Table 4: Social media effects on respondents

Social media effects	Frequency	Percentage
Positive	38	76
Negative	10	20
No effect	2	4

FIGURE 4

### Social Media Effects on Respondents

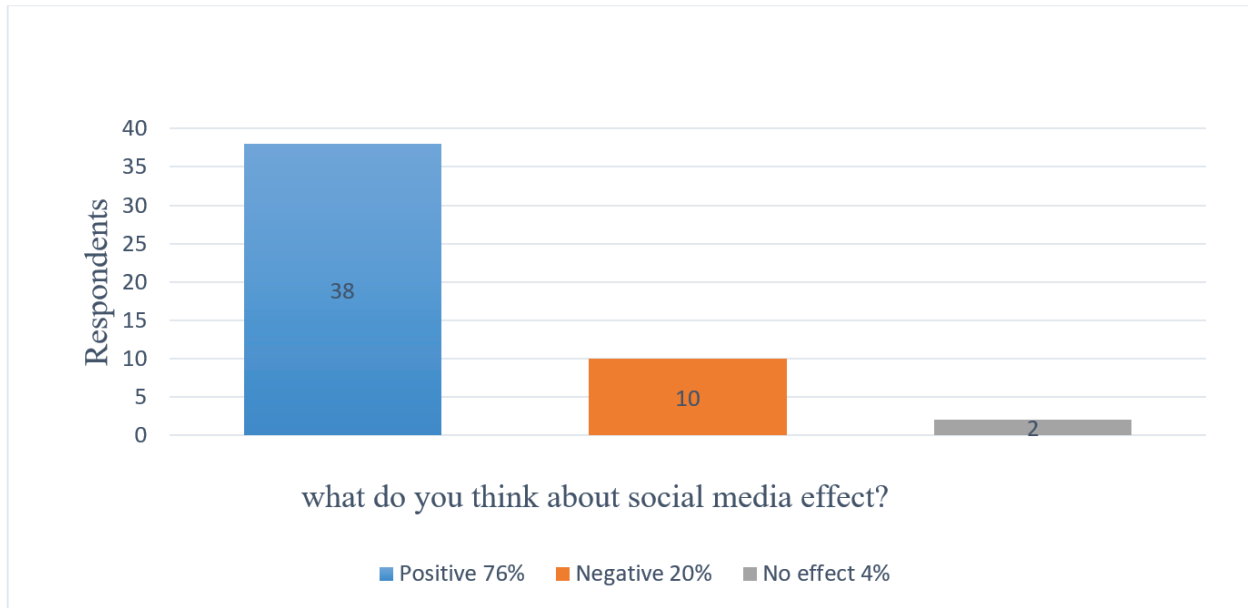


Table 4 and Figure 5 show what people think about social media effects using a table and a bar chart. Both the table and bar chart indicate that 76 percent of respondents think social media effects are positive, 20 percent of respondents think social media effects are negative, and only 4 percent of respondents think about no effect. Both the table and bar chart show these percentages with specific numbers. 38 respondents think about the positive effects of using social media, 10 respondents think of the negative effects of using social media, and 2 respondents think it does not affect social media. The majority of respondents (76 percent, i.e., 38) think positive effects of using social media.

Table 5: The social media platform that respondents mostly use

Social media platform that respondents mostly use	Frequency	Percentage
Facebook	27	54
YouTube	14	28
Instagram	8	16
TikTok	1	2

FIGURE 5

The Social Media Platform That Respondents Mostly Use

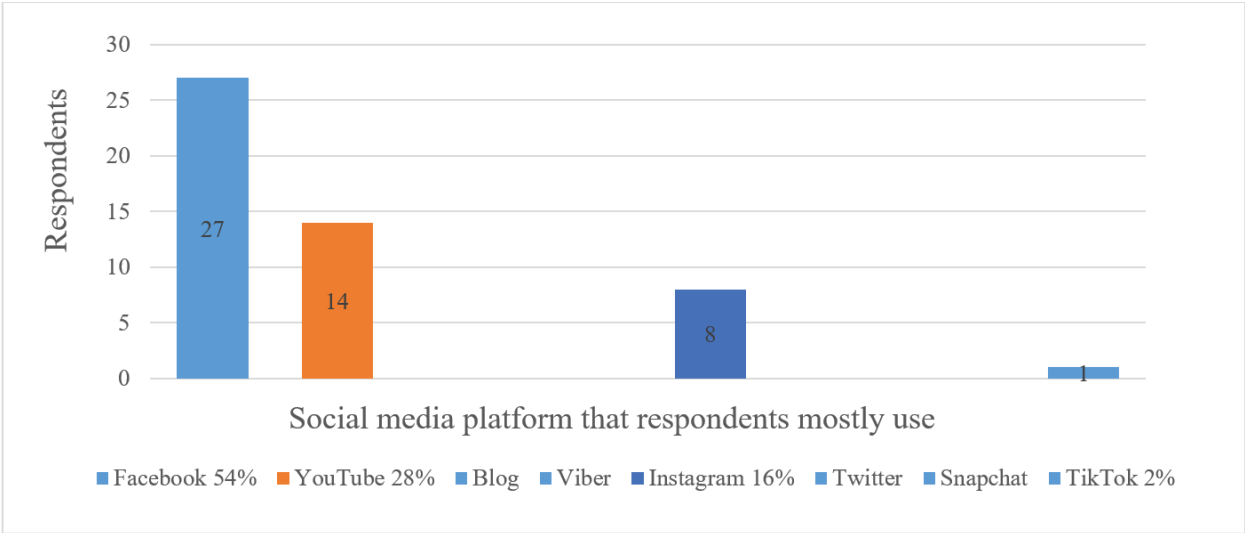


Table 5 and Figure 6 show which social media platform respondents mostly use. Both the table and bar chart indicate that 54 percent of respondents use Facebook, 28 percent of respondents use YouTube, 16 percent of respondents use Instagram, 2 percent use TikTok, and 27 respondents use Facebook, 14 respondents use YouTube, 8 respondents use Instagram, and only one respondent uses TikTok. The majority of respondents (54 percent, i.e., 27) mostly use Facebook.

**Table 6: Respondents think the best method for searching and locating words and phrases is social media**

The best methods for searching and locating words and phrases are social media	Frequency	Percentage
Strongly disagree	2	4
Disagree	2	4
Neutral	12	24
Agree	24	48
Strongly agree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

FIGURE 6

**Respondents Think Best Method for Searching, Locating Words and Phrases is Social Media**

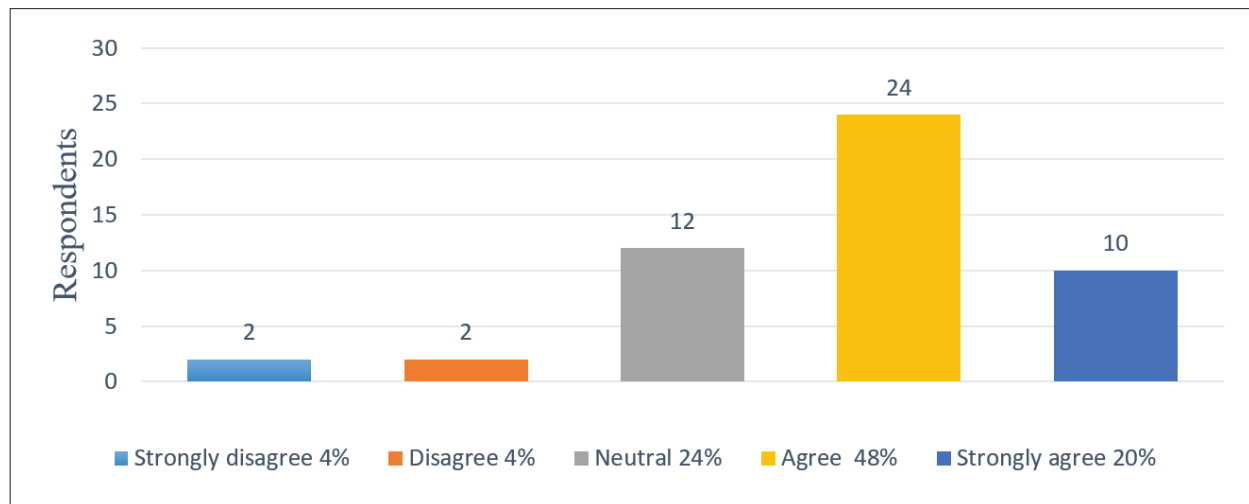


Table 6 and Figure 7 display responses to the statement “The best method for searching and locating words and phrases is social media.” Both the Table and bar chart show the percentage distribution and numbers of responses. 4 percent strongly disagree, 4 percent disagree, 24 percent neutral, 48 percent agree, and 20 percent strongly agree with the statement. Similarly, both table and bar chart also represent the same data numerically, with 2 respondents strongly disagreeing, 2 disagreeing, 12 being neutral, 24 agreeing, and 10 strongly agreeing with the statement. The majority of respondents (48 percent, i.e., 24 respondents) agree with the statement. Mean value of the statement is 3.76, which is over 2.5, so most of the respondents tend to agree with the statement “The best methods for searching and locating words and phrases is social media”.

**Table 7: Using social media has no negative impact on my academic success**

Using social media has no negative impact on my academic success	Frequency	Percentage
Strongly disagree	4	8
Disagree	23	46
Neutral	13	26
Agree	9	18
Strongly agree	1	2
<b>Total</b>	<b>50</b>	<b>100</b>

Table 7 shows responses to the statement “Using social media has no negative impact on my academic success.” Both the Table and bar chart show the percentage distribution and number of responses. 8 percent strongly disagree, 46 percent disagree, 26 percent neutral, 18 percent agree, and 2 percent strongly agree with the statement.. Both table and bar chart present the same data numerically, with 4 respondents strongly disagreeing, 23 disagreeing, 13 being neutral, 9 agreeing, and 1 strongly agreeing with the statement. The majority of respondents (46 percent, i.e., 23 respondents) disagree with the statement. Mean value of the statement is 2.60, which is over 2.5, so most of the respondents tend to disagree with the statement “Using social media has no negative impact on my academic success”.

**Table 8: Respondents who think the use of social media is easy and simple to access information**

The use of social media is easy and simple to access information	Frequency	Percentage
Strongly disagree	1	2
Disagree	2	4
Neutral	2	4
Agree	37	74
Strongly agree	8	16
<b>Total</b>	<b>50</b>	<b>100</b>

Table 8 displays responses to the statement “The use of social media is easy and simple to access information.” Both the table and bar chart show the percentage distribution and numbers of responses. 2 percent of respondents strongly disagree, 4 percent of respondents disagree, 4 percent of respondents are neutral, 74 percent of respondents agree, and 16 percent of respondents strongly agree with the statement. Both table and bar chart present the same data numerically, with 1 respondent strongly disagreeing, 2 disagreeing, and 2 being neutral, 37 agreeing, and 16 strongly agreeing with the statement. The majority of respondents (74 percent, i.e., 37 respondents) disagree with the statement. Mean value of the statement is 3.98, which is over 2.5, so most of the respondents tend to agree with the statement “Use of social media is easy and simple to access information”.

**Table 9: Respondents who think the important factor in educating University students is social media**

The important factor in educating University students is social media	Frequency	Percentage
Strongly disagree	0	0
Disagree	2	4
Neutral	20	40
Agree	25	50
Strongly agree	3	6
<b>Total</b>	<b>50</b>	<b>100</b>

Table 9 displays responses to the statement “The important factor in educating University students is social media.” Both the table and bar chart show the percentage distribution and the number of responses. No respondents severely disagree; 4 percent disagree; 40 percent are indifferent; 50 percent agree; and 6 percent strongly agree with the proposition. Both the table and bar chart present the same data numerically, with 0 respondents strongly disagreeing, 2 disagreeing, 20 being neutral, 25 agreeing, and 3 strongly agreeing with the statement. The majority of respondents (50 percent, i.e., 25 respondents) agree with the statement. Mean value of the statement is 3.43, which is over 2.5, so most of the respondents tend to agree with the statement “An Important factor in education the University students is social media”. Standard deviation of the statement is 3.02.



**Table 10: Respondents who think use of social media leads to addiction and mental health issues**

Using social media leads to addiction, and it affects your mental health	Frequency	Percentage
Strongly disagree	1	2
Disagree	7	14
Neutral	9	18
Agree	29	58
Strongly agree	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

Table 10 displays responses to the statement “Using social media leads to addiction and affects your mental health.” Both a table and a bar chart depict the percentage distribution of replies. 2 percent strongly disagree, 14 percent disagree, 18 percent neutral, 58 percent agree, and 8 percent strongly agree with the statement. Both table and bar chart present the same data numerically, with 1 respondent strongly disagreeing, 7 disagreeing, 9 being neutral, 29 agreeing, and 4 strongly agreeing with the statement. The majority of respondents (58 percent, i.e., 29 respondents) agree with the statement. Mean value of the statement is 3.56, which is over 2.5, so most of the respondents tend to agree with the statement “Use of social media leads to addiction and mental health”.

**Table 11**

The best method of reducing time, effort, and money to access academic information is social media	Frequency	Percentage
Strongly disagree	2	4
Disagree	11	22
Neutral	15	30
Agree	19	38
Strongly agree	3	6
<b>Total</b>	<b>50</b>	<b>100</b>

Respondents who think the best method of reducing time, effort and money to access academic information is social media.

Table 11 displays responses to the statement “Both the table and the bar chart display the percentage distribution and the number of answers. 4 percent strongly disagree, 22 percent disagree, 30 percent neutral, 38 percent agree, and 6 percent strongly agree with the statement. Both table and bar chart present the same data numerically, with 2 respondents strongly disagreeing, 11 disagreeing, 15 being neutral, 19 agreeing, and 3 strongly agreeing with the statement. The majority of respondents (38 percent, i.e., 19 respondents) agree with the statement. The mean value of the statement is 3.20, which is over 2.5, so most of the respondents tend to agree with the statement “Best method of reducing time, effort, and money to access academic information is social media.”

**Table 12: Respondents who think social media impact**

Social media helps to improve English language and communication skills	Frequency	Percentage
Strongly disagree	1	2
Disagree	5	10
Neutral	7	14
Agree	26	52
Strongly agree	11	22

Table 12 displays responses to the statement “Social media helps to improve English language and communication skills.” Both the Table and bar chart show the percentage distribution and numbers of responses. 2 percent of respondents strongly disagree, 10 percent of respondents disagree, 7 percent of respondents are neutral, 52 percent of respondents agree, and 22 percent of respondents strongly agree with the statement. Both the Table and bar chart present the same data numerically, with 1 respondent strongly disagreeing, 5 disagreeing, and 7 being neutral, 26 agreeing, and 11 strongly agreeing with the statement. The majority of respondents (52 percent, i.e., 26 respondents) agree with the statement. Mean value of the statement is 3.82, which is over 2.5, so most of the respondents tend to agree with the statement “Social media helps to improve English language and communication skills”.

**Table 13: Respondents who think the best platform for enhancing cooperative learning is social media**

The best platform for enhancing cooperative learning is social media	Frequency	Percentage
Strongly disagree	1	2
Disagree	8	16
Neutral	16	32
Agree	22	44
Strongly agree	3	6
<b>Total</b>	<b>50</b>	<b>100</b>

Table 13 displays responses to the statement “The best platforms for enhancing cooperative learning are social media.” Both the table and bar chart show the percentage distribution and number of responses. 2 percent of respondents strongly disagree, 16 percent of respondents disagree, 32 percent of respondents are neutral, 44 percent of respondents agree, and 6 percent of respondents strongly agree with the statement. Both table and bar chart present the same data numerically, with 1 respondent strongly disagreeing, 8 disagreeing, 16 being neutral, 22 agreeing, and 3 strongly agreeing with the statement. The majority of respondents (44 percent i.e., 22 respondents) agree with the statement. Mean value of the statement is 3.36, which is over 2.5 so most of the respondents tend to agree with the statement “Best platform for enhancing cooperative learning is social media”. Spending too much time on social media neglects students’ studies and their health.

**Table 14: Respondents who think spending too much time on social media neglects student studies and their health**

Spending too much time on social media neglects student studies and their health	Frequency	Percentage
Strongly disagree	4	8
Disagree	3	6
Neutral	4	8
Agree	22	44
Strongly agree	17	34
<b>Total</b>	<b>50</b>	<b>100</b>

Table 14 displays responses to the statement “Spending too much time on social media neglects student studies and their health.” Both the Table and bar chart show the percentage distribution of responses. 8 percent of respondents strongly disagree, 6 percent of respondents disagree, 8 percent of respondents are neutral, 44 percent of respondents agree, and 34 percent of respondents strongly agree with the statement. Both table and bar chart present the same data numerically, with 4 respondents strongly disagreeing, 3 disagreeing, 4 being neutral, 22 agreeing, and 17 strongly agreeing with the statement. The majority of respondents (44 percent, i.e., 22 respondents) agree with the statement. Mean value of the statement is 3.90, which is over 2.5, so most of the respondents tend to agree with the statement “Spending too much time on social media neglects student studies and their health”.

**Table 15: Respondents who think the best way for students to collaborate academically, and access educational resources is social media**

The best way for students to collaborate academically and access educational resources is through social media	Frequency	Percentage
Strongly disagree	3	6
Disagree	2	4
Neutral	15	30
Agree	25	50
Strongly agree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

Table 15 displays responses to the statement “The best way for students to collaborate academically and access educational resources is social media.” The table and bar chart show the percentage distribution and number of responses. 6 percent of respondents strongly disagree, 4 percent of respondents disagree, 30 percent of respondents are neutral, 50 percent of respondents agree, and 10 percent of respondents strongly agree with the statement. Both table and bar chart present the same data numerically, with 3 respondents strongly disagreeing, 2 disagreeing, 15 being neutral, 25 agreeing, and 5 strongly agreeing with the statement. The majority of respondents (50 percent, i.e., 25 respondents) agree with the statement. Mean value of the statement is 3.54, which is over 2.5, so most of the respondents tend to agree with the statement “The best way for students to collaborate academically, and access educational resources is social media”. Standard deviation of the statement is 3.14.

## **DISCUSSION**

The study discovered the status of social media engagement of university scholars and academic performance. The findings of the study show that engagement of university scholars in social media enhances academic performance, which is in line with previous findings Amin et al., (2016) as social media is supportive in exploring the knowledge and information for learners. Similarly, the social media engagement of college students helps in improving effective communication with best interaction while involved in learning. This finding is in the same direction as the previous findings, Abousaber (2018), and Drury (2008), stating that social media engagement is essential and contributes significantly to the learning community. Furthermore, the data showed that social media platforms positively impact students' academic achievement. This observation is congruent with the results of Mensah and Nizam (2016), Akhtar (2013), reflecting that engagement in social media is indispensable as it increases broad interaction in the academic sector, which offers several innovative learning alternatives. Next, findings manifested that engagement in social media positively supports cultivating the academic performance of college students. These findings remained in the same direction as the findings of Owusu-Acheaw and Larson (2015), (IJAIT), October 2018, and O'Keeffe and Pearson (2011). Reflecting that appropriate use and engagement in social media demonstrates distinct learning options contributing to the academic success of scholars.

## **CONCLUSION AND SUGGESTIONS**

The study's goal was to determine the relationship between university academics' social media activity and their academic success. The study relied on descriptive statistics. The study's findings showed that social media can help college students improve their academic performance. Similarly, students who spent the most of their time participating on social media performed better academically because they were able to exchange and produce ideas and concepts relevant to their studies. Moreover, social media programs

expedite networking, information contribution, and skill enhancement among the university scholars. Furthermore, social media plays a vital role in the determination of educational and career-based interests and direction, which ultimately enhances positive results. The adequate use of social media and its proper application may enhance better academic outcomes and performance of university graduates. Thus, this study provides a strategic route for academic success and mental health by highlighting current trends and future research areas in social media involvement.

### Limitations and implications of the study

The study provides empirical evidence of social media engagement among university scholars. Despite the several previous studies conducted on social media platforms, inconsistent findings exist, and little evidence is explored in the Nepalese context. This research draws a foundation for conceptual lenses, logical explanations, and best practices to promote the academic success of university scholars. However, this study has limitations, including with smaller sample size, covering only university-level students, descriptive statistical analysis, and cross-sectional data.

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