SOCIAL MEDIA USAGE FOR LEARNING AMONG COMMUNITY COLLEGE
STUDENTS AND THEIR SUBJECTIVE WELL-BEING

Nirmal Neupane

A Dissertation

Submitted to
School of Education

in Partial Fulfillment of the Requirements for the Degree of
MPhil in Education in Development Studies

Kathmandu University
Dhulikhel, Nepal

May 26, 2024

AN ABSTRACT

of the dissertation of *Nirmal Neupane* for the degree of *Master of Philosophy in Education in Development Studies* entitled *Social Media Usage for Learning among Community College Students and their Subjective Well-being was* presented on May 26, 2024.

APPROVED BY

…………………….…………

Assoc. Prof. Prakash C. Bhattarai, PhD

Dissertation Supervisor

Social media is a beneficial learning platform for students when used for educational purposes. Various influential factors motivate students to incorporate social media into their structured educational activities. Researchers have recognized the beneficial effect of social media on students' learning accomplishments despite its original design not being intended for educational purposes. Conversely, studies have also revealed adverse effects such as distractions, physical inactivity, and increased academic procrastination among students resulting from using social media. Acknowledging this context, this research delved into students' perspectives on employing social media to aid their academic studies, utilizing three research questions. First, what factors predict students' use of social media for their learning? Second, how does socio-demographic diversity affect students' learning through social media? And, to what extent is the students' use of social media for their learning associated with their subjective well-being?

For this, a survey was conducted among randomly chosen 386 students from 11 community colleges in the Lalitpur district of Nepal. A random sampling method was employed to choose participants, and data were gathered using organized questionnaires. The questionnaire was developed by adapting existing literature and further refined through expert consultation. Pilot testing was conducted among 10% of the total sample to ensure the reliability of the questionnaire. Self- administrative Six-point Likert scale was taken to prepare the questionnaire. The data were collected through a personal data collection process and the consent of colleges as well as students was taken before the data collection. The data were analyzed through the principle component analysis (PCA), linear regression, descriptive statistics, t-test and

ANOVA. Likewise, the social cognitive theory was employed to elucidate learning phenomenon on social platforms.

The research revealed that students primarily use social media to support their academic learning for three reasons. Through Principal Component Analysis (PCA), three factors (reasons) emerged as key contributors to students utilizing social media: the learning behavior of students on digital platforms, peer learning practices in social media, and the learning adaptability of students in the e-learning world. The study discovered that students, through their utilization of social media, perceived a sense of happiness and satisfaction in their learning, contributing to enhancing their subjective well-being. Moreover, the study revealed that gender and ethnicity, as socio-demographic variables, play a significant moderating role in utilizing social media as reading platforms.

The findings are in line with existing literature and support social cognitive theory as social media is a good contributor for students in their learning achievement. Interestingly, this study challenges the growing concern of people regarding the issue of distraction from learning if students frequently utilize social platforms for reading and writing.

The factors that motivate community college students to utilize social media for structured educational activities include learning behavior, peer learning, and the learning adaptability of students. In addition, students perceive a sense of well-being from social media learning. Thus, social media can be a novel digital learning platforms for students in the changing situation of learning practices. The exploration of social media as a learning tool remains limited. So, this study opens the door for further investigations into various ways that contribute to education through digital learning and need to explore other factors using different theoretical approaches. The owners of different social media platforms can prioritize social media not only as entertainment tool but also as a digital learning tool. This study has good inferences for all stakeholders of education (academic leaders, institutions, parents, students and policy makers of education) that social media can be used as a self-learning digital platform according to the choice of learners.

May 26, 2024

Nirmal Neupane

Degree Candidate

शोधपत्रको सार

"सामुदायिक कलेजका विद्यार्थीहरूको सिकाइको लागि सामाजिक सञ्जालको प्रयोग र उनीहरूको व्यक्तिगत भलाई" शीर्षकमा निर्मल न्यौपानेद्वारा स्कुल अफ एजुकेसन अन्तर्गत विकास अध्ययनको एम.फिल. तहको लागि यो शोधपत्र मे २६, २०२४ मा प्रस्तुत गरिएको थियो ।

स्वीकृत गर्ने

....

सह-प्राध्यापक, प्रकाश चन्द्र भट्टराई, पि.एच.डि.

शोधपत्र सुपरभाइजर

शैक्षिक उद्देश्यका लागि सामाजिक सञ्जाल प्रयोग गर्दा विद्यार्थीहरूको सिकाइका लागि लाभदायक हुन्छ । शैक्षिक क्रियाकलापको लागि सामाजिक सञ्जालको प्रयोग गर्दा धेरै तत्त्वहरूले असर पारिरहेका हुन्छन् । शैक्षिक उपलब्धि हासिल गर्न प्रयोग गरिने सामाजिक सञ्जालको सम्बन्धमा धेरै अनुसन्धानहरु भएका छन् । यद्यपि सामाजिक सञ्जालहरु, शैक्षिक उपलब्धि हासिल गर्न बनाइएका भने होइनन् । कतिपय अध्ययनले त सामाजिक सञ्जालले विद्यार्थीहरूलाई पढ्न मन नलाग्ने, शारीरिक रुपले निष्क्रिय बनाउने र केही समयपछि पढाइ गर्छु भन्ने बनाउँछ भन्ने पनि देखाएका छन् । यसै कुरालाई मध्यनजर गरेर, यस अध्ययनले पढाइ लेखाइको लागि विद्यार्थीहरूले सामाजिक सञ्जालको प्रयोग गर्दाको अनुभवलाई बुझ्ने प्रयास गरेको थियो । विशेष गरी अनुसन्धानमा तीनवटा अनुसन्धान प्रश्नहरू प्रयोग गरिएका थिए । पहिलो, विद्यार्थीहरूले सिकाइका लागि सामाजिक सञ्जालको प्रयोग गर्दा कुन कुन कारकतत्त्वहरूले प्रभाव पार्दछन् ? दोस्रो, सामाजिक सञ्जालमार्फत गरिने पढाइले, विद्यार्थीको सिकाइलाई सामाजिक र आर्थिक कारणले कसरी प्रभाव पार्छ ? तेस्रो, विद्यार्थीहरूले सिकाइको लागि प्रयोग गर्ने सामाजिक सञ्जालले उनीहरूको व्यक्तिगत भलाइलाई (Subjective well-being) कत्तिको हित गर्दछ ?

यसका लागि नेपालको ललितपुर जिल्लास्थित ११ सामुदायिक क्याम्पसका ३ सय ८६ विद्यार्थीलाई नमुनाको रुपमा छनोट गरी सर्वेक्षण गरिएको थियो । सहभागीहरू छनोट गर्न सम्भावनायुक्त नमुना छनोट (Probability sampling) विधि प्रयोग गरिएको थियो । प्रश्नावलीहरू प्रयोग गरेर तथ्याङ्क सङ्कलन गरिएको थियो । प्रश्नावली निर्माण गर्दा यो अध्ययनको विषयसँग मिल्ने विषयवस्तुको अध्ययन गरिनुका साथै विशेषज्ञको राय लिइएको थियो । प्रश्नावलीको विश्वसनियता सुनिश्चित गर्न कुल तथ्याङ्कको १०% नमुना परीक्षण गरिएको थियो । प्रश्नावली तयार गर्न "six– point Likert scale" को प्रयोग गरियो थियो । अनुसन्धान कर्ता आफैं संलग्न भई तथ्याङ्क सङ्कलन गरिएको थियो र विद्यार्थीहरूको पूर्व सहमति लिइएको थियो । सङ्कलित तथ्याङ्कहरूलाई PCA, Linear regression, descriptive statistics, t–test, र ANOVA मार्फत विश्लेषण गरिएको थियो । त्यस्तै सामाजिक ज्ञानात्मक सिद्धान्त (Social Cognitive Theory) को प्रयोग गरी अध्ययनलाई थप प्रकाश पारिएको

थियो । अनुसन्धानको नतिजा अनुसार विद्यार्थीहरूले मुख्यतया तीनवटा कारणले आफ्नो शैक्षिक उपलब्धि हासिल गर्न सामाजिक सञ्जालको प्रयोग गरेको पाइयो । ती कारणहरुमा: सामाजिक सञ्जालमा पढ्ने वानी, साथीहरूसँग मिलिजुली सामाजिक सञ्जालमा पढ्ने अभ्यास र सामाजिक सञ्जाल प्रयोग गरी पढ्ने क्षमता छन् । अध्ययनबाट सामाजिक सञ्जालको प्रयोगले विद्यार्थीहरूमा आनन्दपूर्ण सिकाइ भएको र सिकाइमा सन्तुष्टीको अनुभूति गरेको पाइयो । त्यस्तै सामाजिक सञ्जाल प्रयोग गरी गरिने सिकाइले लिङ्ग र जातजातिमा समेत फरक परिणाम आएको देखाएको छ । परिणामत: यस अध्ययनबाट प्राप्त नतिजा अनुसार सामाजिक सञ्जालको प्रयोगले विद्यार्थीहरु पढाइबाट विचलित हुन्छन् भन्ने आम धारणालाई सोच्न बाध्य बनाउँछ ।

सामाजिक सञ्जालमा पढ्ने वानी, साथीहरू मिलेर सामाजिक सञ्जालमा पढ्ने वातावरण र सामाजिक सञ्जालमार्फत पढ्न सक्ने क्षमताजस्ता कारणले सामुदायिक क्याम्पसका विद्यार्थीहरूले सामाजिक सञ्जाललाई आफ्नो शैक्षिक उपलब्धि हासिल गर्ने कारकतत्त्वको रुपमा मानेको कुरा यस अध्ययनले देखाएको छ । साथै विद्यार्थीहरूले सामाजिक सञ्जालबाट सिकाइमा सन्तुष्टी प्राप्त गरेको देखिन्छ । तसर्थ, सामाजिक सञ्जाल, सिकाइ अभ्यासको लागि विद्यार्थीहरू माझ परम्परागत विधिको विकल्पको रुपमा आधुनिक सिकाइको माध्यम हुनसक्छ । सामाजिक सञ्जाल प्रयोग गरी गरिने सिकाइको अवस्था कस्तो छ? भन्ने कुरामा थप अध्ययन अनुसन्धान हुन जरुरी देखिन्छ । त्यसैले, यस अध्ययनले डिजिटल सिकाइको माध्यमबाट शिक्षामा योगदान पुऱ्याउने र विभिन्न सैद्धान्तिक दृष्टिकोणहरू प्रयोग गरेर अन्य कारक तत्त्वहरूको अन्वेषण गर्न आवश्क पर्ने फरक फरक तरिकाहरूमा थप अनुसन्धानका लागि ढोका खोल्छ । विविध सामाजिक सञ्जालका सञ्चालकहरूले सामाजिक सञ्जाललाई मनोरञ्जनको साधनको रुपमा मात्र विकसित नगराई आधुनिक सिकाइको माध्यमका रूपमा पनि विकसित गर्न आवश्यक देखिन्छ । यस अध्ययनले शिक्षाका सबै सरोकारवाला (शैक्षिक संस्था, शिक्षक, अभिभावक, र शिक्षाका नीति निर्माता) हरूका लागि सामाजिक सञ्जालको उचित प्रयोग भएमा सिकाइको राम्रो साधन हुनसक्छ भन्ने देखाउँछ ।

शोधकर्ता

निर्मल न्यौपाने

This dissertation entitled: *Social Media Usage for Learning among Community College Students and their Subjective Well-being* was presented by *Nirmal Neupane* on May 26, 2024.

APPROVED BY:

……………………………   May 26, 2024

Assoc. Prof. Prakash C. Bhattarai, PhD

Dissertation Supervisor

……………………………   May 26, 2024

Dr. Amrita Sharma

External Examiner

……………………………   May 26, 2024

Asst. Prof. Suresh Gautam

Head of the Department

……………………………   May 26, 2024

Prof. Bal Chandra Luitel, PhD

Dean/Chair, Research Committee

        I acknowledge and consent that my dissertation will be included in the permanent collection of the Kathmandu University Library. By signing below, I authorize the release of my dissertation to any reader for scholarly purposes upon request.

……………………………   May 26, 2024

Nirmal Neupane

Degree Candidate

DEDICATION

To

All Social Media Users

Special thanks to

My Spouse Sabitri Sharma

My loving Father Hari Prasad Neupane , Mother Durga Devi Neupane

My Caring daughter Yashasvi Neupane and son Vadent Neupane & Family

DECLARATION

I hereby affirm that this dissertation has not been submitted or published as part of any other degree candidacy.

………………………… May 26, 2024

Nirmal Neupane

Degree Candidate

ACKNOWLEDGMENTS

It gives me great pleasure to convey my gratitude to thank all those without whom this academic journey would not have been possible. I am thankful to Kathmandu University School of Education (KUSOED) for allowing me to enroll in the MPhil. program in Development studies. I am indebted to my dissertation supervisor, Assoc. Prof. Prakash C. Bhattarai for his continuous help, encouragement, and motivation during the research. I am extremely fortunate to have him guiding me. In fact, it was his direction that helped me navigate the course. Similarly, I would also like to thank Prof. Bal Chandra Luitel, Dean, and all KUSOED professors and faculties, including Prof. Mahesh Nath Parajuli, Dr. Suresh Gautam, and Dr. Lina Gurung,- for their continuous support in this endeavor. I also thank all the KUSOED officials for their kind cooperation at every step during my study.

My special thanks to Mr. Sagar Mani Neupane for encouraging me in every stage of the dissertation journey. His consistent support was pivotal in motivating me to finish this research within the designated timeframe. I extend my heartfelt thanks to Mr. Siva Raj Senjel, the Campus Chief of Janabhawana Campus, for his support and encouragement facilitating my MPhil. enrollment program at KUSOED. I am thankful to my colleagues and staffs of Janabhawana Campus for their direct and indirect support. I am deeply indebted to my family- my parents, spouse, and children for their unwavering moral help during the course of writing this dissertation. Their encouragement provided the emotional strength needed to navigate this academic endeavor. Last but certainly not least, I wish to convey my appreciation to all the respondents of this research, including community college staff (admin), teachers, and others directly or indirectly participated in the survey. Their cooperation and participation were instrumental in the successful completion of this work.

Nirmal Neupane
Degree Candidate

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

KUSOED   Kathmandu University School of Education

KMO   Keiser-Meyer- Olkin

UGC   University Grants Commission

MOOCs   Massive Open Online Courses

LMS   Learning Management System

PCA   Principal Component Analysis

ICTs   Information and Communication Technologies

COVID-19   Coronavirus Disease 2019

ODEC   Open and Distance Education Centre

TU   Tribhuvan University

ANOVA   Analysis of Variance

CBS   Central Bureau of Statistics.

CHAPTER I

INTRODUCTION

Social networks have a widespread presence worldwide, significantly impacting the lives of young people. Modern ways of talking to each other through phones and computers are good at bringing people together and helping them talk to each other. It may be for fun or learning. The new technology has changed how we talk and has made social media, a place on the internet where everyone can connect and share with others, a big thing. It is like the whole world is a small village now. Websites where people can connect, like Facebook and Twitter, are liked by many people. Web 2.0 technological tools (social media) have altered the online world, making information always change and come together in fresh ways (Karakas & Manisaligil, 2012). This makes the original content more useful and keeps it alive for longer. For instance, Facebook has over a billion people who have created accounts on it, and a huge amount of information is shared daily (Ma & Chan, 2014; Raza et al., 2022). This information includes things like short sentences, articles, pictures, and even audio and video clips.

On the other hand, social media incorporate different dimensions of communication and collaboration through which different communities can be formed, and subsequently, users' creativity can be enhanced (Friedman & Friedman, 2013; Sobaih et al., 2020). Moreover, learning through social media assists traditional lecture- dominated teaching methods and enhances the learning atmosphere for students (Zhang et al., 2015; Turnbull et al., 2021). In my view, social media can serve as a platform for personal learning by enabling chances for mutual discussions with their peers and visiting different learning materials inside platforms. It helps to increase the overall reading environment. Thus, the utilization of social media has grown progressively common among college students. Furthermore, its potential influence on student's learning and well-being has generated interest in recent research. This study explored the connection between social media use and well-being among college students and its potential influence on formal learning outcomes due to different factors.

Recently, social media has become a vital part of our daily lives. There has been a considerable focus on adopting and adapting social media platforms for formal

learning (Greenhow & Lewin, 2016; Manca, 2020). This includes incorporating and modifying social media for more formalized learning experiences. Formal learning is structured learning supported by educational institutions, yielding outcomes such as grades, educational credentials, or certifications (Dabbag & Kitsantas, 2012). Thus, the shift towards integrating social media into the formal learning has recently gained considerable attention and support.

The usage of social networks is classified into two parts: mandatory use and voluntary use (Zhao, 2021). A study by Greenhow and Lewin (2016) discovered that extensive research has emphasized the required integration of social media in formal education. This means that instructors make it necessary for students to utilize social media as part of their course requirements. The studies on mandatory usage primarily examine how social media functions in teaching, its impact on education, and strategies to incorporate it into the educational setting (Dabbagh & Kitsantas, 2012). However, recent studies indicate that students also autonomously use various social media for their learnings support. For example, students often use social media to support activities related to their courses, like collaborating with peers on projects (Manca & Ranierit, 2016; Ansari & Khan, 2020). They actively seek additional content to increase their classroom learning (Kind & Evans, 2015). Students choose to use social media on their own. It means they use it because they want to, not because they have to. They can pick what they like and use social media to help them learn outside of what they know in school (Greenhow & Lewin, 2016). This differs from the compulsory use of social media within a structured academic course.

When it is their choice, students have more power to decide what they want to learn. In situations where students have a lot of freedom in learning, experts say they need to be good at using independent learning practices to control their learning all by themselves (Zhou et al., 2021). So, when students use social media because they want to, to cultivate self-regulated learning habit. Despite the difference, this study has kept both mandatory and voluntary use of social media in the same basket and deals with using social media in formal learning.

Personal-learning Space Embedded in Social Networking

Self-regulated learning means understanding and controlling how we learn (Zimmerman, 2002). Employing self-regulated learning techniques can enhance students' learning effectiveness by helping them think, manage their time and effort, and choose what to learn (Pressley & McCormick, 1995). Self-guided learning is

seen as a significant component of effective learning with tools like social media, involving students actively taking deliberate steps to control their learning and reach their learning objectives (Dabbagh & Kitsantas, 2012). So, learning through social media can be considered a self-regulated learning strategy where learners' choice is critical.

Undoubtedly, social media is popular and important for students, especially in higher education. It stands as one of the primary methods through which they communicate with each other. It helps bridge the gap in talking that was there before. Apps like Facebook, YouTube, and Twitter are often used on social media. University students may benefit from utilizing social media (Yang & Lee, 2018). In the contemporary digital age, learning does not happen in isolation or solely within an individual's mind. Instead, learners gather information meaningfully by utilizing various digital resources and mixing societal learning with e-learning platforms (Sobaih et al., 2020). During their studies, students consistently sought information to address challenges or satisfy their curiosity. In contemporary society, the act of learning whenever necessary is becoming a habitual way of life. This practice can foster the habit of learning among students through the exchange of information, thereby enhancing students' subjective well-being.

Social networks serve as a medium to link people without any charges. The results of Liccardi et al. (2007) and Al-Rahmi et al. (2022) broached up the issue that social software enables students to connect and exchange their day-to-day learning encounters across a range of subjects with their peers. This may be due to the cost-free policy of social media. In higher educational institutions, students believe more in the possibilities of using platforms like Facebook and similar modern technologies to aid teaching and learning than their professors (Roblyer et al., 2010). Additionally, learners should not be seen as mere recipients of information; instead, they actively contribute to content creation on social media platforms. Nonetheless, multiple research findings indicate that excessive engagement with social media among college students could potentially result in addiction, which can affect their health adversely (Andreassen et al., 2017). So, both the pros and cons of e-learning are active in students' lives when they prefer social media as a learning platform.

Next, Learning Management Systems (LMS) like, Moodle continue to be the primary online tools supporting educational activities in numerous academic institutions. Despite the widespread use of these specialized online learning platforms,

educators and scholars have known the profits of incorporating social media platforms into the learning landscape. In particular, social media provides easy access to information sharing and seeking beyond what is covered in a classroom (Tess, 2013). It promotes interaction between people within diverse global networks and enriches the learning journey within a socially interactive educational setting (Purwanto et al., 2023). So, social media offers educational advantages that can enhance and support traditional learning management systems used in teaching courses. It helps students easily stay updated with fresh information (Kind & Evans, 2015).

Moreover, teachers in the educational sector have stayed updated with technological advancements (Sobaih et al., 2020). They have recognized and utilized social media's potential to improve their teaching, aiming to create lessons that captivate students and inspire them to be active participants in their learning journey (Greenhow & Lewin, 2016). This act may stimulate learners to utilize social networks for academic course learning.

Studies about e-learning show that using these self-regulated learning strategies not only helps us do well in our studies but also make us satisfied and happy in learning and want to learn more in the future (Artino, 2007; Sabah, 2023). So, learning through social media can be connected with the well-being of students because happiness leads to subjective well-being (Proctor, 2014). Likewise, using social media often can make college students feel good about themselves (Kim et al., 2020). Opposite to these findings, this researcher discovered that excessive utilization of social media for leisure and entertainment purposes can result in addiction. So, the perception may not be the same for all. Jiang et al. (2023) claim that socio-demographics like; educational level, residence, ethnicity, and gender matter in students' educational use of social media. In this context, the primary focus of this study revolves around understanding how students view social media as tools for learning and how such usage influences their subjective well-being. The impact of social media on educational institutions cannot be disregarded following the COVID-19 pandemic.

Especially after the COVID period, college students cannot ignore the use of digital learning via social media for study. If college students do not use social media, they might miss important class updates. After the COVID-19 pandemic, colleges using social media have had a good influence in education (Shrestha, Bhattarai, & Dhungana, 2023). It helps in learning, encourages students to participate more in

learning activities, and builds connections within the university community (Papademetriou et al., 2022). Simultaneously, the research identified certain obstacles within the education procedures. Since 2020, because of the COVID-19 pandemic, many college classes in China moved from face-to-face instruction to an online format (Zhao, 2021). During this time, social media became crucial for teachers to teach online and help students with questions. This made university students spend more time on social media. This researcher observed a similar trend in Nepal during the COVID-19, where students and teachers utilized various social media platforms to continue the education process. Even after the COVID-19 epidemic, individuals persist in utilizing social media for educational objectives. Therefore, it is essential to inspect the connection between social media utilization and learning.

As a teacher of a community campus, the researcher has witnessed various dimensions and applicability of social media in students' learning. "How" and "why" campus learners use e- platform to guide academic learning is an exciting issue. Therefore, the primary objective of the study is to examine the factors that encourage students to utilize social media for educational reasons. Consequently, measuring students' observations regarding the utilization of social media becomes a crucial aspect of this inquiry. Does social media learning enhance their subjective well-being? It is important to get the answer to this query for all academic stakeholders, as the learning patterns of students are transitioning from traditional classroom learning to e-learning increasingly each day.

Rationale of the Study

Students utilize social media for different activities, such as the high quality of information related to learning (Dabbagh & Kitsantas, 2012), the utility of the system (Ali et al., 2017), communication with peers for collaborative learning (Alt, 2017), and easy access to content (Domizi, 2013). Many more factors may inspire students to integrate social media in their educational pursuit. Therefore, exploring the causes that motivate students to employ social media for learning is an exciting issue. This study focused on this area. It is essential for all stakeholders in the educational sector to understand that a favorable teaching-learning environment can only be created when educators are aware of learning patterns of students.

 Social media use is categorized for four different purposes: socialization, information, academic and entertainment purposes (Tayo et al., 2019). As a community college teacher, this researcher intends to understand students' social

media practices. Ali et al. (2017) claim that social media platforms consist of various popular communication channels among students. Utilizing social media for knowledge-sharing enhances students' academic performance (Shafiq & Parveen, 2023). Additionally, the inquiry showed that students who utilize social media for learning attain extra positive outcomes. Just opposite, Ali et al. (2017) believed that social media can serve as a disruption and lead to a diversion of students' focus from academic achievements and learning. Likewise, Papademetrious et al. (2022) also found some obstacles to apply social media for teaching and learning throughout the COVID-19 pandemic. So, there are diverse opinions about the utilization of social media. Therefore, regular study of social media usage among students is crucial.

As the contradiction of addiction and misuse of social media for other than academic purposes, the researcher witnessed a broader scope and utilization of social media for learning use during and after the COVID-19 closures. Moreover, the researcher's experience indicates that community college students are utilizing social media to enhance their learning. What about students' happiness and satisfaction regarding using social media in their learning? This researcher encountered varied perceptions among students during informal interactions with them. Therefore, formal study is imperative to measure students' perceptions accurately regarding their well-being. The findings of this study assist us in formulating social media policies within the educational arena.

Subjective well-being typically pertains to the personal general judgment of living circumstances or particular aspects of the life of any people from their view (Cummins et al., 2010). Similarly, Proctor (2014) defines subjective well-being as the personal and subjective encounter with positive and negative feelings and their mental assessments of how satisfied they are with their life. Zhao (2021) established the correlation between the utilization of social media and subjective well-being. The connection revealed that social and entertainment use of social media improves well-being. But, the research found that social media addiction negatively impacts subjective well-being. Next, social networking platforms can simplify the process of maintaining contact with friends and family, exchanging updates and information with acquaintances, and promoting social connections. These outcomes are expected to improve one's overall logic of happiness and well-being (Wirtz et al., 2021). Thus, it can be said that there exist a connection between social media usage and people's well-being, which may change depending on the situation. Therefore, it is crucial to

explore the learning use of social media and its effect on subjective well-being of students.

Like a coin with two sides,technology has its upsides and downsides. It empowers people by providing a wealth of information and knowledge, keeping them updated about what is happening worldwide. It is a tool for enlightenment, allowing individuals to access new perspectives and understand various subjects in depth. On the other hand, technology can also have negative effects, such as misinformation, privacy issues, addiction and over-dependency. Social media addiction can be considered a negative trait. Tang et al. (2016) point out that individuals who excessively utilize social media and are unable to restrict their activities on these platforms are categorized as having an addiction. So, it is important to use and manage technology wisely, understanding both its potential benefits and drawbacks. Balancing its usage is crucial as it brings good than harm to society. From this view, this research investigated the factors that inspire students to utilize social media for educational purposes and assessed how this usage influences their perception of well-being. Measuring the feelings and emotions of students attached to social platforms will be pretty interesting. Can learning use enhance their subjective well-being?

To find the answer to all these queries, this researcher has decided to conduct research that is relevant to his profession. Finally, this research demonstrated practices of using social media as a formal learning tool by community college students and highlighted their associated factors. Within a limited literature review, this researcher did not find much literature on social media's influence on community college students, particularly in Nepal. To fulfill this gap, this study can be a milestone in university education.

Statement of the Problem

We accept the importance of social media as a newer form of a digital learning tool in higher education. According to a systematic study of 22 papers conducted by Piotrowski (2015) concerning the utilization of social media, 17 reported very favorable attitudes about students using social media for educational purposes in higher education. Alt (2017) argues that university students can enhance their critical thinking and problem- solving capabilities, along with their skills in logical argumentation, by using social media platforms. This is because different platforms provide examples, visuals, and videos to demonstrate the practical application of theories or techniques. This also supports students that may not be covered in

traditional classroom learning. Thus, social media add opportunities for learning beyond the classroom. Moreover, social media helps build networks and communities beyond the confines of the classroom. The study of Ansari and Khan (2020) explored that using social media for cooperative learning helps students be more inventive, active, and study-focused. Mutual learning among friends on social media can be beneficial for everyone.

The study has discovered the impact of social media in both favorable and unfavorable aspects. The favorable impact is characterized as learning processes involving good support for students and educators, improving educational methods, enhancing communication and collaboration, and boosting academic achievement (Zachos et al., 2018). Moreover, the study established the positive influence of social media on students' learning accomplishment despite not being designed for educational purposes. On the other side, Siddhartha et al. (2020) highlight the status of using social media among college students in Malaysia. Siddhartha et al. further put forward that facilitating communication, learning new skills and talent, easy access to information, sharing happy moments, boosting self-esteem, and improving study quality with the help of online teaching videos in social media are some pros of social media use. Likewise, on the contrary, they found that cyberbullying, regular distractions, physical inactivity, lack of face-to-face communication, and increased academic procrastination were some noted cons of social platforms. This implies that different perceptions exist regarding the use of social media. Thus, this study is vital to know the observations of community college students regarding the utilization of social media in their learning.

The study indicates that students' utilization of learning strategies online is influenced by their personal beliefs concerning the subject matter, including their confidence in the ability to reach their aims (Artino, 2007). When students learn using social media, what motivates them is not just what they are learning. It is also about how they use the technology to help them learn better. So, their excitement and confidence come from the subject and how they use tools like social media for learning. Research on using technology has shown that individual things like how confident you feel using technology, what you expect to achieve from it, and your overall attitude significantly affect how much you use and adopt technology (Yang & Chang, 2012). So, technology adoption or adaption is an imperative factor for

learning through social media. In simpler terms, how a person uses technology can affect how they learn when using platforms like social media.

Recently, researchers have directed their attention towards examining the dynamics of learning through social media platforms. It indicates that e-learning context is a purely individual activity in the physical absence of a teacher or classmates and, we are in-charge of our own learning (Broadbent & Poon, 2015). So, the experiences of different learners may not be the same. Research on online learning reveals that utilizing self-learning strategies depends on the satisfaction of online course content. However, regarding learning through social media, despite its growing integration into official education, there is limited exploration regarding students' utilization of self- learning tactics and its impact on the learning practice. Further, the level to which students apply learning strategies has been discovered to significantly impact how satisfied students feel with their learning (Kuo et al., 2014). Thus, exploring satisfaction as an outcome of learning is important because it links to how well we learn.

Recently, several studies have been conducted about how using Facebook affects our well-being. Some studies mention that using Facebook makes people happier and enhances their subjective well-being (Oh et al., 2014). On the contrary, Fox and Moreland (2015) have revealed a harmful association between Facebook use and subjective well-being. Likewise, Kim et al. (2020) discovered that the extensive communication that college students engage in on social networks positively affects subjective well-being. Also, Zhao (2021) showed that social media addiction might lead to ill-being.

On the other hand, demographic factors, like income, socioeconomic status, etc., play a crucial role in a person's well-being (Lucas & Diener, 2009). Along the same line, Butkovic, Brkovic, and Bratko (2012) explored that socio-demographic factors (e.g. age, gender, marital status, etc.) have less effect on subjective well-being. In this context, students' perceptions towards social media and subjective well-being may not be the same for all.

In Nepal, studies related to social media encompass diverse areas, such as online marketing (Neupane, 2019) and the tourism sector (Bhatt & Pickering, 2023). These studies can benefit students pursuing marketing and travel and tourism courses, either directly or indirectly. But, regarding the educational utilization of social media in Nepal, both students and teachers at the secondary level are leveraging these

platforms for English language learning (Ghimire, 2022). Nevertheless, negative repercussions of social media use among students are evident. Jha et al. (2016) discovered that students in medical colleges in Nepal, particularly on Facebook, engage in social interaction significantly, leading to adverse impacts on their academic performance and health. Despite these observations, studies on the utilization of social media in the educational sector in Nepal remain limited.

In Nepal, laws related to social media crimes inform us about potential offenses that may occur on social media platforms (Thapa, 2023). However, at the government level, no social media policy explicitly focused on education. After COVID-19 pandemic, certain educational institutions have formulated online learning guidelines, though social media is not explicitly addressed. Nonetheless, studies on social media are actively being done in various fields, including the education sector in Nepal. However, limited studies explore factors that attract scholars to employ social media for learning in Nepal. Likewise, there is limited study on the connection between learning through social media and students' subjective well-being. This makes it an exciting issue that has not been extensively studied. Therefore, there is a pressing need for further exploration of factors linked to the utilization of social media for learning that significantly contribute to the academic applications of social media in the Nepali context.

In conclusion, numerous academic papers assert that social media serves as beneficial learning platforms, enhancing learning achievement, communication skills, confidence, and excitement in students. But, there are contrasting views also. Some argue that social media fosters addiction and contributes to students' ill-being. Thus, the key question remains: What are community college students' views on social media platforms? This research seeks to explore this question, acknowledging potential variations in viewpoints due to diverse geographical locations, time, accessibility, and awareness. These contextual differences may yield unique insights, distinguishing the study from earlier research on the same topic worldwide.

Purpose of the Study

The purpose of the study was to discover the understanding of learners' perceptions regarding the use of social media as a complement to help educational learning. Specifically, the study was intended to explore insight into the current patterns of social media use and their influence on students' subjective well-being, particularly in formal learning.

Research Questions

To fulfill the purpose, the study answered the given research questions.

1. What factors predict students' use of social media for their learning?
2. To what extent is the students' use of social media for their learning associated with their subjective wellbeing?
3. How does socio-demographic diversity affect students' learning through social media?

Hypothesis of the Study

Social media use enhances students' learning, and contributes to enhancing their subjective well-being, influenced by social demography.

Significance of the Study

The twenty-first century is a digital era where social media is thriving all across the globe. At the same time, most social relations, learnings, and other aspects are deeply rooted in social interaction and digital knowledge sharing. Many researchers and educators are attracted in social media as a coaching platforms in modern education, and this should not be ignored (Piotrowski, 2012). So, a study needs to be done in this area extensively. As a teacher, this study will be significant for the researcher in understanding students' problems created by social media. The study's findings would support the researcher in motivating students to enhance their learning by minimizing social media addiction. As mentioned above, researchers like Garett et al. (2016) found that college students use a learning platform more than an addictive gossip platform. In this context, this study examined the recent trends of cyber use among college students. The study would be helpful for researchers and other teachers in defining the current effect of social media on students' lives. As a broader significance, the study findings will help reduce the negative influence.

This study carries practical implications for integrating social media into formal education settings and ongoing learning throughout life. For educators, policymakers, and others involved in education, the study helps them understand how students vary in their self-learning tactics while utilizing social media for formal educational purposes. To equip students to be independent learners, teaching them how to select and utilize social media tools effectively for learning is important. The study's insights into the factors influencing student's learning strategies can inform the design of instructional and training programs, particularly for learners who do not frequently use social media for learning. For students, this research provides insights

into what factors shape their approaches to learning when utilizing social media to achieve their educational goals. According to Severino et al. (2011), education is an ongoing process, and possessing the ability to utilize efficient learning techniques is crucial for all-time learning. As students transition from formal education to real-life contexts, they need to recognize areas where their knowledge is lacking and address challenges. In today's digital era, where social media significantly contributes to lifelong learning (Kind & Evans, 2015; Zhou et al., 2021), this research informs students about how social media can support them in acquiring knowledge and skills effectively.

It is witnessed that university education is not free from social media influence. University education greatly contributes to the country's development by generating skilled and professional human resources. Social media could be the best resource and an excellent contributor to the education system. During the researcher's course work of the MPhil study at Kathmandu University School of Education (KUSOED), students enjoyed social media platforms to exchange reading materials and, for collaborative learning, to discuss assignments and project works assigned by the teacher. Next, social media also played a crucial role in facilitating communication between teachers and students during online classes at KUSOED amidst the COVID-19 outbreak. Outside KUSOED, for example, Indonesian Christian University has also decided to promote a policy of remote education during the coronavirus outbreak (Nadeak, 2020). To accomplish this goal, Nadeak further found that the university has adopted online teaching methods using popular social media platforms to disseminate study resources and homework to students. Physical classes may not be possible all the time. In this context, regular study of social media's influence on students' lives and educational learning processes is critical and worthy. This study helps to formulate a policy on social media at the university level.

Social media platforms serve as fundamental instruments for human interaction and education. Hence, comprehending the user's input into the digital sphere becomes essential to examine the connection between social media utilization, formal learning, and an individual's subjective well-being. This thesis expands knowledge on social media usage by delving into how individual disparities in socio-demographic aspects, behavior, and usage patterns are linked with learning and subjective well-being in the territory of social media. I anticipate enhancing our understanding of how user-specific characteristics and the purpose of utilizing social

platforms for learning contributes to the intricate connection between engagement with social media and an individual's well-being. The results of this study can influence the design of social media algorithms, aiming to enhance the alignment between using social media for learning and fostering user subjective well-being. Furthermore, the outcomes of this thesis might carry policy implications. Gaining insights into diverse factors that influence learning through social media could aid in shaping educational policies. In case there is an adverse link between social media usage and learning well-being, the conclusion of this research can guide policy-making by identifying harmful usage patterns, thereby offering recommendations to parents on cultivating healthy online interactions for their children and young adults.

Delimitation of the Study

This study was specifically focused on the use of social media for academic course learning by community college students. It did not include the use of social media for non-academic learning purposes. Additionally, the perception of well-being resulting from social media learning was measured through the subjective well-being, concentrating on students' satisfaction and happiness.

Operational Definitions

Social media: Social media encompasses online applications made on the technological and ideological tenets of Web 2.0, allowing users to produce and share materials as per their choice (Kaplan & Haenlein, 2010). This study writes about social platforms or social networks in some places to represent social media.

Formal learning: Formal learning denotes education provided by colleges or similar institutions, characterized by organization, structure, predetermined content, and a schedule (Selwyn, 2007).

Higher education: Higher education refers to the educational offerings available to Bachelor's and Master's level students.

Subjective well-being: Subjective well-being encompasses a one's cognitive assessment of their overall happiness and life satisfaction (Goswami, 2012).

Factors: Components that are associated with the social media learning.

Organization of Thesis

There are six chapters in this study. In Chapter I, existing practices of social media in learning have been discussed extensively using different studies conducted worldwide. Further, the reason behind the utilization of social media in learning is discussed, focusing on exploring factors of learning from existing literature, where

limited studies are found in the context of Nepal. To address the problems not studied in Nepal, the context is set for the research, along with research questions and the significance of the study. In Chapter II, related concerns on social media use for learning issues are discussed and the theoretical framework is presented. Several practices of learning through social media across different countries are also highlighted, and the happiness and satisfaction of social media learning are reviewed. In Chapter III, the philosophical paradigm is explained. The chapter explains the detailed descriptions of the quantitative phases of the study like tools construction considering the reliability and validity of the questionnaire, as well as data collection process.

Chapter IV presents the quantitative data results. Three factors concerning the learning use of social media are presented, along with their influence on the subjective well-being of students. In Chapter V, the findings of the thesis are presented. Additionally, discussions on the findings are presented, focusing on existing literature. Finally, in Chapter VI, a summary and the conclusions of the study are presented. These indicate that social media can be taken as a new learning platforms.

CHAPTER II

LITERATURE REVIEW

This chapter reviewed the existing literature on how social media can be utilized as educational tools and how they are compared to other e-learning platforms. It has included the definition of social media, social media in the Nepali context, social media as formal learning tools, social media in higher education, social media policy, theoretical connection with learning through social media, and the advantages and disadvantages of utilizing social media. This review also tries to find the factors existing in current literatures that influence students in their learning, and ultimately, explain how social media learning enhances students' subjective well- being. Moreover, it has presented research focusing on the satisfaction experienced in the learning process. Lastly, the variables found from related research help to formulate the conceptual framework of this study.

Understanding Social Media and its Context in Nepal

What constitutes social media? Definitions may vary among researchers. Social media encompasses a range of online platforms built upon the technological and ideological foundations of Web 2.0. These platforms permit users to generate and share content (Kaplan & Haenlein, 2010). Thus, it can be well-defined as all the internet-based applications used to exchange social support among people. In clearer terms, Panekham (2014) delineated social media platforms into various classifications, encompassing YouTube, Facebook, Twitter, Linkedln, Massenger, Skype, and WhatsApp, among others. In simpler terms, social media includes different communication channels with others, like blogs, social networking sites, and online communities where people can share content and collaborate on projects. Specifically, platforms such as Flicker, Blogger, and YouTube focus primarily on exchanging and disseminating content, unlike social network sites that are all about connecting with people. With the continuous evaluation and rapid emergence of new social media platforms, accompanied by regular updates and the introduction of new features, the categorization of these platforms is constantly shifting and changing. What-so-ever, these tools are helpful for learning.

The world is rejoicing in the advancement of communication technology, expanding communication possibilities through Information and Communication

Technologies (ICTs). The Government of Nepal significantly moved toward digitizing its services by introducing the ' Digital Nepal Framework' in 2019. According to the report of this framework, Nepal has made remarkable steps in embracing digital technologies, surpassing its neighboring countries. This is because a couple of reasons have been highlighted in the report. First, in 2017 alone, Nepal saw a notable increase of 2.25 million new internet users, averaging to around 250 new users every hour.

Second, the projection suggests that by 2025, Nepal will outpace major economies like China and India in internet penetration, given its current growth trajectory. Third, the rise in social media usage significantly contributes to internet adoption in Nepal, trailing closely behind Bhutan in South Asia for social media engagement. Fourth, as of January 2018, Nepal had 9.3 million Facebook consumers and 6.4 million registered consumers on YouTube. It is the latest reliable source published by the Government of Nepal. The information inside Digital Nepal Framework 2019 indicates that Nepalese people have good internet accessibility as well as good practice in utilizing social platforms. So, the study of social media influence among students of higher education in Nepal is worthy.

Social Networking in Higher Education

Several research about using social media in college education suggest that platforms have the potential to improve teaching and learning. Today, university students utilize social media to connect with peers, and professors, reconnect with old companions, and easily share learning resources within their group (Ansari & Khan, 2020). However, these potential benefits can only be realized by both students and educators if they actively integrate these social media platforms into their educational instruction and learning procedures. Integrating social media into education is a modern advancement in online learning technology, complementing the traditional ways of learning on campus that have been in place for decades. Mbodila et al. (2014) and Sobaih et al. (2020) opine that students, teachers, and facilitators in higher studies are deeply involved in the learning practice in such a way that goes beyond conventional classroom methods.

Technology has significantly evolved and influenced how students in academic settings engage with their higher studies. Most of the higher education students rely on online technology to connect with their instructors, collaborate with fellow students, and access course materials (Aghaee, 2010). On the other hand,

teachers in formal education, especially at the University level, have been staying updated with technological advancements. They have recognized the capacity of social media to enhance teaching methodologies and foster engaged learning among learners (Greenhow & Lewin, 2016). Researchers argue that universities should welcome and utilize social media to enhance their educational purposes (Mbodila et al.,2014; Shafiq & Parveen, 2023).

Social Media as a Formal Learning Tool

Formal learning means learning that is maintained by college or other academic institutions, organized and planned with specific content and a schedule (Selwyn, 2007). Moreover, students receive grades, degrees, diplomas, and certificates after they complete this type of learning. In academic institutions, instructors prepare and deliver materials to help students learn. With the expansion of technology, formal learning has grown, particularly with digital learning. Especially in formal education settings, schools and colleges have started using learning management systems (LMS) to enhance their teaching- learning environment (Piccoli et al., 2001). However, with the change of time, social media use has created a healthy atmosphere in the learning field and is playing a good role in challenging learning management system (LMS) (Zhou, 2019).

Moreover, social media is also gaining fame as a learning tool, with students and teachers recognizing its educational value (Kind & Evans, 2015; Purwanto et al., 2023). Similarly, Tess (2013) suggests that social media has evolved from an informal tool to an accepted form of communication among students, faculty, and administrators in an educational setting. This is because of the reliable and comprehensive information it provides through interactive digital and mobile technologies. This is the changing context of social media from informal learning tools to highly accepted formal learning platforms. Furthermore, prior studies indicate that using social media in formal learning can be obligatory or optional (Zhou, 2019). It can be defined as a significant paradigm shift in education today.

Likewise, Dabbagh and Kitsantas (2012) opine that social media offers a convenient means of accessing a vast array of information connecting with knowledgeable individuals, and offering numerous learning opportunities for students. So, students can tap into a diverse range of knowledge disclosed by various users on social platforms. This contrasts the learning management system (LMS) commonly utilized by educational institutions, where students often lack control and

personalization over the learning materials (Dabbagh & Kitsantas, 2012). Because learning through LMS, institutional administrators, and teachers control the learning resources and activities available. Unlike this more passive approach, social media empowers students to engage by creating and sharing educational content among themselves actively. For instance, research about using social media for learning languages found that some students liked making and sharing learning videos to check how well they were learning. They also liked getting comments from their classmates (Cheng & Chau, 2013). Thus, the peer learning environment inside social media platforms ensures that learning content is generated by teachers, students and other stakeholders.

In regular classrooms, learning networks usually involve only teachers and classmates focusing on certain subjects (Lee & Lee, 2008). But, social media helps learning by encouraging people to interact and form groups to work together. These e-learning platforms provide a wider array of networks for students. Moreover, Greenhow and Lewin (2016) argue that these connections might not be linked to their offline social friends but can still serve as valuable resources of knowledge. For instance, in virtual learning worlds, students can exchange information with their friends and receive guidance from experts and professionals, irrespective of any pre-existing offline connection (Chiu et al., 2006). This can be taken as a beauty of social media learning in contrast to various learning management systems (LMS).

Likewise, social media allows individuals to create a personalized learning space using social media tools they use daily. Kind and Evans (2015) argue that this setup supports learning at any time and encourages continuous learning throughout one's life. Learning flexibility entices learners to enjoy social media as an educational resource. The widespread utilization of social media offers learners easy access to content, fellow learners, and knowledgeable sources (Domizi, 2013). Next, social networking platforms provide a platform for learners who are geographically seperated to instantly chat and share their usual daily interactions (Dabbagh & Kitsantas, 2012). Thus, social media allows learners to join in learning without the constraints of physical presence.

 According to Ali et al. (2017), the foremost factors that help to the use of social media for academic purposes by students are individual psychological traits, social influences (such as encouragement from parents, teachers and peers), the quality of information available, and the usefulness of the system. Thus, it can be said

that some influencing variables play a significant part in utilizing social media for formal learning among students. As an instructor, I have firsthand observed college students utilizing social media to connect with their teachers, friends, and many learning materials under the need. By using examples, visuals, and videos from different social media platforms, students can construct logical arguments and simultaneously can enhance problem-solving skills during their studies (Alt, 2017). So, the effect of e-learning on academia is significant and cannot be disregarded. As per the researcher, incorporating social media in academic learning can enhance students' learning prospects, promote group studies and peer discussions, facilitate connection beyond the formal class settings, and boost analytical thinking abilities.

Pros and Cons of Utilizing Social Media

The empirical and descriptive inquiry by Casal (2019) discovered that learners who were involved in social media-based events did better in their studies than those who were not involved in any activities. It means there is a connection between e-learning and the educational performance of students. However, the author also noted that the students were not interested in gaining knowledge through social media. Similarly, the study of Davidovitch and Belichenko (2018) revealed a significant positive connection between students' engagement in a cooperative Facebook community and their academic performance. Thus, it can be said that this virtual process played a significant role in students' success and satisfaction. Teenagers attending high school in Istanbul, Turkey, utilize social media regularly for academic and entertainment purposes but not as much for social interaction (Tezci & Icen, 2017). Moreover, the paper indicates that gender differences had an essential impact on social media use, where male students used more than their female counterparts.

The negative influence of social media is defined by internet addiction, distraction, anti-social behavior, and cyberbullying (Tayo et al., 2019; Umar & Idris, 2015). Jha et al. (2016) examined the influence of Facebook on social interaction, behavior, academic performance, and the health of students attending medical colleges in Nepal. The study highlighted that 98.2% of participants were Facebook users, and they utilized it to maintain contact with their acquaintances and family members. However, the study also found that Facebook negatively impacted academic performance since only 5% of respondents used it to improve their studies. The researcher also discovered that common health problems among Facebook users were eye strain, sleep disturbance and headaches. Similarly, Maqableh et al. (2015)

analyzed the negative impact of social media on students' educational performance, but it depended on demographic characteristics like age, gender, and educational level. It means there exists a good connection between socio-demographic variables and practices of using social media.

<div align="center">**Relation of Social Media with other Online Platforms**</div>

The growth and prevalence of Internet technologies have played an important role in transforming the education landscape. With the rise in internet technology, before educational practices of utilizing social media in formal learning, e-learning has become a valuable way of teaching in formal education alongside traditional classroom approaches (Bennett et al., 2015). Online learning essentially refers to acquiring knowledge and skills using the internet as a primary medium. It is an internet-based form of education that capitalizes on various e-platforms. The beauty of e-learning is its adaptability; students can engage with educational resources virtually anywhere, countering traditional classroom teaching (Allen & Seaman, 2013). Overall, the increased utilization of e-technologies has propelled the integration of online learning into formal education. It helps broaden the options available to learners and educators and improve learning experiences.

A widely used online learning tool in formal education settings is the Learning Management System (LMS). It is employed by educational institutions for main tasks such as administration, online activities, monitoring performance, and reporting the learning progress of students (Shen et al., 2013). Looking at it from an educational point of view, certain social media platforms were utilized like a LMS. To illustrate, Wang et al. (2012) argue that Facebook served as LMS in different subjects where teachers utilized it to distribute learning materials, communicate learning updates, and facilitate virtual interaction. This can be taken as a good integration of social media in LMS. Although LMS was created to enhance technology-driven teaching methods, Dabbagh and Kitsantas (2012) have contended that LMS are often emphasize more for their usefulness to instructors rather than their ability to improve students' learning. It means the control and decision-making regarding the implementation and operation of LMS predominantly reside within the domain of teachers and administrators.

Conversely, employing social media for educational purposes can be centered on the learner. Dabbagh and Kitsantas (2012) have noted this approach where learners have opportunity to apply different social media tools in their interest to generate a

learning atmosphere. Learners can then actively participate in personalized learning and interact with peers for collaborative learning using social media (Purwanto et al., 2023). Thus, it can be said that social media is more learner-centric than LMS.

Another type of e-learning is called Massive Open Online Courses. In short, it is called MOOCs. According to Margaryan et al. (2015), these courses have been created by a growing number of universities and different academic institutions since 2002. MOOCs are more structured and have set schedules, organized resources, and pre-planned activities aimed to fulfilling specific learning objectives, all of which are carefully designed and outlined by the course instructor (Zhou, 2019). It means the MOOC platforms are also instructor-centric, where students' freedom is missing. Furthermore, MOOC instructors often utilize social media platforms like Twitter and Facebook as additional tools within the course (Hood et al., 2015). Researchers indicate that using social networks in a MOOC has helped to enhance the course materials and communication related to the course.

So, the relationship of social media with other online learning tools is healthy. Also, social media's inherent flexibility in terms of timing, cost, learning materials, and more can add a dynamic and enriching learning atmosphere for learners than other online learning platforms. This adaptability permits students to be involved in the course at their ease, potentially enhancing their overall learning experiences.

Influence of Social Media on Subjective Well-being

These days, researchers are looking at how using several social media platforms affects university learners' happiness and satisfaction (subjective well-being) (Kim et al., 2020). Instead of looking at each platform separately, social media use is treated as a collective concept to delve into its impact on subjective well-being, recognizing that students use multiple social media platforms simultaneously. Goswami (2012) suggests that subjective well-being comprises both cognitive evaluation of how satisfied and happy one is with their life as a whole and the emotions and feelings they experience. A person's perception of their life experience can be reflected in various aspects, such as their level of pleasure with life and their positive and negative emotional outlook. So, well-being needs to be seen from a personal viewpoint. The vital part of subjective well-being is the assessment of life. It is about focusing on maximizing positive emotions like joy, comfort, and satisfaction, while minimizing pain or discomfort as a way to achieve happiness (Henderson & Knight, 2012). In this context, community college students' perspectives on utilizing

social media for learning could vary. While some might feel happiness from learning through social media platforms, others might experience discomfort when utilizing social media for learning context.

Studies have recognized an association between subjective well-being and favorable consequences such as improved social relationships and increased creativity (Diener et al., 2018). As we know, good social relationships can be achieved by utilizing social media in learning because it promotes collaborative studies, group discussion, and facilitates communication with peers (Ma & Chan, 2014; Alt, 2017). This, in turn, enhances social relationships with friends and teachers, potentially leading to increased happiness and enjoyment (Alismaiel et al., 2022). So, students may experience improved well-being through these actions. For instance, Ellison et al. (2007) discovered that using Facebook helped students form new friendships, strengthen present friends, and maintain distance relationships. They also noted that using Facebook was connected to greater satisfaction with university life, particularly benefiting students with lower self-esteem by facilitating new social connections.

Research suggests that the impact of learners' social media engagement on their overall well-being can be either beneficial or detrimental. For instance, social media is a platform of social care and connectedness, but on the contrary, it can be a source of stress, anxiety, and depression. For example, Grieve et al. (2013) discovered that being socially connected in person and social connected on Facebook were different things. They found that being connected on Facebook was linked to a greater level of overall well-being and lesser platforms of depression and anxiety. The quality of interactions and connections of children with others, whether with their family, friends, or peers, plays a crucial act in shaping their overall sense of happiness and subjective well-being (Goswami, 2012). However, some research presents a different view, suggesting that using Facebook may have a negative impact on our overall well-being. For instance, an inquiry by Meier et al. (2016) revealed that students who regularly use Facebook to avoid their schoolwork felt more stressed about academics and had lower overall well-being.

The correlation between well-being and social media has been established by various investigators. Kim et al. (2020) found that the wide range of communication of college students on social networks enhances students' subjective well-being. Similarly, Zhao (2021) demonstrated that the entertainment use of social media causes addiction, whereas societal use is supportive of enhancing subjective well-being.

Moreover, the study explored that non-addicted users experience greater subjective well-being than addicted users.

Using social media for education helps students learn better. It makes them feel like they are doing well and are happier with their learning (Sabah, 2023; Rahman et al., 2020; Sayaf et al., 2022). The connection between happiness and satisfaction with learning contributes to students' enhanced sense of well-being. Research indicates a clear link between social media-based learning and students' well-being, both directly and indirectly. Al-Rahmi et al. (2022) further support the notion by highlighting the importance of collaborative learning opportunities, easy access, and students' adaptability to e-based learning methods. These factors are instrumental in fostering high levels of learning satisfaction among students. Therefore, it can be inferred that social media-based learning can significantly contribute to students' subjective well-being, with various factors playing crucial roles in this process.

Next, the study of Butkovic et al. (2012) found that socio-demographic variables might only explain about 10% -15% of the differences in how happy people are. This is backed up by a big review of 137 studies, which showed that age, sex, and conjugal status do not substantially affect people's subjective well-being (DeNeve. & Cooper, 1998). However, the connection between the utilization of social media and subjective well-being cannot be neglected. On the other hand, as the researcher discussed above, with the help of other literature, students of different levels use social media for formal learning. In this context, it cannot be ignored that the formal learning practice on social media may connect with students' subjective well-being. The exploration of this connection is one of the aims of the study.

Subjective well-being can be measured using various scales developed by researchers. For example, there is a popular well-being scale designed by Bann et al. (2012). The reliability and validity of the public health investigation well-being scale formed by Bann et al. (2012) were further checked by Kesim and Kara (2019) and was found stronger to measure the well-being of people. Moreover, the well-being scale designed by Bann et al. explains that people perceive an increased sense of well-being when they experience happiness, satisfaction, enjoyment, and good relationships with others through engagement in various activities. Given that the study's goal was to measure learners' happiness and satisfaction in their learning using social media, it is appropriate to utilize this scale in the investigation.

Policy of Social Media in Higher Education

According to the empirical investigation survey conducted by Nagel et al. (2018), students insisted on incorporating social media into their curriculum, asserting that proficiency in social media is essential for their academic and professional paths. From this view, this researcher understands students' awareness regarding the use of social platforms. Still, they encounter challenges incorporating social media into their learning spheres because they lack adequate understanding. Next, in response to the pandemic, Indonesian Christian University has endorsed a policy of distance learning through online platforms, including social media (Nadeak, 2020). Therefore, the literature on the connection between e-media usage and well-being highlights the need for colleges and universities to establish clear guidelines for social media use in the teaching and learning methods. Educational institutions must train students on how to properly and effectively apply social media for academic pursuits.

Similarly, Nepal's Education policy of Nepal-2076 also talks about virtual digital education to support students at any level in their learning which can be found inside the social media platform. However, the education policy does not directly mention social media platforms. Next, the Open and Distance Education Centre (ODEC, 2015) at Tribhuvan University (TU) wants to offer good education in Nepal and other places by using a method of learning that can be done from far away, called open and distance learning. To achieve that, Tribhuvan University has taken policy to integrate Information and Communication Technology (ICT) in pedagogy. Moreover, Tribhuvan University (2020) has issued a guideline for teaching through online classes. To support this, the diverse educational resources accessible on social media platforms can enhance the standard of virtual education at Tribhuvan University.

Similarly, Kathmandu University (KU) has issued guidelines for online teaching (2020) to help students study during the COVID-19 pandemic. The researcher personally witnessed the use of social media to exchange reading materials and information between faculties and students during the online teaching practice at KU. Thus, at the policy level, higher education institutions are also in favor of virtual learning and are developing guidelines accordingly. The role of social media in the virtual learning method is crucial.

Using Social Media for Formal Learning: Theoretical Perspective

Social cognitive theory, introduced by Bandura (1986), is a psychological concept that aims to clarify human behavior. It was created to understand how we pick up social behavior. This theory is also used to understand learning, suggesting that a significant portion of our learning comes from observing the world around us, particularly the social aspects of it. In simpler terms, social cognitive theory tells us that how a person behaves and functions over time is influenced by a constant interplay of personal, behavioral, and environmental factors (Zhou, 2019). Previous studies have utilized the social cognitive theory to elucidate human actions in various domains. One of the domains is the technological area.

In the area of technology, earlier studies have employed the social cognitive theory to illuminate how individuals utilize technology and interact online. Elements of social cognition have proven to be important indicators of how individuals engage with various aspects of technology, such as their usage of social networks in the context of information management (Khang et al., 2014). Likewise, social cognitive elements have emerged as important predictors of online learning tools adoption, according to Mohammadi (2015). Within social networking, social cognitive theory has been utilized to comprehend the elements that impact the sharing of information within virtual communities (Hsu et al., 2007). Similarly, research by Tsai et al. (2011) found that scholars have used social cognitive theory to clarify academic success within online course environments.

Moreover, Wang and Wu (2008) have highlighted the application of social cognitive theory in comprehending cooperative approaches to online learning behavior. The examples given in this paragraph show that social cognitive theory is the most effective in explaining how learners utilize social media for reading and writing online. It helps us understand the various factors why students integrate social media into their learning.

The viewpoint of social cognitive theory on self-regulated learning highlights how personal factors play a crucial role at every stage of learning (Zimmerman, 2002). In this theory, Wolters et al. (1996) argued that personal factors encompass a person's motivational beliefs, including their belief in their capabilities (self-efficacy), and their inherent interest in the goal (intrinsic goal orientation). So, within self-directed learning through social media, students' confidence in their capacity to achieve meaningful learning, together with their preferences, is significant. Referring to the social cognitive theory, Zimmerman (2000) emphasized how students' trust in

their personal capacities, known as self-efficacy, plays a significant role in guiding various aspects of managing academics. Self-efficacy is a learner's sureness in their capability to do a particular academic task (Bandura, 1986). Self-efficacy is vital to achieving academic success (Shah, & Bhattarai, 2023).

Studies have revealed that self-efficacy, confidence in adopting online tools, past exposure to e-learning and prospects of the outcomes can disturb a learner's academic achievement (Wang & Newlin, 2002). These findings suggest that students' beliefs in their capabilities, comfort with technology, familiarity with online learning environments, and perceptions of the potential results play crucial roles in determining their achievements in academic settings. Likewise, confidence in peer learning habits is another important part of e-learning. The suggestion is that within internet-based learning, engaging with others represents a distinct and significant part of the learning process (Cho & Summers, 2012). In particular, individuals who regulate their own online learning possess increased confidence in interacting with both peers and teachers.

Nevertheless, several investigations within the area of online education have indicated that individual aspects linked to technology usage, such as confidence in using computers and the internet (known as technology self-efficacy), significantly impact how individuals behave and perform in online learning (Tasi et al., 2011). Specifically, researchers have argued that social media self-efficacy pertains to one's assurance in utilizing social media tools for learning commitments. So, technology adaptability is another key concern in utilizing social media for formal education from the perspective of technology self-efficacy, which can be connected with social cognitive theory.

Likewise, the study of Joo et al. (2011) has pointed out that individual factors associated with technology utilization might interpret e-learning behaviors. In the same line, Bandura (2002) said that technology allows people to take charge of their own learning, and dealing with advanced technologies requires advanced skills and abilities. Likewise, online learning satisfaction is also connected with the personal factor of technology self-efficacy (Artino, 2007). This satisfaction may connect with the subjective well-being of learners.

In the social cognitive theory of self- learning, apart from personal factors, the surroundings also contribute to influencing an individual's behaviors. These environments can positively or negatively impact how individuals engage with self-

regulated learning strategies (Bandura, 1986). This suggests that the context in which learning takes place can greatly impact the effectiveness and success of self-directed learning efforts. Moreover, Bandura (2002) pointed out that studies about social cognitive theory should consider how communication has been influenced by the introduction of technologies.

Research on how people use technology often shows that technology can influence how and why individuals choose to use new technologies for learning. Specifically, the platform's usefulness, source reliability, quality, and user-friendliness of technological features within an e-learning system significantly influence a learner's inclination to utilize an e-learning platform (Sumak et al., 2011). Thus, information quality, flexibility, reliability, and adaptability, etc., are the adjacent variables that matter in the usage of social platforms in education.

Considering how satisfied a student is with a learning system is seen as an important measure of how successful the system is for them (Kuo et al., 2013). Thus, it is valuable to assess how using social media for formal learning influences students' satisfaction with learning experiences. The social cognitive theory suggests that people's perceptions, like how satisfied they are with their learning, can be influenced by their actions and performance (Bandura, 1986). Thus, identifying students' perception of learning satisfaction using social media is critical to e-learning.

Conceptual Framework

Works of reviewed literature show both positive and negative effects of social media on student's life and learning. The literature has indicated that the extensive usage of social media among young grownups makes its integration into learning contexts inevitable. Both advantages and disadvantages are associated with utilizing social media as educational aids. Despite this condition, social media offer numerous advantages and fresh possibilities that can facilitate learning. Social platforms offer easy access to information and allow users to interact conveniently with others. Because of this, students often choose to use these platforms for learning purposes (Al-Rahmi & Othman, 2013). So, learning flexibility can be a factor that motivates students to utilize social media for their academic excellence.

Next, scholars have expressed worries about the reliability and trustworthiness of educational materials found on social media. This is because the content is primarily created by users, and a majority of the reading materials are not checked by educators or experts (Clifton & Mann, 2009). So, reliability and trustworthiness may

be other factors for students to incorporate social platforms in their academic part. Likewise, demographic variables (like age, sex, and educational level) also matter in the usage of social platforms for learning (Feng et al., 2019).

The habit of peer learning may be another influential factor in learning on social media. One major worry revolves around whether students truly engage in active learning. Research conducted by Myers et al. (2018) delved into how surgeons utilized a Facebook group to exchange experiences and learn from one another. Their findings revealed that not all users actively interacted within an online group, and most interactions were passive, such as liking posts, rather than engaging actively by commenting or discussing. The perception towards collaborative learning may not be the same for all. So, the learning behavior of students is a key issue in learning on social media. Therefore, despite several studies emphasizing the power of social platforms in encouraging active learning (Evans, 2013), there is still uncertainty regarding the degree to which learners truly participate on it for learning. Thus, it is necessary to identify the factors influencing this engagement and its impact on learning experiences.

Using social media for learning can be problematic due to potential distractions from these platforms' entertaining and social content. Social platforms are initially designed for social interaction and entertainment rather than educational purposes. This blurs the line between engaging in learning activities or socializing on these platforms (Greenhow & Lewin, 2016). Kirschner and Karpinski (2010) found that scholars were being distracted by Facebook, negatively affecting their capacity to manage time and dedicate ample time to learning effectively. Poor academic performance can lead to anxiety and depression, consequently causing unhappiness among students. In this context, social media can influence the subjective well-being of students.

Finally, from various reviewed literature, it was found that demographic variables (age, ethnicity, economic status, gender), collaborative learning (peer learning), learning behavior, learning flexibility, conceptual learning, learning technique, learning adaptability, learning motivation and information quality with system usefulness, etc., are influencing variables that contribute a vital act in formal learning of students utilizing social media. Similarly, subjective well-being was assessed by considering variables such as satisfaction, joy, happiness, excitement, personal growth, and enhancing social relationships via social media-based learning.

So, the concept of this study was that certain variables influence students to utilize social media in formal learning. Also, this study highlighted the interconnection between social media use in formal learning and the subjective well-being of students. Based on these various concepts, the following figure was made as the study's conceptual framework.

Figure 1

Conceptual Framework of the Study
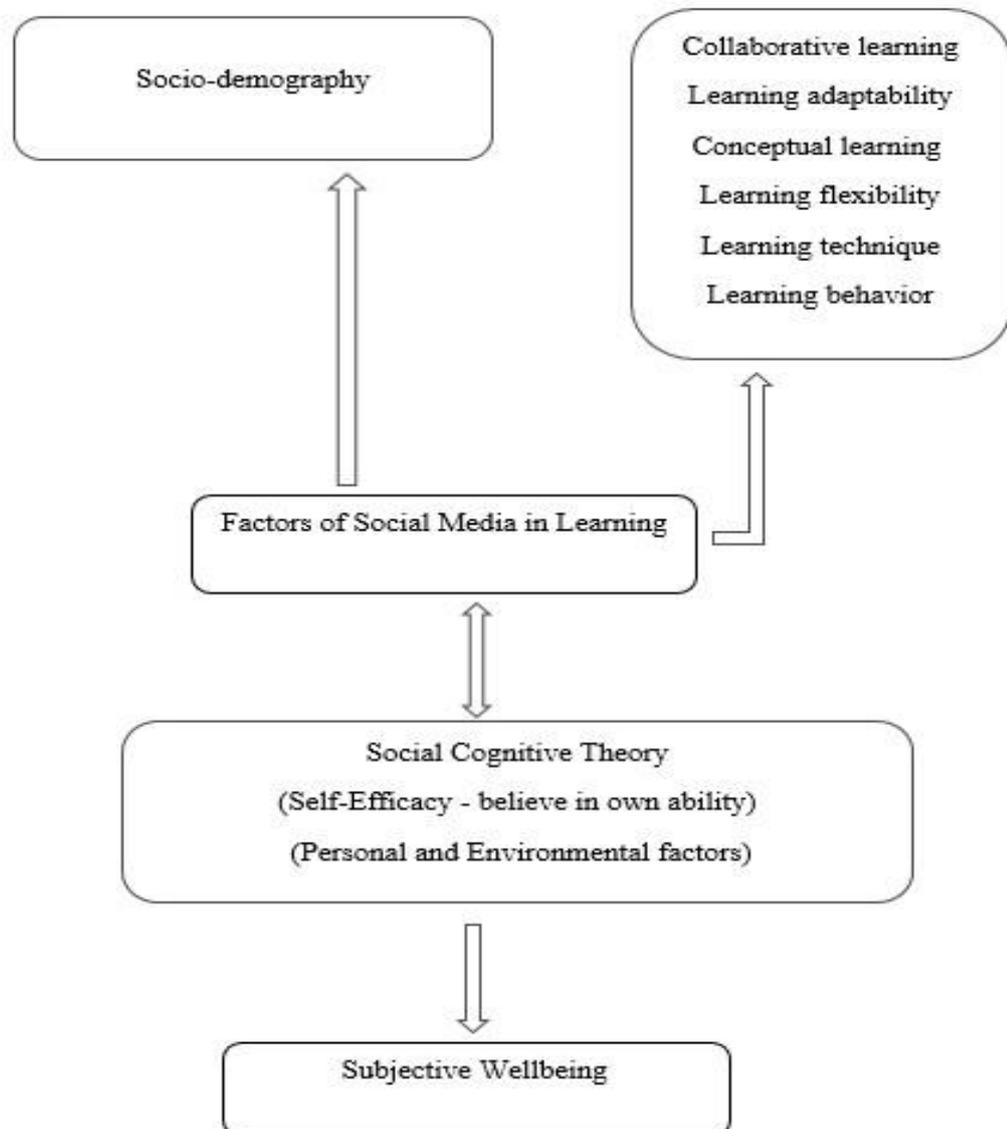
Research Gap

As per the literature, several factors influence students to employ social media for their formal learning (Alismaiel et al., 2022; Zhou et al., 2021; Sabah, 2023; Qureshi et al., 2023). But, students' perceptions may not be the same due to different socio-demographic contexts (Jiang et al., 2023). So, it is crucial to investigate and delve into the factors that motivate community college students in Nepal to utilize social media for their educational purposes. With my literature review, I have found limited studies in Nepal on this topic. Moreover, past studies have exposed that social and entertainment use is more connected with students' subjective well-being (Zhao, 2021). However, the association between formal learning use of social media and subjective well-being is still an interesting issue for the study, which was the prime aim of this study.

Applying social cognitive theory to illuminate the elements impacting learning through social media and its association with personal happiness introduces a captivating notion. Next, there is a dearth of cross-sectional survey studies exploring the factors of social media learning among community college students utilizing techniques such as Principal Component analysis (PCA). In this context, this study fulfills three significant gaps: a knowledge gap, a theoretical gap, and a methodological gap.

Chapter Summary

This chapter has incorporated a review of the literature, focusing on various aspects of social media as educational resources. It has discussed the definitions of social media and formal learning, exploring the presence of social platforms in college education, social media practices in Nepal, global utilization of social media for learning, the correlation between social media-based learning and happiness/satisfaction, and the advantages and disadvantages of employing social media. The review was based on existing information; however, there exists limited study on social media as learning tool in Nepal and the subjective well-being of students. Within the literature related to subjective well-being, it has been established that subjective well-being refers to individuals' perceptions of happiness and satisfaction resulting from specific actions taken in their lives. Next, the review indicates that students utilize social media for educational purposes for various reasons.

The study delved into explaining the influence of social networks usage in learning by employing social cognitive theory. The conceptual framework was constructed based on existing literature and the researcher's personal experiences. Despite an exhaustive examination of social media usage for educational purposes in college education, this study recognized a research gap. It has not found a connection between social media use for formal learning and students' subjective well-being resulting from that learning. It was the main focus of the study.

CHAPTER III

RESEARCH METHODOLOGY

The chapter comprises a paradigm and philosophical considerations of the study, followed by the study's design. In this phase, the researcher aimed to investigate the level to which graduate learners engage with social media, understand the factors that drive them to employ social media for their formal education, and comprehend their attitudes toward their well-being concerning utilizing social media for educational achievement. To measure respondents' views, items were constructed by adapting existing literature, expert suggestions, and pilot testing. The sample size was determined by applying the existing formula to make the sample more representative. A field-based investigation was conducted through the implementation of a structured questionnaire. Therefore, the theoretical ground for this research is post-positivistic. Additionally, this section encompasses the tools and techniques employed for data gathering, and data examination, along with considerations pertaining to the validity, reliability, and ethical aspects of the study.

Paradigm and Philosophical Consideration of the Study

The paradigm of the study aimed to comprehend the learning phenomenon of students utilizing social media and their perception of well-being through social media learning. Paradigm is not only the world views that include virtually everything someone thinks or believes; however, it is essential to clarify what is contained in the worldview (Morgan, 2007), describing how social media supports learning. So, to validate the worldview, the study embraced the post-positivist approach of the research paradigm, as the rationale behind using social media for learning needs to be measured among students with valid reason. Creswell (2014) says that post-positivists believe that things happen for a reason and that these reasons usually decide what will happen next. Here, the study was in line to recognize the cause and effect of social platforms on students' life and their perceived subjective well-being. Therefore, the study's approach was post-positivist, where the issue of the research- based questions was investigated through a field-based survey. So, the scientific method of study was carried out to explore existing knowledge about social media's uses, perceptions, and stimulating factors on students' learning achievement.

Ontology concerning learning through social media pertains to the ideas and beliefs individuals have created about the world. It covers how these notions are employed in interactions with one another and the surrounding environment (Gormley, 2005), particularly in the scenario where students employ social media platforms for educational purposes. In this study, ontology delves into the fundamental nature of reality as perceived and interpreted by students engaging in learning activities through social media channels. As a professional teacher, the researcher has found that parents, students, and academic stakeholders agree that social media influences students' lives and learning, which is connected with students' subjective well-being. Based on this ontological value, this research has explored the uni-reality existing in society about the practice and influence of social media on students' lives. Statistical enquiry was done to meet the reality. Thus, taking the post-positivistic ontological value, this research has explored that reality.

This study has considered the reality of the connection between the utilization of social media and well-being as an objective. According to Creswell (2014), objective reality is measured through the postpositive paradigm, which is the epistemology of this study. So, the study has considered that the sources of wisdom about the student's use of social media are students' perceptions and beliefs, which are measurable through different empirical statistical analyses.

In post-positivist approaches, while acknowledging the value-leadenness of the theory, are often characterized by researcher efforts to minimize the influences of those values to maintain enough objectivity and research validity (Teddlie & Tashakkari, 2009). So, keeping these things in mind, the axiology regarding the research to study usage and influence of social platforms on students' learning as well as their perceived subjective well-being is based on empirical analysis of community college students. So, the research findings are value-free and independent of the researcher who studied social media's consequences on students' learning achievement and perceived subjective well-being. In this study, the researcher stayed neutral and did not get involved with the data they collected from the people being surveyed. This means the researchers kept a clear boundary between themselves and the situation throughout the research process.

Design of the Study

As per Creswell (2014), a quantitative research method is needed to analyze and interpret survey data from structured questionnaires. So, the quantitative research

method was applied to check students' perspectives on integrating social media into their learning and how this learning contributes to subjective well-being. The survey design was carried out using a structured questionnaire among community college students. Thereafter, questionnaires were distributed to individuals with prior experience utilizing social media for academic purposes.

Creswell (2014) explains that research designs are like a roadmap that researchers use to guide them from their initial assumptions to the specific methods they use to gather and analyze data. The study has focused on the quantitative research design, and data was collected through a survey process with a structured questionnaire among community college students. Thus, collected data was analyzed using statistical procedures, and the results were explained as per the findings and discussed further using existing theories and literature.

This research looked at various social media platforms broadly rather than concentrating on a particular one. The decision not to narrow down to a particular academic discipline or social networking site was based on the two main reasons. Firstly, previous studies on e-learning displayed that the subject of the course was not significantly linked to how people learn and perform (Wan et al., 2012). Secondly, due to students' widespread access to diverse social networking sites, Dabbagh and Kitsantas (2012) proposed that learners utilize different platforms to create a learning atmosphere. Thus, this study did not isolate particular academic disciplines or individual social media platforms. Instead, it aimed to comprehend how students utilize social media for learning in college.

Population and Sample of the Study

The study was conducted in community colleges in the Lalitpur district because this district encompasses urban, semi-urban, and rural areas. This diverse composition enables the inclusion of different natures of community colleges, including accredited by University Grants Commission (UGC), Nepal. Students were selected from Bachelor's and Master's levels because the learning pattens of students are same in both levels, based on the personal experience of the researcher as a community college teacher. It can be considered that students will be competent human resources in our country. As per the University Grants Commission (UGC), Nepal (2022), there are 13 community colleges in Lalitpur district. At one of the colleges, the researcher did not find any students during a couple of visits (the college

administrator said that they have not only a very low number of students but also almost zero attendance of admitted students).

Because of the smaller size of the college, all the colleges, except where the pilot study was conducted, were the sample of the study. So, the sample frame of this study included all the Bachelor's and Master's level students from those 11 colleges, totaling 2010 (male=585, female=1425) in all (UGC, 2022). Due to the significant proportion of female students, there might be a higher representation of females in the randomly selected sample of the study. Additionally, ethnic breakdown data was not accessible. Nonetheless, most of the sample came from the Janjati community. This occurrence could result from chance in random sampling, indicating the substantial size of the Janjati population. The sample was of unit two level. The first was the college, and the second was the student. Further, the student size for the study was calculated using Krejcie and Morgan's (1970) formula.

$$n = \frac{z^2 pq}{a^2} \text{ followed by Sample size} = \frac{n}{1 + \frac{n-1}{N}}$$

Where, z = z-value for 5% significance level = 1.96; p= prevalence rate (probability of happening) = 0.5, q = probability of not happening, a significant level = 5% and N= population size.

The calculation resulted in a sample size of 322 students for the study. Nevertheless, witnessing the present condition of higher education, 20% of students were in the sample size to avoid data loss due to non-responses. So, a total of 322 + 20% of 322 = 386 was the sample size for this study. To select the sample, a simple random sampling technique was used by listing the students' names, and the number was chosen by ensuring the campus size in terms of student count. By using the data available at campuses about the reachable students who were not on long vacation due to exams were part of the sample frame in this study. The sample from the campus with a small number of students was smaller than the campus with a larger number of students. Table 1 shows the sample size per campus.

Table 1

Table Showing Sample Frame and Sample Size of Students

Name of Campus	Student number (sample frame)	Sample size
Campus A	47	9

Name of Campus	Student number (sample frame)	Sample size
Campus B	286	55
Campus C	229	44
Campus D	292	56
Campus E	120	23
Campus F	182	35
Campus G	406	78
Campus H	135	26
Campus I	240	46
Campus J	26	5
Campus K	47	9
Total	2010	386

Tools Construction

The questionnaire was planned and designed to collect precise information. For this, a comprehensive closed questionnaire was adapted using various existing literature, such as Al-Rahmi and Othman (2013), Aghaee (2010), Zhou (2019), Ma and Chan (2014), Mao (2014), Howard (2014) and Bann et al. (2012) which was verified with expert opinions and validated by a pilot study. More precisely, the researcher adopted a questionnaire from different literature and reviewed it. After that, relevant questions were selected focusing on research questions with the help of experts (students from the same study population, teachers, supervisors of this study, and fellow researchers). Further, the constructs, and items were meticulously reviewed to ensure they were well- validated by existing theories such as social cognitive theory (Zhou, 2019) and questionnaire refinement was conducted. The moderated questionnaires were translated from the English language to the simple Nepali language, taking care of respondents. However, in this process, expert suggestions were highly taken to make the questionnaire respondent-friendly by addressing language ambiguity.

Five questionnaires were dry run among students of different ethnicities and backgrounds before piloting to ensure language problems. In this process, unclear languages were identified and corrected according to the suggestions of respondents.

In this way, the first draft of the questionnaire was refined with the help of scholars and experts to ensure content validity. As per the study, the questionnaire provided information on how social media influences students' learning at community college and how they perceive social media for their subjective well-being.

On the other hand, piloting is very important in the questionnaire design process. So, before finalizing the questionnaire, the piloting was conducted to check whether the questionnaire gave enough information to the research questions. Among the sample size, 10% of the sample (i.e., 39 respondents) was taken for the pilot study. Another aspect of the piloting was checking whether it was compatible with the respondents to understand the research objective. The unclear questionnaire was refined based on the suggestions of respondents.

The leading part of the questionnaire asked about social demographic information, like gender, age, ethnicity, and educational history. In the second section, 30 questions were employed to evaluate factors that encourage students to utilize social media for their academic knowledge, and finally, six items were used to measure subjective well-being with learning through social media. Following earlier studies that influenced the scales used in this research, we evaluated all items measuring the concepts using a six-point unipolar Likert scale having a value from 1 (= very least agree), 2 (=least agree), 3(= slightly agree), 4(=moderately agree), 5 (=mostly agree) and 6 (=totally agree). The Likert scale serves as a method for participants to show their degree of agreement or disagreement with given statements. According to Carifio and Perla (2008), it is a commonly used tool in social science research to effectively gauge participants' viewpoints, beliefs, and actions. It is worth noting that when we use several Likert questions to measure something, making the scale summative, parametric tests like regression, factor analysis, and association tests have been shown to produce fair outputs (Sullivan & Artino, 2013). Therefore, using the Likert scale in this study is appropriate because the study's main ideas were measured by asking several questions that were proven to be accurate and consistent. Then, we looked at how these ideas relate to each other using a method called multiple regression. Nevertheless, normality tests were also the measures to select the appropriate statistical test for further analysis.

Data Collection

The research design embraced the survey method. The primary data was collected from all community colleges in the Lalitpur district for the study, and the

result was analyzed. A structured questionnaires were used for data collection. Respondents were approached at a suitable time to ensure the data's consistency and accuracy. Before gathering data, permission was acquired from the college authorities. Additionally, the researcher personally visited each college to gather the required data, maintaining a hands-on approach.

Data Analysis and Interpretation

The data obtained from different respondents were listed in descriptive form. The data were investigated using statistical software such as SPSS. Graphical representation of data analysis was done for easy understanding, taking care of demographic variables. Exploratory factor analysis explored the different factors that help students in their e-learning through social media. Similarly, descriptive statistical and inferential statistical tools were used as per requirements for the further generalization of the outcome. The regression model was developed to understand the extent of the connections between social networks utilization and students' perceived well-being. The table gives the tools applied for analysis against the research questions.

Table 2

Research Questions and their Statistical Analysis Tools

Research questions	Statistical tools
(1) What factors predict students' use of social media for their learning?	Exploratory factor analysis
(2) To what extent is the students' use of social media for their learning associated with their well-being?	Regression analysis
(3) How does socio-demographic diversity affect students' learning through social media?	t- test , ANOVA

Reliability and Validity

Reliability means consistency in measuring student learning through social platforms and their subjective well-being. At the same time, validity pertains to the accuracy of the constructs used to measure learning and well-being. According to Wikamn (2006), the reliability of survey questions can be affected by the way they

are selected, with some questions chosen for theoretical interest rather than technical feasibility. This study addresses these concerns by testing 10% of the sample (39 students) for internal consistency and using pilot testing to maintain consistency in the questionnaire. The test results yielded an alpha value of .9 (table 3). As alpha is greater than .75 and the item-rest correlation of each item is greater than .2 (table 4), there are no internal consistency issues, indicating the tool's reliability (Tabachnick & Fidell, 2007).

Creswell (2014) suggests three types of validity in survey research: content, construct, and criterion vailidity. Content validity was ensured by using the well-tested and piloted questionnaire, further validiated through the expert's consultations. The consensus of respondents was taken before data collection. To confirm the face validity of the research instruments, a preliminary study was done, involving the 5 graduate students who were invited to assess and refine the survey questionnaire, as well as provide clarity on the wording of questions. Following their feedback, minor adjustments were implemented to address issues related to both wording and format within the questionnaire. Thereafter, a pilot study was carried out among 39 students.

Kaiser-Meyer-Olkin (KMO) test was conducted, and KMO value 0.861(table 9) was found. This value shows that the sample size for the factor analysis was adequate (Kline, 1994). Moreover, Chi-square value (1302.954) indicated the factorability of dataset. Varimax rotation, as recommended by Muijs (2005), was applied to identify distinct independent factors. Additionally, the retention of major factors was determined based on Kaiser's criterion, requiring eigenvalues equal to or higher than 1, following the guidelines by Yong and Pearce (2013). While Costello and Osbone (2005) suggest a minimum factor loading of 0.30, this study adopted a more stringent criterion, keeping items that have factor loadings exceeding 0.45 to uphold convergent validity.

Table 3

Reliability Analysis

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.9	.9	36

Table 4

Item-total Statistics

Item	Scale Mean if Item Deleated	Scale Variance of Item Deleted	Corrected Item-Total Correlation
i3	141.314	282.104	0.404
i4	141.257	284.844	0.364
i10	141.086	282.434	0.473
i13	141.543	273.255	0.658
i14	141.057	281.644	0.5
i15	141.2	279.459	0.516
i16	141.686	282.104	0.333
i17	141.143	275.891	0.671
i19	142.486	272.375	0.554
i20	141.657	271.879	0.711
i21	141.343	278.997	0.467
i22	141.229	278.534	0.377
i23	141.4	272.659	0.548
i24	141.343	276.114	0.507
i25	141.457	279.844	0.378
i27	141.143	279.891	0.625
i28	141.457	277.726	0.546
i29	141.314	274.516	0.615
i30	142	268	0.66
i31	141.429	276.723	0.52
i32	141.057	278.35	0.544
i33	141.343	284.173	0.26
i34	142.057	280.467	0.369
i36	141.257	273.432	0.717
i37	141.171	275.558	0.513
i40	142.057	271.585	0.564
i41	141.314	273.81	0.615
i42	141.314	284.692	0.343
i44	141.2	281.106	0.477
i45	141.114	286.339	0.409
i47	141.286	278.504	0.485

Item	Scale Mean if Item Deleated	Scale Variance of Item Deleted	Corrected Item-Total Correlation
i48	141.429	273.958	0.535
i49	141.143	278.714	0.589
i53	141.257	280.197	0.416
i54	141.4	284.894	0.35
i55	141.086	278.963	0.593

Table 4 showed that all the items' inter-total correlation was more than .2, which was sufficient to decide the retention of the items as presented in table for the final data collection.

Simple random technique was used, and appropriate statistical measures were utilized for the generalization of the results, ensuring the study's predictive validity. Finally, the construct validity was maintained through the expert consultations and maintaining the coherence of the research problem, question, methods and findings. The study was used scientific procedures to develop the questionnaire and rely on expert opinion to ensure its quality for content validity. The results were compared to existing theories and literature for construct validity.

Ethical Considerations

The study passes from generation to generation as a process of citation. So, some of the significant components described commonly by scholars for ethical considerations are confidentiality, truthfulness, integrity, and openness. Ethical issues must be considered when planning, conducting, reporting, and disseminating research (Cohen et al., 2018). According to Creswell (2014), ethical issues are not only for data collection and analysis but should be considered strongly in writing and disseminating the results. Keeping these things in mind, the study maintained research ethics during the selection of topic, design, and methodologies, and in the exhibition, collection, investigation, and interpretation of the data.

Being ethically responsible means making sure that the participants involved in the research are treated with respect and that the data and information are truthful and accurate (Gravetter & Forzano, 2006). Before taking part in this study, the respondents gave their approval. To protect their privacy, the researcher did not reveal their identities, keeping their information confidential, and anonymous. The data were collected by maintaining high respect. No informant was compelled or influenced to

provide information. No data falsification was made to bring good results, and no discrimination was made in terms of sex, gender, ethnicity, and profession.

On top of these, the study fully complies with the ethical guidelines of Kathmandu University School of Education. It ensures that all the ethical compliances are fully met, from the issue identification to tool development, data collection, presentation, and reporting.

Chapter Summary

This chapter serves to navigate systematic approach employed in conducting the study. The research is grounded in a post-positivistic paradigm, adopting a clear ontological and epistemological stance. The main objective of the research is to gauge the influence of social network usage on students' learning and their perceived subjective well-being, utilizing a quantitative survey design. The geographical focus of the study centers on the community colleges within Lalitpur district, Nepal. In this context, the entire student body of these community colleges was regarded as the population under investigation. A simple random sampling technique was employed to ensure a representative sample, facilitated by a meticulously designed sampling frame. This frame was created by compiling a list of students during the data collection time. The data was collected through a structured questionnaire, crafted with insights drawn from existing literature and expert suggestions. A crucial step in refining the questionnaire involved conducting a pilot study with 10 percent of the sample size. Feedback from the pilot study participants and suggestions from scholars enhanced the questionnaire's content validity. The consistency of the questionnaire was assessed using Cronbach's alpha value, ensuring that the instrument consistently measured the intended constructs. Throughout every phase of the inquiry process, a rigorous ethical framework was maintained. This commitment to ethical standards highlights the researcher's credibility and the responsible handling of sensitive information.

CHAPTER IV

FACTORS CONTRIBUTING TO LEARNING THROUGH SOCIAL MEDIA

In this chapter, a comprehensive descriptive analysis of respondents, focusing on various aspects such as gender, ethnicity, age group, social platforms they utilized, and timing of their social media use concerning their learning experiences, are presented. Furthermore, Principal Components Analysis (PCA) was employed to delve into the factors influencing students in incorporating social media into their academic learning. Additionally, the degree of relationship between the identified factors influencing learning through social media and the respondents' subjective well-being was calculated. Further, regression analysis shows the extent to which different factors explain well-being. Similarly, statistical inferential tests, such as the *t*-test and *ANOVA,* were utilized to assess whether significant differences in the average learning existed among distinct groups.

Social Demographic Information about the Respondents

Though the sample selection of the study was simple-random, where the lottery technique was used, students' socio-demographic information was collected throughout the data collection process to understand the various diversities. As the sampling was random, the diversity that the study reveals is the picture of the study population. The characteristics of the participants encompass sex, age, ethnicity, education area, type, and frequency of various social media used. Table 5 gives the descriptive figure of the diversity of the sample chosen randomly while collecting the data.

Table 5

Social Demographic Information of Respondents

Social demographic Character	Category of differences	*N*	*%*
Gender			
	Male	98	25.4%
	Female	288	74.6%
Age (in years)			
	less than 20	114	29.5%

Social demographic Character	Category of differences	*N*	*%*
	20	149	38.6%
	21	45	11.7%
	22	31	8%
	23	12	3.1%
	24	14	3.6%
	25	7	1.8%
	26	4	1%
	More than 26	10	2.6%
Ethnicity			
	Brahmin/Chhetri	142	36.8%
	Janajati	216	56%
	Dalits	17	4.4%
	Madhesi	9	2.3%
	Muslim	1	0.3%
	Others	1	0.3%
Educational Level			
	Bachelor	357	92.5%
	Master	29	7.5%
Area of Study			
	Humanities	81	21%
	Management	262	67.9%
	Education	43	11.1%

Note. *N*= Number of respondents, *%* = percentage of respondents of total

Table 5 shows that about three-fourths of the students were female (74.6%), and the rest (25.4%) were male, indicating the active enrolment of female students in community colleges. Regarding the age of respondents, 29.5% of them were under 20 years old. Likewise, about half (50.3%) of the students were between 20 and 21, and 20.2% of them were over 21. This indicates that most students start their university education after high school (grade 12) and continue their education without a gap.

Regarding the ethnicity of the respondents, more than half of the students were Janajati (56%), which is about 20 percent points higher than the number of Brahmin/

Chhetri (6.8%), followed by other ethnic groups (7.3%), including Dalits (4.4%). The figure gives the trend of higher education enrolled by different ethnic groups. It is pretty exciting to know that the portion of students from the Janajati ethnic group is quite higher than the total population (CBS, 2022). The study captured Bachelor and Master's level students where the portion of Bachelor level students (92.5%) was pretty much higher than that of the Master's level students (7.5%), revealing the lower percentage of enrollment at Master's level in comparison to Bachelor level. The study also captures the students' majors in the stream where more than two-thirds of students (67.9%) were from the Management stream, whereas 21% were from the Humanities stream, and the remaining respondents (11.1%) were from Education faculty. The result clearly shows students' attraction toward management courses rather than arts or education. Management students' participation looks high because some of the community colleges in Lalitpur district, provide only management education for students.

As the study focused on the student's social networks utilization for learning prospects and its ultimate effect on social well-being, there was an interest in capturing the different social media platforms they utilize. Table 6 gives a picture of the various social platforms utilized by students. 'Social media use in general' refers to the total count of social media platforms utilized by students, which may include more than one platform. Likewise, 'mostly used social media' denotes the count of the most frequently utilized social media platform (only one platform) among those included in the general use category. Both data are crucial in identifying students' preferences regarding social media, particularly highlighting the most popular platform among them. Table 6 also shows students' multiple devices to use social media platforms.

Table 6

Social Media Use for Learning

Items	Social Media	*N*	*%*
Social media use in general			
	Facebook	374	96.9%
	You Tube	373	96.6%
	Tik-Tok	290	75.1%
	Viber	227	58.8%
	Instagram	221	57.3%

Items	Social Media	*N*	*%*
	Twitter	48	12.4%
	Others	34	8.8%
	LinkedIn	19	4.9%
Mostly used social media			
	You Tube	161	41.7%
	Facebook	155	40.2%
	Tik-Tok	41	10.6%
	Instagram	19	4.9%
	Viber	7	1.8%
	Twitter	1	0.3%
	LinkedIn	1	0.3%
	Others	1	0.3%
Device used for learning			
	Mobile	365	94.6%
	Laptop computer	75	19.4%
	Desktop computer	19	4.9%
	Tablet	9	2.3%
	Other	0	0%

Note: *N*= Number of respondents, *%* = percentage of respondents of total

Table 6 shows the respondents' use of social media. Among them, Facebook and You Tube were found to be the most popular. About 97% of students were found using both Facebook and YouTube. The least popular was Twitter, which only 12.4% of students use frequently. Instagram and Viber were also popular, and almost equal numbers of students, 57.3% and 58.8% of students, use them, respectively. More than three-fourths of students (75.1%) use Tik-Tok, and LinkedIn was not that popular. Only 4.5% of students use it. About 8.8% of students also use social media platforms other than these.

A varied response was observed in the answers to the question concerning the most frequently utilized social networks. Among the respondents, the most preferred was YouTube (41.7%), slightly more than that of Facebook (40.2%), the third most preferred by students. Likewise, in multiple response questions about devices, most of the student respondents (95%) use mobile phones for their learning in social media,

which is significantly higher than learning through other devices such as laptops (19.4%), desktop computers (4.9%), and tablet (2.3%). There might be various causes. However, it was distinct that the availability of the mobile phone with internet was the reason behind these statistics.

The frequency of learning engagement signifies utilizing social media as a learning platform. Students' timeline history and the weekly time spent on social networks for learning were collected to understand social media engagement for academic purposes. The result of engagement is presented in Table 7.

Table 7

Respondents' Engagement in Social Media

Category	Timing	N	%
Social media utilization (in years)			
	less than 1	12	3.1%
	1-2	71	18.4%
	3-4	184	47.7%
	More than 5	119	30.8%
Weekly utilization of social media for learning (in hours)			
	Less than 1	35	9.1%
	2-3	172	44.6%
	4-5	90	23.3%
	6-7	50	13%
	More than 7	39	10.1%

Note: *N*= Number of respondents, *%* = percentage of respondents of total

Table 7 shows that most of the respondents (47.7%) used social media for the last 3 to 4 years. Interestingly, some students started using social media after completing grade ten. Among the respondents, 19 (30.8%) used social media for over five years. It signifies a long-term engagement. It was surprising that only 3.1% of the participants used social media for less than one year, and 18.4% used it for the last one to two years.

Using social media daily might not always be feasible for academic purposes. Therefore, the study adopted an approach where the average weekly hours spent on social media were measured based on recommendations from experts, including both students and teachers. The data on the weekly engagement duration of students was found exciting, and about one-tenth (10.1%) used seven hours or more in a week. About half of students (47%) used social media for four hours or more weekly. A significant number of students (44.6%) spent 2 to 3 hours weekly on social media for learning, and more interestingly, 179 (46.4%) of them consumed more than 3 hours of weekly learning through social media. Only 35 (9.1%) students used less than one hour of weekly learning in social media. The data indicates students' greater interest and engagement in social media as the web-based digital learning platform.

Factors Describing Social Media Use in Learning

One of the prime objectives of the study was to discover factors that inspire community college students to use social media in their academic learning. For this, data were gathered from students at different community colleges and entered into SPSS software version 26. Principal Component Analysis (PCA) was conducted to describe the factors of the social media by students as the learning media. The PCA helped to reduce many variables considered to be the affecting factor to the actual factors retained by statistical analysis. The PCA supported a reduction to a smaller number of factors or components and summarized the connection pattern between variables related to social media use in learning. Thirty items with a six-point Likert-type scale having values from 1 (= very least agree), 2 (=least agree), 3(= slightly agree), 4(=moderately agree), 5 (=mostly agree), and 6 (=totally agree) were tested for factor analysis. All necessary conditions set for PCA are met as described in Table 8

Table 8

Conditions and Fulfillment for the PCA Criteria

Condition	Procedure followed	Condition met
Inter-item correlation is needed within the range of 0.2 to 0.4. (MacCallum &Tucker, 1991)	Inter-item correlations were within the range of 0.2 to 0.4.	Yes
It is good to have at least 300 sample sizes (Tabachnick & Fidell, 2007).	This study had a 386 sample size.	Yes
Keiser-Meyer- sampling adequacy	Keiser-Meyer-	Yes

Condition	Procedure followed	Condition met
should be greater or equal to 0.6 (Kline, 1994)	sampling adequacy was 0.861	
To retain items, item loading should be greater than 0.30. (Costello & Osbone, 2005)	Items loading was taken as 0.45.	Yes
Eigenvalues must be greater than 1. (Yong & Pearce, 2013)	Three factors were found to have an Eigenvalue greater than 1.	Yes
The average extraction must be greater than 0.50 (Tabachnick & Fidell, 2007).	The average extraction value for communalities was 0.506	Yes
Each final retaining factor required at least three items (Kline, 1994)	The first factor has six items, whereas the second and third factors consist of four.	Yes

Before the Principal Component Analysis, the data was evaluated for appropriateness for the factor analysis. For this, the Kaiser-Meyer-Olkin measure for sampling adequacy and Barlett's test of Sphericity were tested. The test result is presented in Table 9.

Table 9

KMO of Sample Adequacy and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.861
Bartlett's Test of Sphericity		
	Approx. Chi-square	1302.954
	df	91
	Sig.	<.001

Barlett's Test of Sphericity output $\chi2$ (91) = 1302.954.874 ($p < .001$) suggests the factorability of the dataset. Similarly, the KMO Test of Sampling Adequacy was .861 (>.6), representing that the sample size for the factor analysis was adequate (Kline, 1994) for the PCA.

The PCA trailed by a Varimax Rotation of the 30 items of social media use for learning by university students produced three components with eigenvalues greater than 1.0 (presented in Figure 2- Scree plot) and accounted for the total variance of 50.56% (shown in Table 9).

Figure 2

Scree Plot Showing the Number of Factors with respect to Eigenvalues
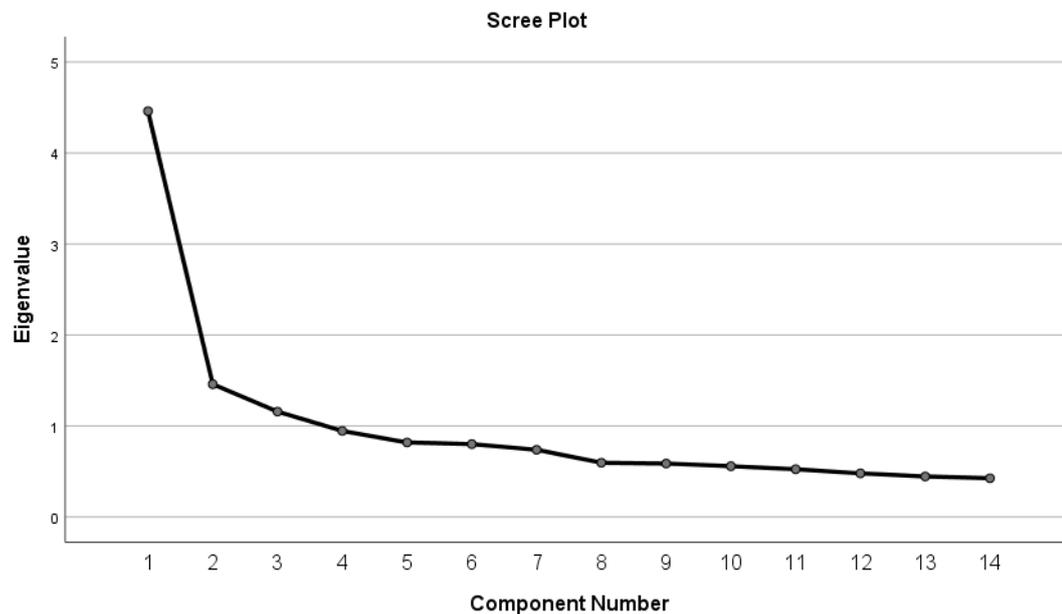
Figure 2 clearly indicates three factors with 1.0 or more eigenvalues.

Table 10

Total Variance Explained by Three Components

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Var	Cum %	Total	% of Var	Cum %	Total	% of Var	Cum %
1	4.46	31.86	31.86	4.46	31.86	31.86	2.66	18.97	18.97
2	1.46	10.43	42.28	1.46	10.43	42.28	2.22	15.88	34.86
3	1.16	8.27	50.56	1.16	8.27	50.56	2.20	15.70	50.56
4	0.95	6.75	57.31						
5	0.82	5.85	63.16						
6	0.80	5.72	68.88						
7	0.74	5.28	74.16						
8	0.60	4.26	78.41						

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Var	Cum %	Total	% of Var	Cum %	Total	% of Var	Cum %
9	0.59	4.20	82.61						
10	0.56	3.99	86.60						
11	0.53	3.75	90.35						
12	0.48	3.43	93.77						
13	0.45	3.18	96.96						
14	0.43	3.04	100.00						

The three components were then labeled according to the nature of the variables in each component. It was decided to retain the variables with components loadings>=.45 to avoid over-specification (Costello & Osborne, 2005). The variables that were cross-loaded were removed from the final model. The summary of the three components has been reported in Table 11.

Table 11

Factor loadings and communalities for Varimax Rotated Three-Component Solution for 30 items (N=386)

	Components			Communality
	1	2	3	
Component I: Learning Behavior				
I have found a lot of reading materials on social media	**.729**	-.040	.079	.540
The use of social media has made me able to study independently	**.728**	-.002	.211	.574
Social media has made it easier for me in learning	**.673**	.315	.115	.565
Social media has helped me to distinguish between what is right and what is wrong in learning	**.612**	.322	.116	.492
Social media has taught me how to read	**.578**	.062	.350	.460
Using social media has improved my traditional way of learning	**.480**	.267	.180	.334

	Components			Communality
	1	2	3	
Component II: Peer Learning				
In learning, I consult my friends through social media	.009	**.734**	.014	.539
With friends, I take help from social media to solve my academic problems	.132	**.729**	.131	.566
Social media has allowed me to learn from others	.201	**.645**	.170	.486
Social media has helped me to study together with my friends	.163	**.571**	.368	.488
Component III: Learning Adaptability				
Social media has taught me how to make time for reading	.159	.108	**.730**	.570
Social media has helped me to develop the habit of reading	.137	.139	**.694**	.519
Learning in the classroom or on social media is the same for me	.240	.046	**.681**	.523
I have used the learnings that I have learned from social media in my daily life	.134	.312	**.554**	.422

Note. $N = 386$. The extraction method was principal Component Analysis with Varimax rotation. Factors loadings above .45 are in bold.

Among the three factors, the first factor was named learning behavior. Six items were inside the first factor, which loading ranges from 0.729 to 0.480 (table 11). The six items were (i) I have found many reading materials on social media, (ii) use of social media has made me able to study independently, (iii) social media has made it easier for me to learn, (iv) social media has helped me to distinguish between what is right and what is wrong in learning, (v) social media has taught me how to read, and (vi) using social media has improved my traditional way of learning. The explained variance of this factor was 31.85% (table 8).

Factor two was labeled peer learning, which consists of four items with loading ranges from 0.734 to 0.571 (table 11). The four items were (i) In learning, I consult my friends through social media; (ii) With friends, I take help from social media to solve my academic problems; (iii) Social media has allowed me to learn

from others, and (iv) Social media has helped me to study together with my friends. The explained variance of this factor was 10.42% (table 10).

The third factor was named learning adaptability. It has four items with loading ranging from 0.730 to 0.554 (table 11). The four items were (i) Social media has taught me how to make time for reading, (ii) Social media has helped me to develop the habit of reading, (iii) Learning in the classroom or on social media is the same for me, and (iv) I have used the learnings from social media in my daily life. The explained variance of this factor was 8.27% (table 10).

The Three Factors Model

As developed in Table 11, a three-component model was formed to explai the students' use of social media as a learning platform. These three factors are learning behavior, peer learning, and learning adaptability. The factors are further elaborated on as follows.

Learning Behavior

The utilization of social networks for educational pursuit is stimulated by the unique psychological characteristics of each student, as highlighted in inquiry conducted by Ali et al. (2016). One of these characteristics of each student's behavior plays a vital role in their approach to learning. In my view, learning behavior is closely tied to individual learning interests, influencing their satisfaction with the learning process. Hong et al. (2016) and Alismaiel et al. (2022) highlighted that learning through social media is intertwined with the learning behavior of each learner; how people interconnect on social media is directed to knowledge-sharing behavior, which helps them share what they know. This sharing behavior is crucial to making new knowledge (Ma. & Chan, 2014). Sharing what we know is essential in transforming knowledge that is collectively known into what each person knows individually. Therefore, instilling a habit of learning through social media is necessary to foster knowledge creation.

This research found that students' learning behavior is one of the influential factors contributing to the academic learning of community college students using social media, with an explained variance of 31.85% out of a total variance of 50.56%. A pivotal element of this learning behavior is related to the type of content students encounter on social media. The first item of this factor said that students had found a lot of reading materials on social networks. It means students frequently discover a

wealth of reading materials on social media platforms. The loading of this item was 0.729.

Interestingly, this study found that most students (94.6%, table 6) utilize their mobile phones as their primary tool for learning through social media. From behavioral perspectives, using mobile devices for learning can significantly enhance student's involvement in their academic growth (Wang et al., 2009). Moreover, the research showed that because of e-learning via mobile, students shifted from being passive participants in their education to actively involved learners who are fully immersed mentally and passionately in their learning activities. Thus, this study underscores the idea that the effectiveness of using social platforms for learning is closely tied to the individual nature of students. Their learning behavior, mainly when facilitated through mobile devices, plays a crucial role in determining their academic skills and outcomes.

The second item factor, "learning behavior," pointed towards the habit of independent study using social media. The loading of this item was 0.728. Independent study habits can be linked with self-guided learning ability. Adapting self-guided learning or independent learning behavior in formal education has empowered learners to deal with the changing world (Morris, 2019). So, independent learning using e-platform is very important for personal growth. The increased learning behavior of students using social media is because of its friendly features. The third item (item loading 0.673) of learning behavior was that social media has made students easier for learning. Those who have learned practice in social media can get good support. An encouraging aspect of social media is that young individuals can utilize it to get academic guidance and assistance (Lusk, 2010). Likewise, the fourth item of learning behavior accepted that social media has helped students distinguish right and wrong. To separate right and wrong, each student must cultivate good habits of utilizing social networks in their reading and writing. The loading of this item was 0.612. Next, the fifth item (factor loading= 0.578) of factor learning behavior said that social media taught students "how to read?" Reading skills can be connected with reading behavior. For example, Zhang et al. (2015) analyzed that knowledge management using social media is associated with learning behaviors of people. Likewise, Al-Rahmi and Othman (2013) accepted that social media has the potential to decide on education. So, it can be interpreted as students having the choice to determine how to read and write. The final item of factor learning behavior

believed that social media has improved students' traditional way of learning. The loading of this item was 0.48. Social media offers benefits beyond conventional classroom learning and learning management systems by expanding communication and connections beyond the classroom, thereby enhancing personal knowledge (Zhou, 2019). For example, Jaffar (2012) pointed out that platforms like YouTube can assist students in catching up with course lectures, but it depends upon learners' reading behavior. So, it cannot be ignored that social media can help traditional classroom learning and change students' learning behavior from conventional education to e-based digital learning. Hence, all items of the first factor are somehow linked with students' learning behavior. This study established that students have good learning tendencies in social media.

Peer Learning

Social media is perfect for young people because it helps them connect easily with others. This can be very helpful for teens to talk about their interests or problems with people who are like them (Lusk, 2010; Purwanto et al., 2023). An encouraging feature of online communities regarding peer learning is that young individuals can discuss their academic challenges or interests with their friends. This study found peer learning as a second factor that encourages students to utilize social media for their learning, with an explained variance of 10.425%. Peer learning is one of the effective learning techniques accepted by many scholars. According to Vygotsky and Cole (1978), people can learn through interaction among members of society and by sharing ideas and experiences. The study of Ansari and Khan (2020) discovered that utilizing social platforms for collaborative study with peers and interacting with teachers positively impacts students' academic performance. Thus, we must accept that social media creates good peer learning environments in educational domains. The growth of online learning through social media has created more suitable, interactive, and collaborative learning spaces (Karakas & Manisaligil, 2012). So, peer learning among students is essential for their studies and academic success.

The factor peer learning took four items. The first item was "consultation of students with their friends through social media in learning." The loading of this item was 0.734. The study by Van Wyk (2017) found that students consult with their friends regarding courses during teaching-learning practice. As a teacher, I have observed that students utilize social platforms to discuss topics in their course-related subject. The second item (loading 0.729) of factor peer learning was "Students take

help from their friends in social media to solve their academic problems." Ali et al. (2016) asserted that students learn collaboratively, engaging in problem-solving and discussions with their peers through social media. The finding advises that students use social networks to foster a collective and interactive learning environment, enabling them to share knowledge and insights while working together in academic challenges. Likewise, the third item indicated that social media has allowed students to learn from others. The loading of this item was 0.645. Similarly, this factor's fourth item (loading value 0.571) holds that social media has helped students study with their friends. Thus, the third and fourth items also presented the viewpoint that students have embraced a collaborative approach to learning (peer learning), where they not only solve but also engage in discussions about academic problems with their friends, facilitated by social media platforms.

Learning Adaptability

People begin acquiring adaptability skills from the moment of their birth (Heywood, 1989). So, adaptability skills are typical for human beings. Adaptability is highly influenced by culture. Boyd and Richerson (1995) argued that culture is adaptive, enabling individuals to gain valuable knowledge without expensive learning processes. They meant that culture is like an intelligent way of passing on knowledge. Now, think about social media. It is a big part of our lives, especially for the younger generation. It is like a culture of the digital age. People use it a lot to acquire knowledge. Panekham (2014) has argued that social media tools are being embraced and utilized by diverse students in various university activities.

Interestingly, this research revealed that 44.6% of students use social media for 2 to 3 hours weekly for learning. In comparison, 46.4% of them use social media for more than 3 hours weekly for learning within the total sample. It means the data itself has demonstrated that students are adaptable in their learning through social media. Thus, this study discovered that the adaptability of social platforms in learning is the third factor practiced by students in their higher studies. The total explained variance of factor learning adaptability was 8.272%.

Factor learning adaptability contained four items. The first item indicated that social media has taught students how to make time for reading. This sentence suggests that social media has positively influenced students by teaching them valuable time management skills for reading. But, to achieve this skill, they must be adaptive to social media platforms. The loading of this item was 0.73. The second item (loading

value, 0.694) pointed out that social media has helped students develop reading habits. It implies that students have learned to balance their online activities with reading, highlighting that technology can promote beneficial reading habits when used wisely. Online learning benefits students by offering chances to regain course credit and has the potential to keep them motivated and engaged because of its flexible and self-paced structure (Corry & Carlson-Bancroft, 2014). Naturally, flexibility promotes the adoptability of using social media. So students can develop good study habits by using social media (Maureen, 2018). Next, the third item with a loading value of 0.681 indicated that learning inside the classroom or social media is the same for students. It means that there is a perception among students that learning in traditional classroom settings and through social media platforms is equivalent. This observation may indicate a shift in how students view the sources of knowledge and education, where they consider both formal education and online resources equally valuable. It highlights the evolving role of digital tools and the internet in education, reducing the gaps between conventional and digital learning spaces. Finally, the fourth item stated that students apply the knowledge they acquire from social media daily. The loading of this item was 0.554. Learning from social media motivates students to learn essential things applicable to their lives (Mao, 2014). This implies that students can apply the knowledge they have gained from social media in their daily lives.

Subjective Well-being

Ereaut and Whiting (2008) argue that people see well-being differently, so what something means can change depending on your point of view. Subjective well-being is about an emotional outlook on life. Subjective well-being pertains to an individual's feelings about life, encompassing satisfaction, joy, and overall comfort (Webster et al., 2021). At its core, it relates to one's mental and emotional health. According to OECD Guidelines on Measuring Subjective Well-being (2013), Subjective well-being also involves people's judgments about their lives. In this research, a survey was carried out among community college students to investigate their subjective well-being regarding the utilization of social networks for academic purposes, as perceived from their point of view.

The well-being scale designed by Bann et al. (2012) was adapted to gauge subjective well-being and further modified with the help of expert consultations. This study has taken the Bann et al. scale for more reliable results with research questions.

Six questions with a six-point unipolar Likert scale having values from 1 (= very least agree), 2 (=least agree), 3(= slightly agree), 4(=moderately agree), 5 (=mostly agree) and 6 (=totally agree) were used to measure subjective well-being. The six items asked of students were: "I am satisfied with the learning that I have learned from social media,"; I sense that the utilization of social platforms makes me eager to read,"; "I enjoy using social media for reading," Social media learning has assisted me to have a good friendship with my friends," I have been able to maintain a good relationship with my teachers because of the discussion about reading and writing through social media," and "I have experienced an increase in self-confidence in my learning through the use of social media." The first and third items discussed satisfaction and joy, respectively, so they can be considered as scale of subjective well-being (Webster et al., 2021). Likewise, the second item has indicated that social media makes students enthusiastic about their learning. Since enthusiasm and excitement lead to satisfaction, the second item is also associated with subjective well-being. The fourth and fifth items have indicated excellent relationships with friends and teachers in learning through social media. Social solid relationships can enhance individual satisfaction levels, ultimately improving subjective well-being (Diener, 2006). In other words, when people cultivate and maintain healthy social connections, they often experience a better sense of joy and happiness in their lives (Singh, Bhattarai, & Paudel, 2023). Finally, the sixth item also contributes to increasing students' well-being because they believe that social media has boosted their self-confidence in academic learning. Students have experienced a positive shift in their feelings and overall well-being due to increased self-confidence in their learning endeavors. Hence, all six items used in this study to measure subjective well-being can be considered good barometers. The mean and standard deviation of all six items of subjective well-being are given in Table 12.

Table 12

Mean and Standard Deviation of all Items of Subjective Wellbeing

Items	N	M	SD
I am satisfied with what I have learned from social media.	386	4.25	1.31
I feel that the use of social media makes me eager to read.	386	3.86	1.30
I enjoy using social media for reading.	386	4.23	1.35
Social media learning has helped me to have a good	386	4.33	1.37

	N		
relationship with my friends.			
I have maintained a good relationship with my teachers because of the discussion about reading and writing through social media.	386	3.99	1.33
I have experienced an increase in self-confidence in my learning through the use of social media	386	4.39	1.27
Total	386	4.17	0.93

Table 12 shows that the average of all six items of subjective well-being is above 4 (4.17) out of the total maximum value of 6. It means students perceived moderate well-being from social media learning. Likewise, the standard deviation of all well-being items is below 1.

Table 13 demonstrates that gender undeniably influenced the perception of well-being because the average wellbeing of females (mean = 4.25) is higher than the average well-being of males (male =3.95). However, the average perception of subjective well-being among Dalits is slightly less than Brahman/Chhetri, Janjati and Madheshi. However, the education level of students did not matter on the average view of well-being regarding the utilization of social platforms for learning. Likewise, management students felt more well-being from the social media learning

Table 13

Socio-demographical difference on subjective wellbeing

Category	Category of difference	N	M	SD
Sex of student	Male	98	3.95	.94
	Female	288	4.25	.92
Ethnicity	Brahman/ Chhetri	142	4.31	.93
	Janjati	216	4.09	.93
	Dalit	17	3.92	.92
	Madheshi	9	4.29	.99
Education Level	Bachelor	357	4.16	.94
	Masters	29	4.37	.83
Faculty	Humanities and Social Sciences	81	3.99	.95
	Management	262	4.28	.91
	Education	43	3.87	.92

Contribution of Learning Behavior, Peer Learning, and Learning Adaptability on Subjective Well-being

This section thoroughly analyzes the association between subjective well-being and the motivating factors driving students to integrate social networks into their academic learning. The analytical approach employed regression analysis to define subjective well-being as the dependent variable, explained by three specific factors acting as independent variables: learning behavior, peer learning, and learning adaptability. Previous research has identified a firmly established connection between students' use of social media and their subjective sense of well-being. This background knowledge informed the conceptual framework for our current investigation, providing a foundation for exploring how these distinct factors impact students' overall well-being within an academic context.

Zhao (2021) found that using social media for social purposes enhances subjective well-being, and non-addicted users experience greater subjective well-being than addicted users. Those who use it responsibly and do not become addicted tend to feel even better regarding their overall well-being. Similarly, Lee et al. (2011) explored that exposure on social platforms enhances users' subjective well-being. Thus, the connection concerning social media use and subjective well-being cannot be ignored. In this context, this study also examined the association of subjective well-being and different dimensions of learning use of social media. The regression model was formed to justify the relation. SPSS software version 26 was used for analysis.

Model of Regression

The significant model can be defined as:

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon_1,$$

where

y = Subjective Well-being, β_0 = Constant (Slope of model line), β_1 = Coefficient of Learning Behavior, x_1 = Learning Behavior, β_2 = Coefficient of Peer Learning, x_2 = Peer Learning, β_3 = Coefficient of Learning Adaptability, x_3 = Learning Adaptability, ε_1 = Error Term

According to Cohen et al. (2018), all necessary conditions should be fulfilled to run the regression model. First, the dependent variable, i.e., subjective well-being, must be normally distributed. For this, a histogram with a normal curve has been

generated and is shown in Figure 3. The figure displays that the dependent variable-subjective well-being is normally distributed.

Figure 3

Normality Test of Dependent Variable (Subjective Well-being)
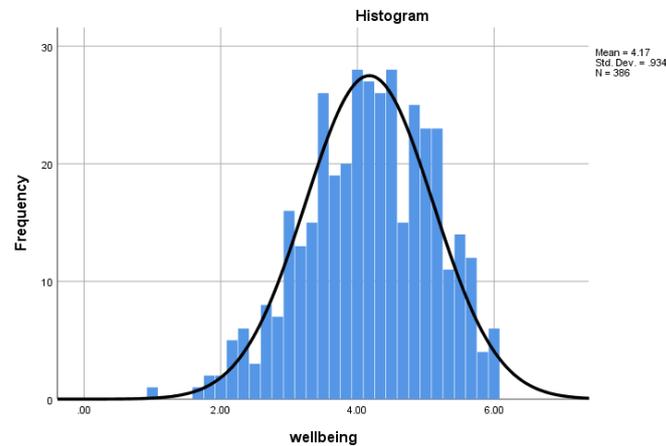
To ensure that the learning behavior, peer learning, and learning adaptability the independent variables that are extracted from the factor analysis impact on the subjective well-being, the multiple regression model, presented in Table 14, was developed.

Table 14

Regression Coefficients of Subjective Well-Being of Students Concerning Learning-Related Social Media Factors

Variable	Coefficients[a]			VIF
	B	β	SE	
Constant	.570**		.186	
learning behavior[b]	.337***	.325	.046	1.674
peer learning[c]	.251***	.256	.038	1.218
learning adaptability[d]	.306***	.331	.041	1.679
R-Squared	.542			
Adjusted R-Squared	.538			
SE of the Estimate	.634			
Durbin-Watson	1.829			

*p<.05. **p<.01. ***p<.001

a. Dependent variable = subjective well-being[e]

Note. N=386. The impact of learning behavior measured, peer learning, and learning adaptability on subjective well-being.

[bcd]Leaning behavior, peer learning and learning adaptability are the summative averages of six, four and four items respectively extracted from the factor analysis with min. value 1 and max value of 6.

Multiple regression was run to predict students' subjective well-being from learning behavior, peer learning, and learning adaptability- the factors of students' utilization of social media as the learning platform. This resulted in significant model, $F (3, 381) = 150.028$, $p < .001$, Adjusted $R2 = .542$. The specific predictors underwent further examination and suggested that learning behavior ($t = 7.244$ $p <.001$), peer learning (t=6.687, p<.001), and learning adaptability (t=7.373, p<.001) were significant predictors. The result also gives the model a significant constant value (t=3.059, p<.01).

For each of the predictors, the variance inflation factor (VIF) was less than 5, signifying that the model did not have the issue of multicollinearity. Moreover, the value of the Durbin-Watson coefficient = 1.829 suggests no autocorrelation issue, as the value lies between the accepted range of 1.5 to 2.5.

The normality of the residuals was further tested using a P-P plot to check the issue related to heteroscedasticity. Also, a plot of the standardized predicted and residual values was used, presented in Figure 4.

Figure 4

Test of Heteroscedasticity
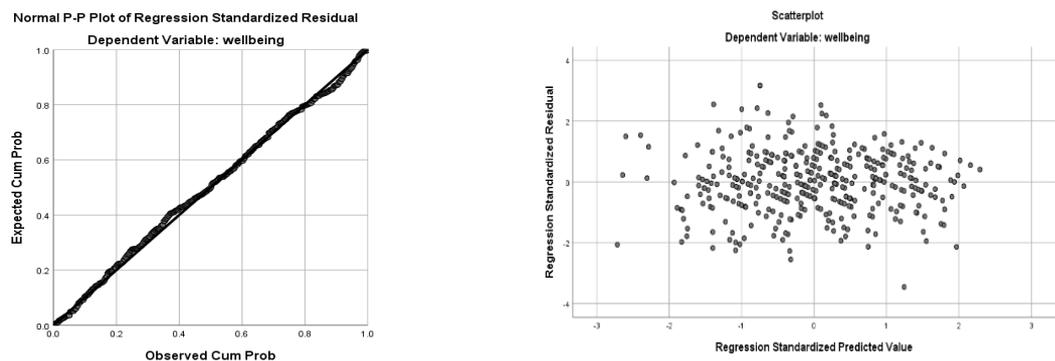
Figure 4 signifies that the distribution of the standardized predicted values and standardized residual values are not associated (the second figure), and the P-P relation is almost normal. This indicates that there is no issue of heteroscedasticity.

Thus, a significant model with no autocorrelation, multicollinearity, or heteroscedasticity issues was developed. The model suggests that learning behavior is a more influencing factor (with Beta coefficient .337) than the other dimensions, such as learning adaptability (with Beta coefficient .306) and peer learning (with Beta

63

coefficient 0.251). The model of regression can be defined like, a unit change in learning behavior, keeping other independent variables constant, which will change the overall subjective well-being by .337. This advocates that a rise in learning behavior is related with the highest improvement in subjective well-being, while other factors remain constant. Similarly, the second independent variable, "peer learning" has a coefficient of .251 .This means that a unit change in peer learning, while keeping other variables constant, leads to a slightly less significant change in subjective well-being than learning adaptability. Likewise, the third independent variable, "learning adaptability," has a coefficient of .306. This infers that a unit change in learning adaptability has a modest impact on subjective well-being among the variables considered in the model. In other words, improving one's learning behavior appears to have the strongest positive effect on subjective well-being when all other factors remain constant. Finally, it can be said that enhancing learning behavior may have the most significant positive influence on subjective well-being, followed by peer learning and then learning adaptability. Figure 5 shows the regression model of the core findings of this study.

Figure 5

Regression Model of Subjective Wellbeing through Factors of Social Media Learning
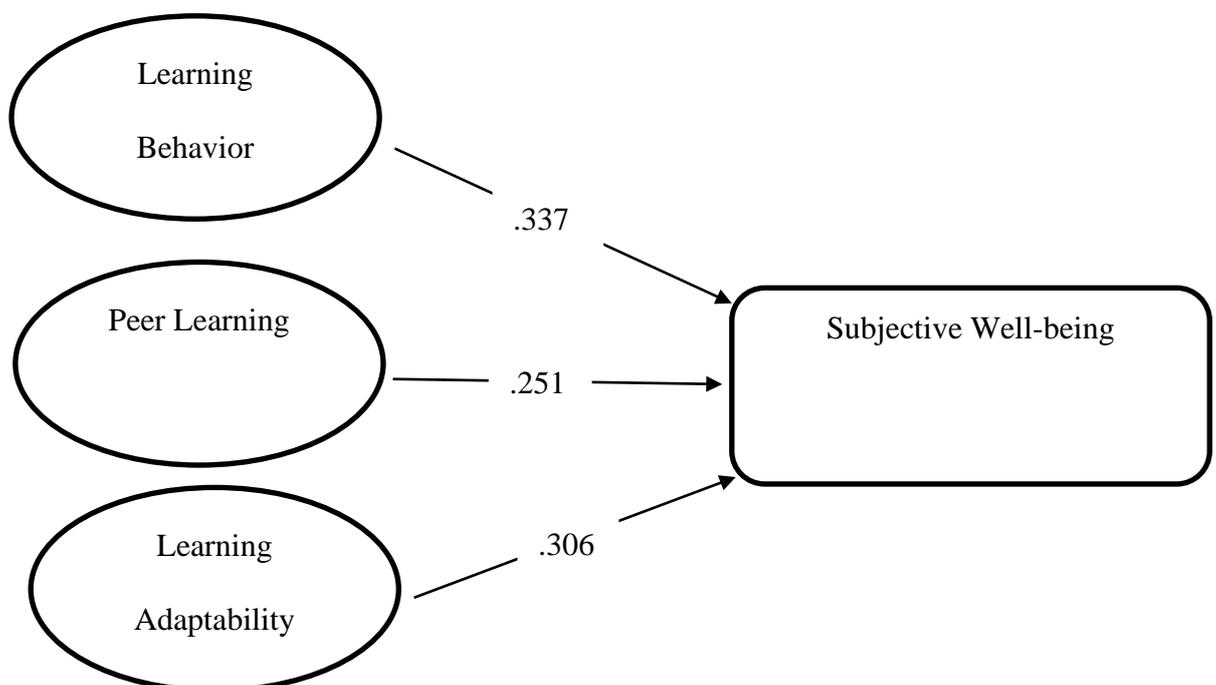
Social Media Use for Learning by Social Demographic Diversities

The variable "learning" was made by taking the average of three factors, "learning behavior," "peer learning" and "learning adaptability" in SPSS software. It has been revealed that students are happy with their learning through social media due to factors like learning behavior, peer learning and learning adaptability. Thus, the variable "learning" in this study was considered as the byproduct of an average of three factors.

Gender and learning

Gender differences significantly influenced social media usage, where male students employed it more frequently than their female counterparts (Tezci & Icen, 2017). This statement suggests a notable difference in how boys and girls use social media. Various factors, such as interests, social norms, or access to technology could influence the reasons for this difference. To observe the perceptions of male and female students about social networks applied in learning, an independent sample t-test was run in SPSS 26. For this, hypothesis G1 was formed.

Hypothesis: G1: There exists a notable distinction between male and female students concerning their utilization of social media for educational purposes.

To test the hypothesis, first, a descriptive analysis was done and found that the average perception of female students (mean=4.10) about learning through social platforms is higher than an average of male learners (mean=3.89). A t-test was conducted after satisfying its assumptions to understand the significance of the difference. According to George and Mallery (2010), all three conditions were met, with values within the range. First, samples were randomly selected. Second, testing variable, learning (mean = 4.09, s.d = .79, skewness = .284, and kurtosis = 1.148) follows normal distribution. And finally, in the grouping variable (sex), the variance of males and females are .548 and 0.64, respectively. The test result is presented in Table 15.

Table 15

Independent Sample t-Test of Learning with Respect to Gender

Sex	M	SD	t	p	Cohen's d
Male (=98)	3.89	.74	2.256	.025	.27
Female (n=288)	4.10	.80			

Table 15 shows that *t* value= 2.256, df (283), and p-value (0.025), which is less than the accepted level of significance 0.05. So, the null hypothesis that males and females have equal tendencies to use social media in learning was rejected. So, we have to reject the idea that boy and girl students have the same tendencies in reading using social networks. Instead, we can say that girls, on average, utilize social platforms more for learning than boys. In simple terms, girls seem to like utilizing social media more than boys do for their academic pursuits. Furthermore, Cohen's value .27 (table 15) points out that the influences of gender on social media use for education cannot be overlooked.

In conclusion, this study shows that gender influences how students utilize social networks for learning. Girls are more probable to use it for their studies compared to boys in college.

Education Level and Learning

According to the philosophy of education, a higher level of education can enrich one's knowledge and foster personal growth and maturity. Drawing from my own experiences, I have observed that Master's level students tend to exhibit greater dedication to their studies and more frequently utilize social networks as a platform for learning compared to Bachelor's level students. Therefore, it can be inferred that a student's educational level may indeed have an effect on the academic utility of social media. However, the research of Maqableh et al. (2015) found no noteworthy relationship between learning through social media and educational level. However, Jiang et al. (2023) established an important positive affiliation between social media utilization for learning and the educational level of students. In this context, the hypothesis G2 was formulated below.

Hypothesis G2:

Hypothesis (H$_1$): There is a significant difference in the perception of using social media as a platform to enhance learning between Bachelor's and Master's degree students.

Table 16

Independent Sample t-Test of Learning with Respect to Education Level

Social Media learning	Levene's Test for Equality of Variances	
	F	*p*

Equal variances assumed	3.997	0.046
Equal variances not assumed		

Table 16 shows that Levene's Test of Equality of Variance is significant with F-value 3.997 and p-value 0.046 (< 0.05). This implies that the distribution of Bachelor's and Master's degree students is not equally varied. So, equal variances of both distributions cannot be assumed. Accordingly, the t-table is presented in Table 17

Table 17

t- test for Equality of Means

t	df	p
1.096	35.997	.281

As a result, the corresponding p-value (table 17) for equal variance not assumed is 0.281, which is larger than 0.05. So, the null hypothesis was retained. It means there is no substantial variation in the perception of using social networks as a platform for enhancing learning between Bachelor's and Master's degree students. Therefore, both groups have supposed social media as a stage for similarly improving learning.

Ethnicity and Learning

Students from various ethnic backgrounds may use social media with different intentions. The correlation between an individual's media consumption patterns and their racial or ethnic identity can be influenced by their socioeconomic status. Consequently, the home environment in which students from diverse ethnic groups grow up can significantly shape their social media practices. A study by Roberts and Foehr (2008) discovered a noteworthy association between media exposure and ethnicity. This implies that the connection between people's social platforms use and ethnic background remains robust. Given this circumstance, we cannot overlook the connection between ethnicity and the utilization of social media for academic purposes. Thus, the hypothesis G3 was formulated to study this phenomenon using the ANOVA test. To conduct the ANOVA test, all three conditions stated by Cohen et al. (2018) were met. They are (a) samples are selected randomly and independently, (b) according to George and Mallery (2010), samples follow a normal distribution (learning: mean = 4.09, s.d = .79, skewness = .284, and kurtosis = 1.148) and (c)

samples have the almost same variance (Brahman/Chhetri = .592, Janjati = .625, Dalit = .735 and Madheshi .658).

Hypothesis G3:

Hypothesis (H_1): There is a significant difference in the perception of utilizing social media as a platform for learning among various ethnic groups.

Table 18 shows that the overall difference among the different ethnic groups is significant, with an F-value of 2.915 and a p-value 0.034, which is less than 0.05. It means there is a significant difference in the perception of using social media as a platforms for learning between ethnic groups overall. In a practical sense, this means that there exists a substantial disparity in the perception of social media as a viable platform for learning when comparing different ethnic groups.

Table 18

One Way ANOVA Tests of Learning with Multiple Ethnic Groups

Learning	SS	df	MS	F	p
Between Groups	5.403	3	1.801	2.915	.034
Within Groups	234.770	380	.618		
Total	240.173	383			

However, when we look at the details and compare any two specific ethnic groups, we do not find any significant difference in their views about using social media for learning. This is interesting because Table 19 (which is about Post Hoc Tests of Bonferroni) shows that the p-values for all these comparisons are greater than 0.05. When the p-value is higher than 0.05, there is no noteworthy difference between the groups in how they think about using social media for learning. So, overall, while there are general differences between ethnic groups, these differences are not noticeable when comparing each pair of ethnic groups individually.

Table 19

Post Hoc Tests (Bonferrani) of Learning with Respect to Ethnic Groups

Groups	Mean difference	SE	p
Brahman/ Chhetri and Janjati	.13808	.08492	.629
Brahman/ Chhetri and Dalit	.35912	.20172	.455
Brahman/ Chhetri and Madheshi	.44125	.27018	.620
Janjati and Dalit	.22104	.19800	1.000

Janjati and Madheshi	.57932	.26741	.185
Dalit and Madheshi	.80036	.32402	.084

Learning and Age Group

The study directed by Maqableh et al. (2015) revealed no significant connection between learning through social media and diverse age groups. Nevertheless, it is imperative to identify that this finding may not always hold true. This is because human behavior can naturally evolve as people age. Therefore, students from different age groups might adopt distinct learning styles and possess different viewpoints regarding the usefulness of social platforms in their academic experiences. To investigate this potential variation, hypothesis G4 was designed below.

Hypothesis G4

Hypothesis (H_1): There is a substantial difference regarding the perception of using social media as a platform for learning between different age groups.

Table 20

One Way ANOVA Tests of Learning with Age Groups

Learning	*SS*	*df*	*MS*	*F*	*p*
Between Groups	7.418	8	0.927	1.498	0.156
Within Groups	233.346	377	0.619		
Total	240.173	385			

Table 20 points out that the difference among the different age groups is not significant, with an *F*-value of 1.498 and a *p*-value 0.156, which is more than 0.05. This indicates that the alternative hypothesis is rejected. It means there is no major difference in the perception of utilizing social media as a platform for learning among different age groups. Students of various ages do not seem to have very different opinions about engaging in educational activities through social media. In simpler words, it can be said that whether someone is young or old has little to do with how they utilize social networks for learning. So, the main point here is that age does not seem to matter much about how students use social platforms for learning based on the data in Table 20.

Chapter Summary

This section is the main part of the research, encompassing the implementation of statistical analysis on a dataset of 386 entries utilizing the SPSS software. The objective was to conduct a Principal Component Analysis (PCA) to identify the key factors influencing students' utilization of social platforms to support their learning endeavors. The outcome of the analysis revealed three pivotal factors that significantly influence students' engagement with social media in formal education: learning behavior, peer learning, and learning adaptability. Notably, students mentioned these factors as the primary drivers behind their application of social media platforms for reading and writing. Furthermore, the research findings indicate that the knowledge acquired through social media has a noticeable effect on the subjective well-being of students. Among the identified factors, students expressed higher satisfaction and happiness with their learning behavior on social media, followed by learning adaptability and peer learning with colleagues. A noteworthy observation emerged, indicating that a majority of students in community colleges use smartphones to access social media for learning.

Additionally, the study found that students utilize YouTube and Facebook as their primary social media channels. Furthermore, a gender-based analysis unveiled a significant divergence in social media usage for learning. Girls exhibit a higher propensity to use these platforms compared to their male counterparts. Moreover, ethnicity emerged as a visible variable impacting social platform usage for learning. However, the analysis surprisingly revealed no statistically significant differences within specific ethnic groups in their utilization of social networks for learning purposes.

CHAPTER V

FINDINGS AND DISCUSSION

In this chapter, findings related to the effect of social media usage on the formal learning of community college students have been discussed, built on the replies to three research questions. First, variables that inspire students to utilize social media for their formal learning are presented as findings, and then discussed the three factors that contribute to students' learning achievement using social media. The second finding pertains to students' perceptions concerning the learning use of social media and its influence on their subjective well-being. Additionally, the third finding explores the effect of sex and ethnicity on students' utilization of social media for learning. The result of the findings is further discussed using relevant literature, theory and personal reflections of the researcher.

Findings of the Study

The major findings of the survey inquiry have shown that three factors - learning behavior, peer learning, and learning adaptability- motivate community college students to utilize social media in their learning. Findings have suggested that learning behavior was the first factor, which consisted of six items out of thirty items. Due to learning behavior facilitated by social media, students experienced several benefits: firstly, they accessed abundant reading materials; secondly, they developed a sense of independence in their studies; thirdly, they found ease in their learning; fourthly, they acquired the ability to distinguish between correct and incorrect information; fifthly, they gained insights into effective learning practice; and ultimately, they noticed improvements in their traditional learning methods.

Likewise, the second factor, peer learning, retained four items. Because of the peer learning attitude in social media, students found many benefits: firstly, they consulted their friends for learning; secondly, they solved their academic problems with friends; thirdly, they learnt from others; and finally, they got help studying with friends. Similarly, the third or final factor, learning adaptability, holds four items. Due to learning adaptability, students realized multiple advantages: firstly, they got knowledge of effective time management for reading; secondly, they cultivated reading habits; thirdly, they felt a similar level of participation, whether in a

classroom or on social media for learning; and finally, they used the knowledge gained from social media in their daily life.

Another important finding of the study was that there is a good link between three factors - learning behavior, peer learning, and learning adaptability, and the subjective well-being of students. The results of the regression analysis discovered that learning behavior emerged as the most influential factor contributing significantly to the subjective well-being of students, followed by learning adaptability and peer learning. This suggests that students experienced greater happiness due to their learning behavior when utilizing social media for learning. Likewise, students perceived more enjoyment and happiness from learning through social media platforms because of their adaptability in learning, following the impact of learning behavior. Among these three factors, peer learning was identified as a weaker variable regarding its contribution to students' subjective well-being.

Next, the study's findings revealed notable differences in the perception and utilization of social platforms for formal learning among male and female students. Female students were more inclined towards employing social media as a learning tool. Additionally, the research highlighted a significantly higher enrollment of female students in community colleges in Lalitpur district than their male counterparts. Furthermore, ethnicity emerged as a pivotal factor influencing students' e-learning patterns overall. Interestingly, the study identified that while ethnicity had a visible effect on students' participation in e-learning through social media, there was no statistically important disparity between any two specific ethnic groups concerning their utilization of social networks for learning purposes. Another important finding was the prominence of Janajati students in community college enrollments, surpassing other ethnic groups, notably followed by Brahmin/Chhetri students. This underscored active involvement and interest among Janajati students in pursuing higher education within the community colleges of Lalitpur district. Lastly, the study shed light on students' preferred social media platforms, with YouTube and Facebook emerging as commonly utilized platforms for educational purposes.

Discussion

Following Bandura's ideas about applying social cognitive theory in the digital age (Bandura, 2002), previous studies have used a social cognitive approach to explore how people behave technologically (LaRose & Eastin, 2004). Pointing the same line, social cognitive theory has been employed in this study to discuss factors

that inspire learners to utilize social media in their academic reading. It is suggested that individual factors connected to using social media could also significantly influence how people employ self-learning strategies. Specifically, our analysis showed that personal factors linked to social media use provided additional meaningful explanations for learning strategies. On the other hand, in a broader context, this study can also be viewed through social learning theory. Because, social learning theory posits that acquiring new learning behaviors often happens through observing and mimicking others, understanding the outcomes they face, or receiving guidance through verbal or written instruction (Akers et al., 1997). This notion is particularly evident in social media learning, where individuals collect knowledge from one another. However, this study only adopted social cognitive theory.

This study explained the influence of each factor (learning behavior, peer learning and learning adaptability) in more detail.

Learning Behavior of Students in Digital Platforms

Promoting the ability to learn independently in an e-learning environment is crucial. It helps students feel capable of handling a constantly changing and complicated world. Adjusting our actions based on new situations can bring significant advantages in such a world (Morris, 2019). This suggests that individuals with a higher belief in their learning capabilities are more motivated to organize their environment in a way that minimizes distractions. So, learning on social media is a personal matter where the behavior of individuals plays a crucial role (Alismaiel et al., 2022). This study has determined that students utilize social platforms for educational purposes due to their learning tendencies. They believed that they could utilize social media for learning prospects. This shows that their use of social media extends beyond entertainment and communication; it is evolving into a behavior focused on learning. In essence, students develop learning-oriented behavior through their engagement with social media.

Social cognitive theory highlights that people's behavior is inclined by their thoughts and feelings in social settings. According to Bandura (1997), there are two important kinds of beliefs that affect our actions: the belief in what the outcome will be and the belief in our ability, called self-efficacy. Students' belief in their ability to learn through social media serves as a guiding force, shaping their learning behavior on these platforms. This belief influences how they approach and engage with educational content on social media platforms. Bandura also points out that if

someone does not feel confident about their ability to do something, especially when it is a choice, they are less likely actually to do it. It means if students have no belief in social media learning, they may be busy using social media other than learning prospects. Thus, social cognitive theory suggests that confidence and belief motivate anyone to cultivate the behavior of learning. Along the same line, the discoveries of the study explored that learners are developing learning behavior with good confidence that they can learn through social media.

Prior research into e-learning has demonstrated that a student's attitudes and preconceptions regarding web-based education can significantly influence their learning conduct and outcomes within such a framework (Cheng & Chau, 2013). This suggests that learners' perceptions and beliefs about online learning shape their engagement with the system and ultimately affect their academic performance. The study's findings reveal that students hold a positive outlook on learning through social media. This positivity might be attributed to the increased emphasis on social media usage by universities and faculties during the coronavirus pandemic, as Papademetriou et al. (2022) suggested. Such encouragement can foster a favorable attitude towards e-learning, potentially leading to a shift in students' learning behavior outside the traditional classroom setting, specifically on social media platforms. Similarly, earlier research examining the utilization of social platforms for learning has discovered that individuals with a positive attitude toward utilizing social networks for educational purposes tend to engage more consistently in learning activities on those platforms (Mao, 2014; Alismaiel et al., 2022). Along the same line, this study has also built support that learning behavior is a good attitude toward learning via social media.

Peer Learning Practices in Social Media

Bandura's (2012) social cognitive theory discusses how people learn, grow, gain knowledge, and become good at managing themselves within a social environment. It highlights that parents, friends, and teachers have a significant influence as role models in this process. This study also found that peer learning environments inside social media platforms encourage learners to use social media. So, social cognitive theory is also in the line that defines peer learning as an environmental factor to support students in learning, which can be achieved as social learning in social media. Conferring to Bandura's social cognitive theory (1997), a key idea is that people are capable and proactive individuals whose behaviors can impact

how they grow, learn, and act. Peer learning behavior in a social context inside social media motivates students to learn from each other (Ansari & Khan, 2020). Bandura's (1997) concept further suggests that individuals can learn by observing others in social settings, indicating that peer learning contributes to a positive learning environment for students, as confirmed by the outcomes of this study.

Social media help students to connect with their peers easily. Due to its simplification of connections, social media brings various advantages for young students. It offers a virtual platform where students can connect with like-minded individuals, seek academic help, explore interests, address concerns, and improve their online communication skills and knowledge (Lusk, 2010; Purwanto et al., 2023). One of the advantages of online communities is the chance they provide for learners to seek academic support and assistance. Collaborating to accomplish a shared objective leads to better performance and increased productivity than working individually (Gillies, 2016). So, students may use social media platforms to learn with their peers for better performance. This is the same as what is explored in this study. Through these platforms, students can engage in discussions, exchange ideas, seek help, and support one another in their academic endeavors. Further, a communal atmosphere is nurtured, enabling students to glean knowledge from one another in ways that conventional classroom environments may not entirely support. Thus, this knowledge-sharing practice may encourage them to apply social networks for learning, which is a convincing factor of this study.

Students who utilize social media for their studies tend to cooperate with other students and participate in social learning, like comparing their progress with their peers (Zhou, 2019). However, certain studies propose that non-educational social activities on social media might make it difficult for some students to concentrate on their studies using these platforms (Wu, 2015). So, while concerns about potential distractions and gossip are valid, it is imperative to recognize the positive outcomes and the power of social media as a space for productive peer learning, especially when utilized effectively within an educational context.

Learning Adaptability of Students

Learning via social media often involves self-regulated learning, where learners have considerable management over their learning processes. Social cognitive theory suggests that self-regulation involves different mental abilities crucial for personal development and growth. These abilities, observed by Bandura

(1991), include watching, assessing, and responding. Together, they help people control their thoughts, actions, and feelings in a way that aligns with their goals. Moreover, Bandura argues that these abilities empower individuals to handle changing situations effectively.

Similarly, adaptability, a type of self-regulation, enhances students' capability to cope with change and focus on their goals (Collie & Martin, 2016). So, adaptability is a crucial skill for students. It involves adjusting to changes effectively. Students with adaptability thrive in dynamic environments. This skill promotes a positive and proactive mindset where people can learn from any social environment. This is one of the discoveries of this inquiry.

Knowing about information technology and being interested in new e-learning tools make it easier to learn online (Stecula & Wolniak, 2022). Knowledge of information technology is advantageous for online learning. Familiarity with IT enhances navigation through digital platforms. Likewise, Tech proficiency facilitates communication in virtual learning environments. It enables students to adapt quickly to evolving online educational methods. Thus, technological adaptability is important when using social media in learning. In the territory of learning through social platforms, one can view the notion of adaptability via the lens of the social cognitive theory. Students engage in a process where they observe a variety of learning materials available on social media, assess their value or relevance, and respond by integrating or utilizing the most beneficial resources for their learning needs. This approach aligns with the cognitive processes of observation, evaluation, and response, as emphasized by Bandura, illustrating how students exercise their autonomy in selecting and using resources in media-based learning. Thus, in line with cognitive theory, this study found that adaptability is one of the factors that influence students in e-learning tools.

Students can be adaptive to social platforms for various reasons. First, different kinds of help from society were linked to being able to adapt, where students get support from their parents, peers, and teachers to manage their thoughts, actions, and emotions (Burns et al., 2018). So, because of encouragement from teachers, parents, and friends, students can adapt to digital learning. Second, the social cognitive theory says that when individuals watch others using a computer system, it can influence how sure they feel about doing it themselves (self-confidence). What outcomes they expect, and it can provide useful techniques for doing it well (Deborah

& Christopher, 1995). So, self-confidence about learning in social media can encourage students to be adaptive to digital learning. However, this type of learning may depend on the reading materials found on social media. Using examples, images, and videos on various social media platforms for learning, students can build strong reasoning and improve their problem-solving abilities (Alt, 2017). Thus, learning materials inside social media can inspire students to adopt it.

Next, nowadays, with the significant mixing of social platforms into our everyday routines, there has been a notable emphasis on using and adjusting social media platforms for structured learning (Greenhow & Lewin, 2016). So, the culture of using social media can be another reason for adapting it to students in their formal learning. They may think they are better at using helpful tools on different social media platforms and applying their self-administrated learning tactics to fulfill their learning requirements. In this context, social media's flexible and adaptive nature allures students to utilize it for learning. However, just the opposite, Ali et al. (2016) also thought that social platforms could be a disturbance, causing students to shift their attention away from academic success and learning. When students adopt social media platforms a lot, they may fall into social media addiction, which causes serious negative consequences. But, this inquiry has explored that adaptability of social media produces positive consequences in academic learning, which is in the same line that Canadian adults have adapted social media tools to facilitate their learning (Morrison & McCutheon, 2019).

Subjective Well-being through Social Media Learning

There is already an established relationship between social cognitive theory and subjective well-being (Lent & Brown, 2008). Subjective well-being is a cognitive evaluation of how satisfied and happy one is with one's life (Goswami, 2012). Lent et al. (2005) conducted two research studies using different forms of social cognitive model to foresee satisfaction in particular areas of life and general happiness. Thus, subjective well-being is explained from the eye of social cognitive theory. Zhou (2019) similarly employed social cognitive theory to characterize the satisfaction levels of students engaging in social platforms for their formal academic pursuits. In the same line, this research also tries to measure the students' subjective well-being, involved in social media learning.

Learning satisfaction means how students feel positively about their learning experiences (Liao & Hsieh, 2011; as cited in Zhou, 2019). It is a result of their

emotions tied to learning. Students enjoy collaborative learning in social media (Alismaiel et al., 2022). Interaction with peers in digital spaces enhances the learning experience. Overall, the collaborative nature of social media contributes to a positive and enjoyable learning atmosphere for students. According to this study, three factors (learning behavior, peer learning and learning adaptability) significantly predict how satisfied students feel with their learning on social media. It was found that students are satisfied and happy with their learning via social media and perceive well-being from that learning. This findings align with previous study that social networks has the potential to establish a joyful and contented learning atmosphere that aids students in their educational endeavors (Sabah, 2023).

Tabuenca et al. (2015) also demonstrated that learners who set objectives while engaging in mobile learning were prone to experiencing happiness with their learning endeavors upon achieving those objectives. This satisfaction could encourage them to keep learning consistently and persist even when faced with challenges. So, the behavior of learning in social media through mobile or any devices at a time of students could lead them towards happiness and perceived more subjective well-being. This research also revealed that creating a learning behavior with fewer things that distract you is a significant factor in having a good learning experience on social media.

Feeling satisfied with our learning can come from evaluating what we have accomplished. For instance, one way to evaluate our learning on social media is by comparing ourselves with other online learners. When we see and interact with peer learners, it can have a good impact on how satisfied we feel about learning in an online setup (Artino, 2007). This is why using methods to evaluate our progress is crucial for a good learning experience on social media. Healthy relationships with peers help to increase their subjective well-being (Goswami, 2011). Thus, peer learning techniques in social media enhance the subjective well-being of participants. This is also justified by the output of this inquiry.

This research found that students experience greater satisfaction with their learning journey when using social platforms for educational pursuits. So, the adaptability of social media for learning can generate a feeling of well-being among students. Other research has shown that when learners are happy with their e-learning, they become more motivated to keep learning online, leading to better academic performance (Lee & Lee, 2008). However, there is an equal chance of becoming

addicted to social media and using it solely for entertainment purposes if students do not approach social media positively. This suggests how individuals engage with social media platforms significantly impacts their experiences and outcomes.

This highlights the importance of understanding how happy learners are with their learning on social media, as it affects how they view their learning and their inspiration to keep using social networks for learning. This study's findings indicate that learning adaptability significantly predicts how satisfied students feel when utilizing social media for reading and writing in community college. Opposite to the findings of this study, Jha et al. (2016) established that social media (Facebook) adaptability hampers academic performance and, moreover, causes health problems among students. However, we should accept that careful use can generate positive vibes among students and can perceive happiness from this type of digital learning to enhance their subjective well-being. Therefore, this researcher suggests that learners must accept a positive mindset towards social media, recognizing its' potential to enhance their lives when used thoughtfully and purposefully. By cultivating habits that prioritize meaningful interaction, learning, and personal development, students can mitigate the risks of addiction and derive greater value from their online experiences.

Socio-demographic and its Relation with Social Media Learnings.

The social cognitive theory proposes that the surroundings and experiences we have an impact how our minds work, which then influences how we behave (Bandura, 1986). In this discussion, it has been suggested that things like our background, education, or the experiences we have had using social media for learning shape how we think and impact how we use it. Consequently, these ways of thinking affect how things like our age, education, or social background (demographic variables) influence the content we create and consume online (Schradie, 2013). Along the same line, Hoffmann et al. (2015) suggested that social cognitive theory can clarify the reasons and methods through which socio- demographic variables impact the various ways people engage online. Therefore, social cognitive theory can be perceived as socio-demographic variables defining environmental factors that help to shape the cognitive state of students. This, in turn, impacts students' behavior utilizing social platforms for learning.

The study by Fang et al. (2019) has explored that demographic variables like age, education, gender, and income influence how people use social media, with well-

educated females tending to use more social platforms. In the same direction, this study has also explored that female students significantly used social platforms for learning more than their male counterparts. However, this research found no change in practice of utilizing social networks for learning because of students' age and educational level. Conflicting with these results, Hoffmann et al. (2015) discovered that as people age, their confidence in using the internet decreases, while those with higher education tend to feel more confident online, especially among male users.

Next, this study highlighted the significance of ethnicity in students' learning practices using social media. Still, it did not identify a substantial difference between specific ethnic communities of students. This aligns with the observations by Roberts and Foehr (2008), who established a significant association between media exposure and ethnicity.

Furthermore, this research noted that students in community colleges frequently utilized mobile devices to learn via social media. This trend may be ascribed to the widespread use of smartphones for communication, which is a fundamental necessity in today's digital world. There may be another reason behind using mobile phones by students. The researcher, a professional teacher in a community college, observed that the economic condition of community college students is not favorable, preventing them from affording multiple devices for reading and writing via social networks.

 Next, the outcomes of the study indicated that students primarily utilized Facebook and YouTube as social media platforms. This can also be justified by the report of Digital Nepal Framework (2019), where most people use Facebook and YouTube as social media platforms in Nepal. These findings can be important for teachers and educational institutions because they can develop a policy to help students learn through Facebook and YouTube.

Chapter Summary

In this discussion section, the study's findings are systematically compared and analyzed in the context of existing literature. The influencing factors, such as learning behavior, peer learning, and learning adaptability, have been discussed extensively. The discussion is enhanced by applying the social cognitive theory, which adds depth and significance to the analysis. A comprehensive examination of how and why students experience increased subjective well-being through social media for learning is presented, incorporating insights from the social cognitive theory. Moreover,

demographic variables such as gender and ethnicity were examined and analyzed critically. In conclusion, all the findings are substantiated with logical reasoning, providing a solid foundation for the conclusion drawn. Integrating established theories and careful analysis of variables add to the robustness and credibility of the study's outcomes.

CHAPTER VI

SUMMARY, CONCLUSION AND IMPLICATIONS OF THE STUDY

This chapter wraps up the dissertation by reviewing the main summary of the research outcomes. It discusses how these results can play an influential role in future research, policy-making process, and the people involved in education. The last part suggests the usage of social networks in education.

Summary of Study

Social media is a helpful tool for students in their education when used appropriately. It helps students in their academic learning according to their demands, choices, and time flexibility. Students are driven to integrate social media into their academic study due to many factors. It may be personal or environmental factors. Researchers have acknowledged the beneficial effect of social media on learners' academic achievement, even though it was not initially designed for educational purposes. On the flip side, studies have uncovered drawbacks like distractions, bullying, lack of physical activity, and heightened academic procrastination stemming from social media use. However, this study assumes that students utilize social platforms for academic excellence.

This study investigates students' opinions on utilizing social media for academic support, addressing three research questions. They are (1) what factors predict students' usage of social media for their learning?, (2) to what extent is the students' utilization of social media for their learning associated to their subjective well-being?, and (3) how do socio-demographic diversity affect students' learning through social platforms? This study hypothesizes such a way that multiple factors are significant in college students' academic use of social media. Additionally, using social networks for learning can lead to increased satisfaction for students and subsequently contribute to enhancing their subjective well-being.

This study could be a milestone in changing the context of educational pedagogy. The learning patterns of students are transitioning from traditional classroom learning to more flexible and extensive e-learning platforms. So, regular study of the opinion of students regarding the utilization of social platforms in their formal learning is essential. This study can give insightful knowledge to those who suppose social media as a communication and entertainment tool only. Considering

students' extensive adoption of social media, educational institutions could benefit from creating policies that integrate these platforms into their systems. Such integration could help students achieve better learning outcomes. This study could be helpful for other researchers to explore the paths for further study in the arena of social media's impact on learning. Shedding light on the present condition of utilizing social platforms in education provides a foundation for future investigations. Researchers can build upon the findings and gaps identified in the study to enhance our comprehension of the impact of social media on learning results.

The reviewed literature indicates the gains and drawbacks of students utilizing social networks. Many people still question whether learning through social media is effective. However, existing research identifies factors supporting social media's positive impact on student learning. Various factors guide students toward utilizing social media constructively in their reading and writing. The measurement of learner satisfaction with e-learning social networks is a noteworthy concern. Limited studies have explored students' perceptions in this regard. This study explored, analyzed, and explained the factors influencing students' social media use in learning, employing social cognitive theory to address this gap. Moreover, this study assessed students' subjective well-being based on their perspectives within the learning context.

A survey was undertaken to investigate this matter, involving 386 students randomly selected from 11 community colleges in the Lalitpur district of Nepal. Sampling was conducted using a simple random sampling technique, and data were gathered through structured questionnaires. These questionnaires were developed by drawing on existing literature and underwent refinement through expert consultations. Before the main survey, a preliminary test was conducted with 10% of the overall sample to guarantee the questionnaire's reliability.

The questionnaire employed a self-administered unipolar six-point Likert scale. The data was collected through personal visits of researchers to respondents, and consent was taken from both colleges and students before data collection. To analyze data, Principal Component Analysis (PCA) was done to find factors that motivate learners to utilize social platforms for educational purposes. Likewise, linear regression was run to measure the subjective well-being of students because of academic learning through social media. Moreover, summary statistics, t-test and ANOVA were applied to find the influence of social media on learnings of students based on social demographic variables. Additionally, the study employed the social

cognitive theory to provide insights into the learning phenomenon on social media platforms. This broad approach permitted a full exploration of the subject, combining quantitative methods and theoretical frameworks for a robust analysis.

The research discovered that students utilize social platforms for educational purposes due to three primary factors. Principal Component Analysis identified key factors: students' learning behavior on digital platforms, peer learnings practices in social media, and adaptability to e-learning. The students using social media reported increased happiness and satisfaction in learning, positively affecting their subjective well-being. Additionally, the study displayed that sex and ethnicity have a noteworthy moderating role in social media use for learning.

The results align with established literature, endorsing social cognitive theory by highlighting social media's positive impact on students' learning outcomes. Moreover, students reported happiness and satisfaction derived from social media-based learning experiences. Notably, this study challenges the prevalent concern surrounding potential learning distractions connected with students' utilization of social platforms.

Conclusions

This study examined how community college students utilize social platforms to enhance their formal education. Three key reasons have emerged as significant factors in this phenomenon. Firstly, students are inspired to combine social media into their learning due to learning behaviors observed on e-learning platforms. Secondly, the peer learning approach within social media platforms encourages students to utilize these platforms as learning tools. Lastly, students' adaptability to digital learning environments stimulates their application of social platforms as a reading resource.

Consequently, learning behavior, peer learning, and learning adaptability are pivotal factors shaping students' academic journey who utilize social networks for academic pursuit. In the situation of Lalitpur district, Nepal, community college students exhibit a propensity for learning through social media. They not only view social platforms as a supplementary learning network but also develop reading behaviors in digital platforms alongside traditional classroom learning. Students find enjoyment in their learning experiences on various social media platforms. Engaging in discussions with peers on social media about different course content is an attractive feature, drawing students to utilize social networks as a learning platform.

The study's results demonstrate that community college students possess competence in integrating social media into their formal learning processes on a global scale. Notably, their adaptability to learning through social media is remarkable. This indicates that students in emerging nations, such as Nepal, can effectively adopt social media as an integral component of their learning experiences.

Learning through social media contributes significantly to the subjective well-being of community college students. Their experience of learning on social media platforms is marked by happiness and satisfaction, owing to several factors, such as their learning behavior in digital environments, peer learning opportunities, and their adaptability to the learning environment. Among the three influencing factors-learning behavior, peer learning, and learning adaptability – students express a higher sense of well-being due to their learning behavior on various social platforms. This is succeeded by the impact of learning adaptability and peer learning facilitation. Notably, students predominantly use platforms like YouTube and Facebook to acquire knowledge and excel academically. The gender of students emerges as an important variable in the utilization of social media for learning, with girls being more active participants in this mode of learning.

Additionally, the ethnicity of students needs to be considered an influential variable in understanding the patterns of social networks used for academic learning. Next, a noteworthy trend is the extensive use of mobile phones among community college students for learning on social media. Most of the learners find mobile devices to be convenient tools for accessing and engaging with educational content through social media, emphasizing the importance of flexibility and accessibility in their learning practices.

Implications of the study

The results of this study can have significant inferences for future research and practices related to learning via social media.

Implications for Practice

The main outcome of this research is that students independently utilize various social media platforms for their formal education. It is crucial to highlight that students explore different learning resources from social media platforms like Facebook and YouTube without much guidance. Students need to consider other digital learning platforms and artificial intelligence. This allows students more voluntary choices to manage their learning. Additionally, to equip students to be self-

sufficient learners, it is vital to furnish them with an understanding of self-directed learning techniques and chances to apply these methods. For instance, students must learn how to tell the difference between fake or incorrect information and true information. This is important for making sure that learning through digital platforms, like social media, stays reliable and good quality.

The results of this research offer practical visions into how to improve the learning experience via social media. Firstly, the research emphasizes the vital role of effective learning strategies at the student level. To get positive learning effects and satisfaction, students need to be proficient in developing digital learning behavior, engaging in peer learning on digital platforms, and demonstrating adaptability in using technology like social media. Next, when it comes to educational institutions, teachers and policy-makers in colleges and universities must incorporate useful self-learning digital platforms (like, social media) into their teaching methods. Furthermore, the proprietors of various social media platforms can view social media not only as entertainment tools but also as digital learning tools. They can enhance these platforms by incorporating features tailored to aid students in their educational endeavors.

Finally, this research has important inferences for encouraging a method of continuous learning in community through various social media platforms. Even though social media was not initially created for educational purposes, this study emphasizes the idea that we can gain knowledge from social media at our own pace throughout our lives. In other words, it highlights the potential for ongoing learning using social media, allowing individuals the flexibility to learn when it suits them best.

Implications for Research

The outcomes of this research could potentially add value to different area, particularly as social media evolves into a contemporary learning platform in e-learning. In a country like Nepal, there is still a lot to uncover about how social media can be used effectively, making this study a pioneering effort that can pave the way for further investigations into the multifaceted influences of social media in education. Additional variables may inspire students to integrate social media into their learning experiences, and this study serves as an initial point for scholars to delve into these aspects.

Notably, this study focuses exclusively on community college students in the Lalitpur district of Nepal. However, the associations of social networks on learning are not confined to this specific demographic. The shift in the learning trends of students from traditional classroom settings to digital environments is a global phenomenon. Therefore, the understanding acquired from this research can be extended to encompass higher education institutions worldwide. Regular examination of the effect of social media on academic learning is essential in this evolving landscape. Furthermore, this study can help as a foundational source, offering valuable insights for researchers who wish to discover the diverse outcomes of students utilizing social media as a learning platforms. Future studies could take a similar approach but adopt different theoretical perspectives, broadening the understanding of social media's impact on education. For instance, researchers may choose to investigate this phenomenon through lenses other than the social cognitive theory employed in this inquiry, enriching the body of knowledge surrounding the subjective.

Future Scope

Expanding on the investigation conducted in this research, there are three key areas that future studies should explore. These include the development of advanced technological platforms, exploring additional factors of learning outcomes, and expanding and adapting the conceptual model. To delve into the first point, in the time ahead, further studies can make the most of the advancements in e-learning. This can be utilized to create effective technological platforms that guide learners in employing diverse learning strategies when utilizing social media for learning. Despite the common assumption that students who incorporate social platforms into their reading and writing are actively engaged, a significant number may actually lack the necessary skills to utilize such platforms effectively in education. This is where machine learning techniques, like learning analytics, come in. By scrutinizing data about learners and their learning backgrounds, these techniques can improve and personalize the learning experience.

As per this survey, a potential learning intervention tool can be developed as a platform by proprietors of various social media platforms. This tool would support learners in regulating their learning process and social media environment. For instance, by identifying learners who may be less self-sustained, the recommendation

system within the platform can offer personalized learning plans, access to relevant reading materials, and connections to the right peer.

Moreover, this research failed to consider how frequently learners engage with social platforms. Previous research indicates that the association between social media usage frequency does not account for learners' willingness to use platforms like YouTube and Facebook for higher education purposes. To get an enhanced knowledge of what variables directly affect students' utilization of self-learning strategies on social media for academic pursuit, this research applies social cognitive theory as its theoretic foundation. In social cognitive philosophy, factors such as learning behavior, peer learning, and learning adaptability shape how students use social media for learning. However, another investigation proposes that individuals' past experiences with social media could also impact their utilization of social platforms for reading and writing, along with how they perceive such platforms as learning tools. Considering this, persons who frequently utilize social media may have additional experience with it. As a result, the frequency of social media use might indirectly influence the factors related to learning through social media. Given this perspective, future research should examine how often individuals engage with social media.

REFERENCES

Aghaee, N. (2010). *Social media use in cademia: Campus students perceptions of how using social media supports educational learning.* [Master thesis]. Linnaeus University. https://www.researchgate.net/publication/266851183

Akers, R.L., Krohn, M.D., Lanza-Kaduce, L., Radosevich, M. (1995). Social learning and deviant behavior: A specific test of a general theory. In J. McCord & J. H. Laub (Eds.), *Contemporary masters in criminology. The plenum series in crime and justice* (pp. 187-214). Springer, Boston, MA. https://doi.org/10.1007/978-1-4757-9829-6_12

Ali, M., Yaacob, R. A. I. B. R., Endut, M. N. A. B., & Langove, N. U. (2017). Strengthening the academic usage of social media: An exploratory study. *Computer and Information Sciences*, *29(4)*, 553-561. https://doi.org/10.1016/j.jksuci.2016.10.002

Alismaiel, O. A., Cifuentes-Faura, J., & Al-Rahmi, W. M. (2022). Social media technologies used for education: An empirical study on TAM model during the COVID-19 pandemic. *In Frontiers in Education (Vol. 7). Frontiers Media SA.* https://doi.org/10.3389/feduc.2022.882831

Allen, I. E., & Seaman, J. (2013). Changing course: Ten years of tracking online education in the United States. *Nursing Standard, 26*, 1-47.

Al-Rahmi, A. M., Shamsuddin, A., Wahab, E., Al-Rahmi, W. M., Alyoussef, I. Y., & Crawford, J. (2022). Social media use in higher education: Building a structural equation model for student satisfaction and performance. *Frontiers in Public Health*, *10*, 1003007. https://doi.org/10.3389/fpubh.2022.1003007

Al-Rahmi, W. M., Yahaya, N., Alturki, U., Alrobai, A., Aldraiweesh, A. A., Omar Alsayed, A., & Kamin, Y. B. (2022). Social media–based collaborative learning: The effect on learning success with the moderating role of cyberstalking and cyberbullying. *Interactive Learning Environments, 30*(8), 1434-1447. https://doi.org/10.1080/10494820.2020.1728342

Al-Rahmi, W., & Othman, M. (2013). The impact of social media use on academic performance among university students: A pilot study. *Journal of Information Systems Research and Innovation*, *4*(12), 1-10.

Alt, D. (2017). College students' perceived learning environment and their social media engagement in activities unrelated to class work. *Instructional Science*, *45*, 623-643. https://doi.org/10.1007/s11251-017-9418-0

Andreassen, C. S., Pallesen, S., & Griffiths, M. D. (2017). The relationship between addictive use of social media, narcissism, and self-esteem: Findings from a large national survey. *Addictive Behaviors, 64*, 287–293. https://doi.org/10.1016/j.addbeh.2016.03.006

Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments*, *7(1)*, 1-16. https://doi.org/10.1186/s40561-020-00118-7

Artino Jr, A. R. (2007). Online military training: Using a social cognitive view of motivation and self-regulation to understand students' satisfaction, perceived learning, and choice. *Quarterly Review of Distance Education*, *8*(3), 191-202.

Aydin, S. (2014). The use of blogs in learning English as a foreign language. *Online Submission*, *4*(1), 244-259. http://dx.doi.org/10.13054/mije.13.79.4.1

Bandura, A. (1991). Social cognitive theory of self-regulation. Organizational *Behavior and Human Decision Processes*, 50, 248-287. http://dx.doi.org/10.1016/0749-5978(91)90022-L

Bandura, A. (1997). *Self-efficacy: The exercise of control.* W H Freeman/Times Books/ Henry Holt & Co.

Bandura, A. (2002). Growing primacy of human agency in adaptation and change in the electronic era. *European Psychologist, 7(1)*, 2–16. https://psycnet.apa.org/doi/10.1027/1016-9040.7.1.2

Bandura, A. (2012). Social cognitive theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 349–373). Sage Publications Ltd. https://doi.org/10.4135/9781446249215.n18

Bandura, A., (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Englewood Cliffs, NJ

Bann, C. M., Kobau, R., Lewis, M. A., Zack, M. M., Luncheon, C., & Thompson, W. W. (2012). Development and psychometric evaluation of the public health surveillance well-being scale. *Quality of Life Research*, *21*, 1031-1043. https://doi.org/10.1007/s11136-011-0002-9

Bennett, S., Agostinho, S., & Lockyer, L. (2015). Technology tools to support learning design: Implications derived from an investigation of university teachers' design practices. *Computers & Education, 81*, 211–220. https://doi.org/10.1016/j.compedu.2014.10.016

Bhatt, P., & Pickering, C. M. (2023). Analysing spatial and temporal patterns of tourism and tourists' satisfaction in Nepal using social media. *Journal of Outdoor Recreation and Tourism*, 100647. https://doi.org/10.1016/j.jort.2023.100647

Biddle, C., & Schafft, K. A. (2015). Axiology and anomaly in the practice of mixed methods work: Pragmatisocial media, Valuation, and the transformative paradigm. *Journal of Mixed Method Research*, *9(4),* 320-334. https://doi.org/10.1177/1558689814533157

Boyd, R., & Richerson, P. J. (1995). Why does culture increase human adaptability? *Ethology and Sociobiology*, *16*(2), 125-143. https://doi.org/10.1016/0162-3095(94)00073-G

Broadbent, J., & Poon, W. L. (2015). Self-regulated learning strategies & academic achievement in online higher education learning environments: A systematic review. *The Internet and Higher Education*, *27*, 1-13. https://doi.org/10.1016/j.iheduc.2015.04.007

Burns, E. C., Martin, A. J., & Collie, R. J. (2018). Adaptability, personal best (PB) goals setting, and gains in students' academic outcomes: A longitudinal examination from a social cognitive perspective. *Contemporary Educational Psychology*, *53*, 57-72. https://doi.org/10.1016/j.cedpsych.2018.02.001.

Butkovic, A., Brkovic, I., & Bratko, D. (2012). Predicting well-being from personality in adolescents and older adults. *Journal of Happiness Studies, 13(3)*, 455–467. https://doi.org/10.1007/s10902-011-9273-7

Carifio, J., & Perla, R. (2008). Resolving the 50-year debate around using and misusing Likert scales. Medical Education, 42(12), 1150–1152. http://dx.doi.org/10.1111/j.1365-2923.2008.03172.x

Casal, S. S., (2019). The impact of social media participation on academic performance in undergraduate and postgraduate students. *International Review of Research in Open and Distributed Learning*. *7(1)*, 126-143. https://doi.org/10.19173/irrodl.v20i1.3751

Central Bureau of Statistics. (2022). National population and housing census 2022. Kathmandu: Author.

Cheng, G., & Chau, J. (2013). Exploring the relationship between students' self-regulated learning ability and their ePortfolio achievement. *The Internet and Higher Education, 17*, 9–15. https://doi.org/10.1016/j.iheduc.2012.09.005

Chiu, C.-M., Hsu, M.-H., & Wang, E. T. G. (2006). Understanding knowledge sharing in virtual communities: An integration of social capital and social cognitive theories. *Decision Support Systems, 42(3)*, 1872–1888. https://doi.org/10.1016/j.dss.2006.04.001

Cho, M.-H., & Summers, J. (2012). Factor validity of the motivated strategies for learning questionnaire (MSLQ) in asynchronous online learning environments. *Journal of Interactive Learning Research, 23(1)*, 5–28.

Clifton, A., & Mann, C. (2011). Can YouTube enhance student nurse learning?. *Nurse education today*, *31*(4), 311-313. http://dx.doi.org/10.1016/j.nedt.2010.10.004

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. (8 th ed., p. 112). Routledge.

Collie, R.J. & Martin, A.J. (2016). Adaptability: An important capacity for effective teachers. Educational Practice and Theory, 38, 27-39. http://dx.doi.org/10.7459/ept/38.1.03

Corry, M., & Carlson-Bancroft, A. (2014). Transforming and Turning around Low-Performing Schools: The Role of Online Learning. *Journal of Educators Online*, *11*(2), 1-31.

Costelo, A. B., & Osbone, J. W. (2005). Best practice in the exploratory analysis: Four recommendations for getting the most from your analysis. *Practical Assessment Research and Evaluation, 10*(7), 1-9.

Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods Approaches* (4th ed.).Sage.

Cummins, R. A., Mellor, D., Stokes, M., & Lau, A. L. (2010). Measures of subjective well-being. Rehabilitation and health assessment: Applying ICF guidelines, 409-426.

Dabbagh, N., & Kitsantas, A. (2005). Using web-based pedagogical tools as scaffolds for self-regulated learning. Instructional Science, 33, 513–540. https://doi.org/10.1007/s11251-005-1278-3

Dabbagh. N. & Kitsantas, A. (2012). Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *Internet and Higher Education, 15(1)*, 3-8. http://dx.doi.org/10.1016/j.iheduc.2011.06.002

Davidovitch, N. & Belichenko, M. (2018). Using facebook in higher education: Exploring effects on social climate, achievements, and satisfaction. *International Journal of Higher Education, 7(1)*, 51-58. https://doi.org/10.5430/ijhe.v7n1p51

Deborah R. C., & Christopher A. H., (1995) Application of Social Cognitive Theory to Training for Computer Skills. *Information Systems Research 6(2)*, 118-143. http://dx.doi.org/10.1287/isre.6.2.118

Dede, C. (2008). A seisocial mediaic shift in epistemology. *Educause*, *43(3)*, 80-81.

DeNeve, K. M., & Cooper, H. (1998). The happy personality: A meta-analysis of 137 personality traits and subjective well-being. *Psychological Bulletin, 124(2)*, 197–229. https://doi.org/10.1037/0033-2909.124.2.197

Diener, E. (2006). Guidelines for national indicators of subjective well-being and ill-being. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being, 7*(4), 397–404. https://doi.org/10.1007/s10902-006-9000-y

Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature Human Behavior, 2(4),* 253-260.

Domizi, D. P. (2013). Microblogging to foster communications and community in a weekly graduate seminar course. *Techtrends, 57*(1), 43-51. https://doi.org/10.1007/s11528-012-0630-0

Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social 190 capital and college students' use of online social network sites. *Journal of Computer Mediated Communication, 12(4),* 1143–1168. https://doi.org/10.1111/j.1083- 6101.2007.00367.x

Ereaut, G., & Whiting, R. (2008). What do we mean by 'wellbeing'? And why might it matter. *London: Department for Children, Schools and Families*.

Evans, C. (2013). Twitter for teaching: Can social media be used to enhance the process of learning? *British Journal of Educational Technology, 45(5)*, 902–915. http://dx.doi.org/10.1111/bjet.12099

Feng, G. C., Zhang, Y., & Lin, Z. (2019). A meta-analysis of the effects of socio-demographic factors on social media adoption. *International Journal of Communication*, *13*, 30. https://ijoc.org/index.php/ijoc/article/view/10088

Fox, J., & Moreland, J. J. (2015). The dark side of social networking sites: An exploration of the relational and psychological stressors associated with Facebook use and affordances. 191 *Computers in Human Behavior*, 45, 168–176. https://doi.org/10.1016/j.chb.2014.11.083

Friedman, L.W., & Friedman, H.H. (2013). Using social media technologies to enhance online learning. *Journal of Educators Online, 10(1)*, 1-21.

Garett, R., Lord, L. R., & Young, S. D. (2016). Associations between social media and cyberbullying: a review of the literature. *mHealth*, *2(12)*, 46. https://doi.org/10.21037/mhealth.2016.12.01

George, D. and Mallery, M. (2010). SPSS for Windows Step by Step: A Simple Guide and Reference, 17.0 Update, 10th ed., Pearson.

Ghimire, S. P. (2022). Secondary Students' Learning English through Social Media: A Case Study in Nepal. *International Journal of Research in Education and Science*, *8*(3), 529-544. https://eric.ed.gov/?id=EJ1347207

Gillies, R. M. (2016). Cooperative Learning: Review of Research and Practice. *Australian Journal of Teacher Education, 41(3)*, 39-54. http://dx.doi.org/10.14221/ajte.2016v41n3.3

Goldie, J. G. S. (2016). Connectivisocial media: A knowledge learning theory for the digital age*? Medical Teacher, 38(10)*, 1064-1069. https://doi.org/10.3109/0142159X.2016.1173661

Gormley, L. (2005). Critical issue in anti-raciest research methodology. *Peter Lang AG*, *252*, 95-123. https://doi.org/10.3390/educsci8040194

Goswami, H. (2012). Social relationships and children's subjective well-being. *Social Indicators Research, 107(3)*, 575–588. https://doi.org/10.1007/s11205-011-9864-z

Government of Nepal Ministry of Communication and Information Technology, 2019. *Digital Nepal Framework*. https://nepalindata.com/media/resources/items/15/bEN_Digital_Nepal_Framework_V7.2March2019.pdf

Government of Nepal. (2076). *Education policy of Nepal.* Kathmandu: Author.

Gravetter, J. F., &Forzano, B. A. (2006). *Research methods for the behavioral sciences* (2nd ed.). Thomson Learning.

Greenhow, C., & Lewin, C. (2016). Social media and education: Re-conceptualizing the boundaries of formal and informal learning. *Learning, Media and Technology*, 41 (1), 6-30. https://doi.org/10.1080/17439884.2015.1064954

Grieve, R., Indian, M., Witteveen, K., Anne Tolan, G., & Marrington, J. (2013). Face-to-face or Facebook: Can social connectedness be derived online? *Computers in Human Behavior, 29(3)*, 604–609. https://doi.org/10.1016/j.chb.2012.11.017

Henderson, L. W., & Knight, T. (2012). Integrating the hedonic and eudaimonic perspectives to more comprehensively understand wellbeing and pathways to wellbeing. *International Journal of Wellbeing, 2(3)*, 196–221. https://doi.org/doi:10.5502/ijw.v2i3.3

Heywood, J. (1989). *Learning Adaptability and Change*. 1 ed. Sage.

Hill, J. R., Song, L., & West, R. E. (2009). Social Learning Theory and Web-Based Learning Environments: A Review of Research and Discussion of Implications. *American Journal of Distance Education, 23(2)*, 88-103. https://doi.org/10.1080/08923640902857713.

Hoffmann, C. P., Lutz, C., & Meckel, M. (2015). Content creation on the Internet: A social cognitive perspective on the participation divide. *Information, Communication & Society*, *18*(6), 696-716. https://doi.org/10.1080/1369118X.2014.991343

Hong, J. C., Hwang, M. Y., Szeto, E., Tsai, C. R., Kuo, Y. C., & Hsu, W. Y. (2016). Internet cognitive failure relevant to self-efficacy, learning interest, and satisfaction with social media learning. *Computers in Human Behavior*, *55*, 214-222. https://doi.org/10.1016/j.chb.2015.09.010

Hood, N., Littlejohn, A., & Milligan, C. (2015). Context counts: How learners' contexts influence learning in a MOOC. *Computers and Education, 91*, 83–91 https://doi.org/10.1016/j.compedu.2015.10.019

Howard, C. (2014). Social Media and Young Adult's Well-Being. Master's Thesis. Fort Hays State University. https://scholars.fhsu.edu/theses/62

Hsu, M. H., Ju, T. L., Yen, C. H., & Chang, C. M. (2007). Knowledge sharing behavior in virtual communities: The relationship between trust, self-efficacy,

and outcome expectations. *International Journal of Human Computer Studies, 65(3),* 153–169. https://doi.org/10.1016/j.ijhcs.2006.09.003

Jaffar, A. A. (2012). YouTube: An emerging tool in anatomy education. *Anatomical sciences education*, *5*(3), 158-164. https://doi.org/10.1002/ase.1268

Jha. R. K., Shah, D. K., Basnet, S., Paudel, K. R., Sah, P., Sah, A. K., & Adhikari, K. (2016). Facebook use and its effects on the life of health science students in a private medical college of Nepal. *BioMed Centre*. https://pubmed.ncbi.nlm.nih.gov/27485717/

Jiang, M., Lam, A. H., Chiu, D. K., & Ho, K. K. (2023). Social media aids for business learning: A quantitative evaluation with the 5E instructional model. *Education and Information Technologies, 28*, 1-23. https://doi.org/10.1007/s10639-023-11690-z

Joo, Y. J., Lim, K. Y., & Kim, E. K. (2011). Online university students' satisfaction and persistence: Examining perceived level of presence, usefulness and ease of use as predictors in a structural model. *Computers & Education, 57(2)*, 1654–1664. http://dx.doi.org/10.1016/j.compedu.2011.02.008

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social media. *Business Horizons*, *53(1)*, 59–68. https://doi.org/10.1016/j.bushor.2009.09.003

Karakas, F., & Manisaligil, A. (2012). Reorienting self-directed learning for the creative digital era. *European Journal of Training and Development*, *36*(7), 712-731. https://doi.org/10.1108/03090591211255557

Kathmandu University (2020). Guidelines for Online Teaching and Learning. Author.

Kesim, S. I., & Kara, F. (2019). The public health surveillance well-being scale: Reliability and validity study of the Turkish version. *Journal of Health and Social Sciences*, *4*(3), 417-428. https://journalhss.com/wp-content/uploads/jhss43_417-428.pdf

Khang, H., Han, E.-K., & Ki, E.-J. (2014). Exploring influential social cognitive determinants of social media use. *Computers in Human Behavior, 36*, 48–55. https://doi.org/10.1016/j.chb.2014.03.038

Kim, Y., Kim, B., Hwang, H. S., & Lee, D. (2020). Social media and life satisfaction among college students: A moderated mediation model of SNS communication network heterogeneity and social self-efficacy on satisfaction with campus life. *The Social Science Journal, 27(1),* 1–16.

https://doi.org/10.1016/j.soscij.2018.12.001

Kind, T., & Evans, Y. (2015). Social media for lifelong learning. International
Review of Psychiatry, 27(2), 124–132.
https://doi.org/10.3109/09540261.2014.990421

Kirschner, P. A., & Karpinski, A. C. (2010). Facebook and academic performance.
Computers in Human Behavior, 26(6), 1237–1245.
https://doi.org/10.1016/j.chb.2010.03.024

Kline, P. (1994). *An easy guide to factor analysis*. Routledge.
https://doi.org/10.4324/9781315788135

Krejcie, R. & Morgan, D. W. (1970). Determining sample size for research activities.
Educational and Psychological Measurement, 30, 607- 610.

Kuo, Y. C., Walker, A. E., Schroder, K. E., & Belland, B. R. (2014). Interaction,
Internet self-efficacy, and self-regulated learning as predictors of student
satisfaction in online education courses. *The Internet and Higher
Education*, *20*, 35-50. https://doi.org/10.1016/j.iheduc.2013.10.001

Kuo, Y., Walker, A. E., Belland, B. R., & Schroder, K. E. E. (2013). A predictive
study of student satisfaction in online education programs. *The International
Review of Research in Open and Distance Learning, 14(1),* 107–127.
https://doi.org/10.19173/irrodl.v14i1.1338

LaRose, R., & Eastin, M. S. (2004). A social cognitive theory of internet uses and
gratifications: Toward a new model of media attendance. *Journal of
Broadcasting & Electronic Media, 48(3)*, 358–377.
http://dx.doi.org/10.1207/s15506878jobem4803_2

Lee, G., Lee, J., & Kwon, S. (2011). Use of social-networking sites and subjective
well-being: a study in South Korea. *Cyberpsychology, Behavior, and Social
Networking*, *14*(3), 151-155. https://doi.org/10.1089/cyber.2009.0382

Lee, J. K., & Lee, W. K. (2008). The relationship of e-learner's self-regulatory
efficacy and perception of e-learning environmental quality. *Computers in
Human Behavior, 24(1)*, 32–47. https://doi.org/10.1016/j.chb.2006.12.001

Lent, R. W., & Brown, S. D. (2008). Social cognitive career theory and subjective
well-being in the context of work. *Journal of Career Assessment*, *16*(1), 6-21.
https://doi.org/10.1177/1069072707305769

Lent, R. W., Singley, D., Sheu, H.-B., Gainor, K. A., Brenner, B. R., Treistman, D., &
Ades, L. (2005). Social Cognitive Predictors of Domain and Life Satisfaction:

Exploring the Theoretical Precursors of Subjective Well-Being. *Journal of Counseling Psychology, 52*(3), 429–442. https://doi.org/10.1037/0022-0167.52.3.429

Liccardi, I., Ounnas, A., Pau, R., Massey, E., Kinnunen, P., Lewthwaite, S., & Sarkar, C. (2007). The role of social networks in students' learning experiences. *ACM SIGCSE Bulletin. 39 (4),* 224-237. http://dx.doi.org/10.1145/1345375.1345442

Lin, T.-C., & Huang, C.-C. (2008). Understanding knowledge management system usage antecedents: An integration of social cognitive theory and task technology fit. *Information & Management, 45(6)*, 410–417. https://doi.org/10.1016/j.im.2008.06.004

Lucas, R. E., & Diener, E. (2009). Personality and subjective well-being. *The science of well-being: The collected works of Ed Diener*, *37*, 75-102.

Lusk, B. (2010). Digital natives and social media behavior: an overview. *The Prevention Researcher*, *17*(S1),3+
. https://link.gale.com/apps/doc/A246449154/AONE?u=anon~a93e2dd0&sid=googleScholar&xid=3384b606

Ma, W. W., & Chan, A. (2014). Knowledge sharing and social media: Altruism, perceived online attachment motivation, and perceived online relationship commitment. *Computers in Human Behavior*, *39*, 51-58. https://doi.org/10.1016/j.chb.2014.06.015

MacCallum, R. C., & Tucker, L. R. (1991). Representing sources of error in the common-factor model: Implications for theory and practice. *Psychological Bulletin*, *109*(3), 502. https://psycnet.apa.org/doi/10.1037/0033-2909.109.3.502

Manca, S. (2020). Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook. *The Internet and Higher Education, 44*, 100707. https://doi.org/10.1016/j.iheduc.2019.100707

Manca, S., & Ranieri, M. (2016). Is Facebook still a suitable technology-enhanced learning environment? An updated critical review of the literature from 2012 to 2015. *Journal of Computer Assisted Learning*, *32*(6), 503-528. https://doi.org/10.1111/jcal.12154

Mao, J. (2014). Social media for learning: A mixed methods study on high school students' technology affordances and perspectives. *Computers in Human Behavior*, *33*, 213-223. http://dx.doi.org/10.1016/j.chb.2014.01.002

Maqableh, M., Rajab, L., Quteshat, W., Masa'deh, R.M.T., Khatib, T. and Karajeh, H. (2015). The impact of social media networks websites usage on students' academic performance. *Communications and Network*, *7*(4), 159-171. http://dx.doi.org/10.4236/cn.2015.74015

Margaryan, A., Bianco, M., & Littlejohn, A. (2015). Instructional quality of massive open online courses (MOOCs). *Computers and Education, 80*, 77–83. https://doi.org/10.1016/j.compedu.2014.08.005

Maureen, C. (2018). Social media and study habits of secondary school students in Anambra State, Nigeria. *Library Philosophy and Practice*, 0_1-55. http://digitalcommons.unl.edu/libphilprac

Mbodila, M., Ndebele, C., & Muhandji, K. (2014). The effect of social media on student's engagement and collaboration in higher education: A case study of the use of Facebook at a South African university. *Journal of communication*, *5*(2), 115-125. https://www.researchgate.net/publication/280553414

McLoughlin, C., & Lee, M. J. W. (2010). Personalised and self-regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software. *Australasian Journal of Educational Technology, 26*, 28–43.

Meier, A., Reinecke, L., & Meltzer, C. E. (2016). Facebocrastination? Predictors of using Facebook for procrastination and its effects on students' well-being. *Computers in Human Behavior, 64*, 65–76. https://doi.org/10.1016/j.chb.2016.06.011

Mohammadi, H. (2015). Social and individual antecedents of m-learning adoption in Iran. *Computers in Human Behavior, 49*, 191–207. https://doi.org/10.1016/j.chb.2015.03.006

Morgan, D. L. (2007). Paradigms lost pragmatisocial media regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Method Research*, *48(1)*, 48-76. https://doi.org/10.1177/2345678906292462

Morris, T. H. (2019). Self-directed learning: A fundamental competence in a rapidly changing world. *International Review of Education*, *65*(4), 633-653. https://doi.org/10.1007/s11159-019-09793-2

Morrison, D., & McCutheon, J. (2019). Empowering older adults' informal, self-directed learning: harnessing the potential of online personal learning

networks. *Research and Practice in Technology Enhanced Learning*, *14*, 1-16. https://doi.org/10.1186/s41039-019-0104-5

Muijs, D. (2005). Doing quantitative research in education with SPSS. Thousand Oaks, CA: SAGE.

Muijs, D. (2022) Doing Quantitative Research in Education with SPSS. 3rd ed. London: Sage

Myers, C. G., Kudsi, O. Y., & Ghaferi, A. A. (2018). Social media as a platform for surgical learning: Use and engagement patterns among robotic surgeons. *Annals of Surgery, 267*(2), 233–235. http://dx.doi.org/10.1097/SLA.0000000000002479

Nadeak, B. (2020). The effectiveness of distance learning using social media during the pandemic period of COVID-19: A Case in Universitas Kristen Indonesia. *International Journal of Advanced Science and Technology, 29(7),* 1764-1772. https://www.researchgate.net/publication/341669112

Nagel, T. W. S., C. Remillard,C., Aucoin, R., & Takenishi, A. (2018). Findings on student use of social media at the collegiate, undergraduate, and graduate levels: Implications for post-secondary educators. *Journal of University Teaching & Learning Practice*, *15(1)*, 1-18. https://files.eric.ed.gov/fulltext/EJ1173809.pdf

Neupane, R. (2019). Effect of social media on nepali consumer purchase decision. *Pravaha*, *25*(1), 167-174.

OECD Guidelines on Measuring Subjective Well-Being. (2013). OECD Publishing. https://doi.org/10.1787/9789264191655-en

Oh, H. J., Ozkaya, E., & LaRose, R. (2014). How does online social networking enhance life satisfaction? The relationships among online supportive interaction, affect, perceived social 202 support, sense of community, and life satisfaction. *Computers in Human Behavior, 30*, 69– 78. https://doi.org/10.1016/j.chb.2013.07.05

Open and Distance Education Centre of Tribhuvan University (ODEC, TU). http://tribhuvan-university.edu.np/post/9_5f264f5d5217e

Panekham, A. (2014). Exploring the role Social Media plays in the student learning experience of 2014 university life in NZ. Master's thesis

Papademetriou, C., Anastasiadou, S., Konteos, G., & Papalexandris, S. (2022). COVID-19 pandemic: the impact of the social media technology on higher

education. *Education Sciences, 12*(4), 261.
https://doi.org/10.3390/educsci12040261

Piccoli, G., Ahmad, R., & Ives, B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic IT skills training. *MIS quarterly 25(4)*, 401-426. https://doi.org/10.2307/3250989

Piotrowski, C. (2012). Facebook: A bibliographic analysis of the PsycINFO database. *Journal of Instructional Psychology, 39(1)*, 63-65.

Piotrowski, C. (2015). Academic applications of social media: A review of peer review research. *Psychology & Education, 52(3-4)*, 15-22. https://www.researchgate.net/publication/283620915

Piotrowski, C. (2015). Emerging research on social media use in education: A study of dissertations. *Research in Higher Education Journal, 27*, 1-15. http://www.aabri.com/copyright.html.

Pressley, M., & McCormick, C. (1995). Cognition, teaching, and assessment. HarperCollins College Publishers.

Proctor, C. (2014). *Subjective well-being*. Springer. https://www.researchgate.net/publication/263919613

Purwanto, A., Fahmi, K., & Cahyono, Y. (2023). The Benefits of Using Social Media in the Learning Process of Students in the Digital Literacy Era and the Education 4.0 Era. *Journal of Information Systems and Management (JISMA), 2*(2), 1-7. https://doi.org/10.4444/jisma.v2i2.296

Qureshi, M. A., Khaskheli, A., Qureshi, J. A., Raza, S. A., & Yousufi, S. Q. (2023). Factors affecting students' learning performance through collaborative learning and engagement. *Interactive Learning Environments, 31*(4), 2371-2391. https://doi.org/10.1080/10494820.2021.1884886

Rahman, S., Ramakrishnan, T., & Ngamassi, L. (2020). Impact of social media use on student satisfaction in Higher Education. *Higher Education Quarterly*, *74*(3), 304-319. https://doi.org/10.1111/hequ.12228

Raza, A., Usman, M., & Ali, M. (2022). Examining how and when Facebook intensive use shapes users' online pro-social behaviors. *Telematics and informatics*, *67*, 101753. https://doi.org/10.1016/j.tele.2021.101753

Roberts, D. F., & Foehr, U. G. (2008). Trends in Media Use. *The Future of Children*, *18*(1), 11–37. http://www.jstor.org/stable/20053118

Roblyer, M. D., McDaniel, M., Webb, M., Herman, J., & Witty, J. V. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *The Internet and higher education*, *13*(3), 134-140. https://doi.org/10.1016/j.iheduc.2010.03.002

Sabah, N. M. (2023). The impact of social media-based collaborative learning environments on students' use outcomes in higher education. *International Journal of Human–Computer Interaction, 39*(3), 667-689. https://doi.org/10.1080/10447318.2022.2046921

Salomon, A., & Ben-David Kolikant, Y. (2016). High-school students' perceptions of the effects of non-academic usage of ICT on their academic achievements. *Computers in Human Behavior, 64,* 143–151. https://doi.org/10.1016/j.chb.2016.06.024

Sayaf, A. M., Alamri, M. M., Alqahtani, M. A., & Alrahmi, W. M. (2022). Factors influencing university students' adoption of digital learning technology in teaching and learning. *Sustainability*, *14*(1), 493. https://doi.org/10.3390/su14010493

Schradie, J. (2013). The digital production gap in Great Britain. *Information, Communication & Society, 16 (6)*, 989–998. http://dx.doi.org/10.1080/1369118X.2013.799305

Schunk, D. H., & Ertmer, P. A. (1999). Self-regulatory processes during computer skill acquisition: Goal and self-evaluative influences. *Journal of educational psychology*, *91*(2), 251. https://psycnet.apa.org/doi/10.1037/0022-0663.91.2.251

Selwyn, N. (2007). Web 2.0 applications as alternative environments for informal learning - A critical review. Paper presented at OECD-KERIS International expert meeting on ICT and educational performance, Cheju Island, South Korea.

Severino, S., Aiello, F., Cascio, M., Ficarra, L., & Messina, R. (2011). Distance education: The role of self-efficacy and locus of control in lifelong learning. *Procedia - Social and Behavioral Sciences, 28*, 705–717.

Shafiq, M., & Parveen, K. (2023). Social media usage: Analyzing its effect on academic performance and engagement of higher education

students. *International Journal of Educational Development, 98*, 102738. https://doi.org/10.1016/j.ijedudev.2023.102738

Shah, D. B., & Bhattarai, P. C. (2023). Factors contributing to teachers' self-efficacy: A Case of Nepal. *Education Sciences, 13*(1), 91. DOI: https://doi.org/10.3390/educsci13010091

Shen, D., Cho, M.-H. H., Tsai, C.-L. L., & Marra, R. (2013). Unpacking online learning experiences: Online learning self-efficacy and learning satisfaction. *The Internet and Higher Education, 19*, 10–17. https://doi.org/10.1016/j.iheduc.2013.04.001

Shrestha, R., Bhattarai, P. C., & Dhungana, G. (2023). Management of higher educational institution amid COVID-19: Case study of Kathmandu University, School of Education (KUSOED), Nepal. In I. Pal, J. Josheph, K. Sukwanchai & Das, B., *Multi-hazard resilience of higher educational institutions in Asia Pacific* (pp. 81-103). AIT & ICIMOD. https://iddrr.undrr.org/media/94535/download?startDownload=20240618

Siddhartha, S., Adil, A. H., Mulla, M., Mulla, M., Sayed, F. R., Singh, K. S., Tripathi, S., Ramakrishnappa, S.,& Eusufzai, S. Z. (2020). Usage of social media among undergraduate university students. *European Journal of Molecular & Clinical Medicine, 7(8),* 1605-1617. https://www.researchgate.net/publication/347399224

Singh, A.R., Bhattarai, P.C. & Paudel, P.K. (2023). Social capital with family and friends for wellbeing: a case study of Nepali high school female students. *SN Soc Sci* 3, 151. https://doi.org/10.1007/s43545-023-00745-0

Sobaih, A. E. E., Hasanein, A. M., & Abu Elnasr, A. E. (2020). Responses to COVID-19 in higher education: Social media usage for sustaining formal academic communication in developing countries. *Sustainability, 12*(16), 6520. https://doi.org/10.3390/su12166520

Stecuła, K., & Wolniak, R. (2022). Advantages and disadvantages of e-learning innovations during COVID-19 pandemic in higher education in Poland. *Journal of Open Innovation: Technology, Market, and Complexity*, *8*(3), 159. https://doi.org/10.3390/joitmc8030159

Sullivan, G. M., & Artino Jr, A. R. (2013). Analyzing and interpreting data from Likert-type scales. *Journal of Graduate Medical Education*, *5*(4), 541-542. http://dx.doi.org/10.4300/JGME-5-4-18

Šumak, B., Heričko, M., & Pušnik, M. (2011). A meta-analysis of e-learning technology acceptance: The role of user types and e-learning technology types. *Computers in Human Behavior, 27(6),* 2067–2077. https://doi.org/10.1016/j.chb.2011.08.005

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Allyn and Bacon.

Tabuenca, B., Kalz, M., Drachsler, H., & Specht, M. (2015). Time will tell: The role of mobile learning analytics in self-regulated learning. *Computers & Education*, 89, 53–74.

Tang, J. H., Chen, M. C., Yang, C. Y., Chung, T. Y., & Lee, Y. A. (2016). Personality traits, interpersonal relationships, online social support, and Facebook addiction. *Telematics and Informatics, 33(1)*, 102–108. https://doi.org/10.1016/j.chb.2014.04.051

Tayo, S. S., Adebola, S. T., & Yahya D. O. (2019). Social media: Usage and influence on undergraduate studies in Nigerian Universities. *International Journal of Education and Development using Information and Communication Technology (IJEDICT), 15(3)*, 53-62. https://eric.ed.gov/?id=EJ1227664

Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage.

Tess, P.A. (2013). The role of social media in higher education classes (real and virtual): A literature review. *Computers in Human Behavior, 29*, 60-68. https://doi.org/10.1016/j.chb.2012.12.032

Tezci, E. & Icen, M. (2017). High school students' social media usage habits. *Journal of Education and Practice*, *8(17)*, 99-108. https://files.eric.ed.gov/fulltext/ED577955.pdf

Thapa (2023). Social media crime law in Nepal-Easy guide to all the legal provisions 2080. https://meroadalat.com/social-media-crime-law-in-nepal/

Tribhuvan University (2020). *Guideline of Online classes*. Kathmandu. Author. http://www.tribhuvan-university.edu.np/post/5_5ea3fc709d8c1

Tsai, C. C., Chuang, S. C., Liang, J. C., & Tsai, M. J. (2011). Self-efficacy in Internet-based learning environments: A literature review. *Educational Technology and Society*, 14(4), 222–240. https://www.researchgate.net/publication/220374224 .

Turnbull, D., Chugh, R., & Luck, J. (2021). Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge? *Education and Information Technologies, 26*(5), 6401-6419. https://doi.org/10.1007/s10639-021-10633-w

Umar, T. I. and Idris, M. (2018). Influence of social media on psychosocial behavior and academic performance of secondary school students. *Journal of Education and Entrepreneurship, 5(2)*. https://hdl.handle.net/10520/EJC-15507bfd4e

University Grants Commission, (2021). Education Management Information System. Report on Higher Education 2019/20 A.D.

Van Wyk, M. M. (2017). An e-portfolio as empowering tool to enhance students' self-directed learning in a teacher education course: A case of a South African university. *South African Journal of Higher Education*, *31*(3), 274-291. https://hdl.handle.net/10520/EJC-80865509f

Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.

Wan, Z., Compeau, D., & Haggerty, N. (2012). The effects of self-regulated learning processes on e-learning outcomes in organizational settings. *Journal of Management Information Systems*, 29, 307–340

Wang, A. Y., & Newlin, M. H. (2002). Predictors of web-student performance: the role of self- efficacy and reasons for taking an on-line class. *Computers in Human Behavior, 18(2),* 151-163. https://doi.org/10.1016/S0747-5632(01)00042-5

Wang, M., Shen, R., Novak, D., & Pan, X. (2009). The impact of mobile learning on students' learning behaviours and performance: Report from a large blended classroom. *British Journal of Educational Technology*, *40*(4), 673-695. https://doi.org/10.1111/j.1467-8535.2008.00846.x

Wang, Q., Woo, H. L., Quek, C. L., Yang, Y., & Liu, M. (2012). Using the Facebook group as a learning management system: An exploratory study. *British Journal of Educational Technology, 43(3)*, 428–438. https://doi.org/10.1111/j.1467-8535.2011.01195.x

Wang, S. L., & Wu, P. Y. (2008). The role of feedback and self-efficacy on webbased learning: The social cognitive perspective. *Computers & Education, 51(4)*, 1589–1598. https://doi.org/10.1016/j.compedu.2008.03.004

Webster, D., Dunne, L., & Hunter, R. (2021). Association between social networks and subjective well-being in adolescents: A systematic review. *Youth & Society*, *53*(2), 175-210. https://doi.org/10.1177/0044118X20919589

Wikman, A. (2006). Reliability, validity and true values in surveys. *Social Indicators Research, 78*(1), 85-110. www.jstor.org/stable/27522601

Wirtz, D., Tucker, A., Briggs, C., & Schoemann, A. M. (2021). How and why social media affect subjective well-being: Multi-site use and social comparison as predictors of change across time. *Journal of Happiness Studies*, *22*, 1673-1691.

Wolters, C. A., Yu, S. L., & Pintrich, P. R. (1996). The relations between goal orientation and studets' motivational beliefs and self-regulated learning. *Learning & Individual Differences, 8*, 211–239.

Wu, J.-Y. (2015). University students' motivated attention and use of regulation strategies on social media. *Computers & Education*, 89, 75–90.

Yang, C. C., & Lee, Y. (2018). Interactants and activities on Facebook, Instagram, and Twitter: Associations between social media use and social adjustment to college. *Applied Developmental Science*, *24(1),* 62-78. https://doi.org/10.1080/10888691.2018.1440233

Yang, C., & Chang, Y. S. (2012). Assessing the effects of interactive blogging on student attitudes towards peer interaction, learning motivation, and academic achievements. *Journal of Computer Assisted Learning*, *28*(2), 126-135. https://doi.org/10.1111/j.1365-2729.2011.00423.x

Yong, A. G., & Pearce, S. (2013). A beginner's guide to factor analysis: Focusing on exploratory factor analysis. *Tutorials in Quantitative Methods for Psychology*, *9*(2), 79-94.

Zachos, G., Paraskevopoulou-Kollia, E. A., & Anagnostopoulos, I. (2018). Social media use in higher education: A review. *Education Sciences 8(4).* https://doi.org/10.3390/educsci8040194

Zhang, X., Gao, Y., Yan, X., de Pablos, P. O., Sun, Y., & Cao, X. (2015). From e-learning to social-learning: Mapping development of studies on social media-supported knowledge management. *Computers in Human Behavior*, *51*, 803-811. https://doi.org/10.1016/j.chb.2014.11.084

Zhao, L. (2021).The impact of social media use types and social media addiction on subjective well-being of college students: A comparative analysis of addicted

and non-addicted students. *Computers in Human Behavior Reports*, *4,* 1-4. https://doi.org/10.1016/j.chbr.2021.100122 33

Zhou, Q. (2019). Voluntary use of social media for formal learning: an investigation of using self-regulated learning strategies from the social cognitive perspective. Doctoral thesis, Nanyang Technological University, Singapore

Zhou, Q., Lee, C. S., & Sin, S. C. J. (2021). When Social Media Use for Formal Learning is Voluntary: A Study of Students' Use of Self-Regulated Learning Strategies*. LIBRES: Library & Information Science Research Electronic Journal, 31*(1).

Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology, 81*(3), 329–339. https://doi.org/10.1037/0022-0663.81.3.329

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. B. R. P. Zeidner (Ed.), *Handbook of self-regulation (pp. 13–39)*. San Diego, CA: Academic Press

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, *41*(2), 64-70. https://doi.org/10.1207/s15430421tip4102_2

Annexes

Annex 1: Survey Questionnaire (in Nepali)

सबैमा सादर नमस्कार,

म काठमाडौँ विश्वविद्यालय स्कुल अफ एजुकेसन अन्तरगत विकास अध्ययनको एम।फिल। तहको विद्यार्थी हुँ। स्नातक वा स्नातकोत्तर तहमा अध्ययनरत विद्यार्थीहरुले शैक्षिक उपलब्धिका लागि सामाजिक सञ्जालको प्रयोग कसरी गर्दछन् र कुन कुन कारक तत्वहरुले अध्ययनमा सघाउ पुर्‍याउँछ भन्ने विषयमा शोधपत्र तयार गर्दैछु। मेरो अध्ययनको शीर्षक "Social media usage for learning among college student and their subjective well-being" हो। अध्ययनका निम्ति मैले निम्नानुसारको प्रश्नावली तयार पारेको छु। यो प्रश्नावली भरेर सहयोग गरिदिनुहुन हार्दिक अनुरोध गर्दछु। यस सर्वेक्षण प्रश्नावलीमा तपाईँले दिनुभएका सूचना र धारणाहरु गोप्य राखिने तथा प्राज्ञिक अध्ययनको लागि मात्र उपयोग गरिने व्यहोरा जानकारी गर्दछु।

सहयोगको निम्ति हार्दिक धन्यवाद ज्ञापन गर्दै यस सम्बन्धी अन्य जानकारी चाहिएमा सोको निम्ति म सधैँ तत्पर रहेको कुरा निवेदन गर्दछु।

निर्मल न्यौपाने

मोबाईल नं ९८४१४०३९७३

गोदावरी नगरपालिका, वडा नं१० .

खण्ड क: बैयक्तिक विवरण

यो खण्डले तपाईका बैयक्तिक विवरण जस्तै लिङ्ग, जाति, शिक्षा, ईत्यादिको बारेमा जानकारी दिन्छ। कृपया खाली बाकसमा उपयुक्त उत्तर लेखिदिन हुन अथवा दिइएका विकल्प मध्ये तपाईलाई लागेको सहि वा सबै भन्दा उपयुक्त उत्तर रहेको बाकसमा ठीक (√) चिन्ह लगाइदिनुहुन अनुरोध गर्दछु।

नाम		मोवाईल नः	

२. हाल बसोबास गरिरहेको ठेगाना

३ क्याम्पसको नाम र ठेगाना

४ लिङ्गः

पुरुष	महिला	अन्य

.

५. उमेरसमूह (बर्षमा) **(मिल्ने एउटा बाकसमा चिनो लगाउनुहोस्)**

१९ वा सो भन्दा कम	२०	२१	२२	२३	२४	२५	२६	२६ भन्दा बढी

६. जातजाति/ सामाजिक समूह **(मिल्ने एउटा बाकसमा चिनो लगाउनुहोस्)**

ब्राम्हण/ क्षेत्री	जनजाती	दलित	मधेशी	मुस्लिम	अन्य

७ शैक्षिकतह

स्नातक	स्नातकोत्तर

८ शैक्षकसङ्काय

Humanities and Social Sciences	Management/ Commerce)	Science and Technology/ IT	Education	अन्य (उल्लेख गर्नहोस्)

९.तल दिइएका मध्ये कुन चाहि सामाजिक सञ्जाल तपाई प्रयोग गर्नु हुन्छ । **(मिल्ने जति सबैमा चिनो लगाउनुहोस्)**

फेसबुक	युट्युब	ट्वीटर	भाइबर	इन्स्टाग्राम	टिकटक	लिङ्कडिन	अन्य

१० माथिका मध्ये सबैभन्दा बढी कुन सामाजिक सञ्जाल बढी प्रयोग गर्नुहुन्छ ? **(मिल्ने एउटा बाकसमा चिनो लगाउनुहोस्(**

फेसबुक	युट्युब	ट्वीटर	भाइबर	इन्स्टाग्राम	टिकटक	लिङ्कडिन	अन्य

११ सिकाईका लागि सामाजिक सञ्जाल प्रयोग गर्न तपाईले तल दिइएका मध्ये कुन सामग्रीको सहायतामा लिनु हुन्छ ?

डेक्सटप कम्प्युटर	ल्यापटप कम्प्युटर	ट्यावलेट	मोबाइल	अन्य (उल्लेख गर्नुहोस्)

१२ तपाई कति लामो समयदेखि सामाजिक सञ्जालको प्रयोग गरिरहनु भएको छ ?

१ वर्षभन्दा कम	१-२ बर्ष	३-४ वर्ष	५ वर्ष भन्दा माथि

१३ तपाई पढाइका लागि हप्तामा कति घण्टा सामाजिक सञ्जालको प्रयोग गर्नुहुन्छ ?

१ घण्टाभन्दा कम	२-३ घण्टा	४-५ घण्टा	६-७ घण्टा	७ घण्टा भन्दा बढी	पटक्कै प्रयोग गर्दिन

खण्ड (ख)

यस खण्डका कथनहरू पढी तपाईँ कुन हदसम्म सोसँग सहमत हुनुहुन्छ सोहीअनुसार उपयुक्त बाकसमा चिनो (√) लगाउनुहोस्।

कथन	एकदमै थोरै सहमत	थोरै सहमत	केही हदसम्म सहमत	ठीकै सहमत	धेरै हदसम्म सहमत	पूर्ण सहमत
CC-1. पढाई लेखाईमा म मेरा साथीहरुसँग सामाजिक सञ्जालमार्फत परामर्श गर्छु।						
CC-2. कक्षाकोठामा आफू अनुपस्थित भएको बेलामा पनि						

कथन	एकदमै थोरै सहमत	थोरै सहमत	केही हदसम्म सहमत	ठीकै सहमत	धेरै हदसम्म सहमत	पूर्ण सहमत
सामाजिक सञ्जालको प्रयोगले मलाई पढाइ लेखाइमा अरुसँग नजिकनै भए जस्तो लाग्छ ।						
CC-3. सामाजिक सञ्जालले मलाई अरुसँग सिक्ने अवसर प्रदान गरेको छ ।						
CC-4. मलाई बौद्धिक व्यक्तिहरुसँग पढाई लेखाईमा सरसल्लाह गर्न सामाजिक सञ्जालको प्रयोगले सहयोग पुगेको छ ।						
CC-5. साथीसँग म मेरो शैक्षिक समस्या समाधान गर्न सामाजिक सञ्जालमार्फत सहयोग लिन्छु ।						
CL-6. पढ्ने लेख्ने सामग्रीको प्रयोग कसरी गर्ने भन्ने कुरामा सामाजिक सञ्जालले मलाई सहयोग गरेको छ ।						
CL-7. सामाजिक सञ्जालबाट सिकेका सिकाइ मैँले दैनिक जिवनमा प्रयोग गर्ने गरेको छु ।						
CL-8. सामाजिक सञ्जालको प्रयोगले मेरो परम्परागत सिक्ने तरिकामा सुधार अएको छ ।						
CL-9. पढाई लेखाईमा कुन सही र कुन गलत भनी छुट्याउन मलाई सामाजिक सञ्जालले सहयोग गरेको छ ।						
CL-10. मेरो पढ्ने लेख्ने कुरामा हुने कमजोरी थाहा पाउन मलाई सामाजिक सञ्जालले सहयोग गरेको छ ।						
LF-11. सामाजिक सञ्जालले मलाई पढ्न लेख्न सजिलो बनाएको छ ।						

कथन	एकदमै थोरै सहमत	थोरै सहमत	केही हदसम्म सहमत	ठीकै सहमत	धेरै हदसम्म सहमत	पूर्ण सहमत
LF-12. कक्षा कोठा वा सामाजिक सञ्जालमा सिक्नु मेरो लागि उस्तै उस्तै हो ।						
LF-13. अरुले जानेका कुरा पनि बुझ्न मलाई सामाजिक सञ्जालले मद्दत गरेको छ ।						
LF-14. सामाजिक सञ्जालको प्रयोगले गर्दा म आफूले चाहेको समयमा पढ्न लेख्न पाउँछु ।						
LF-15. मैले धेरै पाठ्य सामग्री सामाजिक सञ्जालमा पाएको छु ।						
LF-16. सामाजिक सञ्जालको प्रयोगले मलाई एक्लै पढ्न सक्ने बनाएको छ ।						
LT-17. कति बेला र के सिक्ने भन्ने सीप मलाई सामाजिक सञ्जालले दिएको छ ।						
LT-18. सामाजिक सञ्जालको प्रयोगले मलाई विभिन्न तरिकाले पढ्ने लेख्ने बनाएको छ ।						
LT-19. आफ्ना सिकाईलाई दैनिक जीवनमा प्रयोग गर्ने सीप मलाई सामाजिक सञ्जालले दिएको छ ।						
LT-20. पढ्ने बानी बसाउन मलाई सामाजिक सञ्जालले सहयोग गरेको छ ।						
LM-21. मेरो सिक्ने रुची बढाउन सामाजिक सञ्जालले सहयोग गरेको छ ।						
LM-22. नयाँ विषयको बारेमा सिक्ने मौका मलाई						

कथन	एकदमै थोरै सहमत	थोरै सहमत	केही हदसम्म सहमत	ठीकै सहमत	धेरै हदसम्म सहमत	पूर्ण सहमत
सामाजिक सञ्जालले दिएको छ।						
LM-23. मेरो पढ्ने चाहना बढाउन सामाजिक सञ्जालमा भेटिने सामग्रीको योगदान छ।						
LM-24. सामाजिक सञ्जालले मलाई पढ्ने लेख्ने कुरामा सधैँ प्रेरित गर्छ।	\					
LM-25. सामाजिक सञ्जालले मेरो सिकाइलाई रमाइलो बनाएको छ।						
LM-26. साथीहरुसँग मिलेर पढ्न मलाई सामाजिक सञ्जालले सहयोग गरेको छ।						
LB-27. कुन कुरा कसरी पढ्ने र लेख्ने भन्ने कुरा मलाई सामाजिक सञ्जालले सिकाएको छ।						
LB-28. पढ्नको लागि कसरी समय मिलाउने भन्ने कुरा मलाई सामाजिक सञ्जालले सिकाएको छ।						
LB-29. म मेरा शिक्षकहरुसँग पढाइ लेखाइका विषयमा परामर्श गर्न सामाजिक सञ्जालको प्रयोग गर्ने गर्छु।						
LB-30. शैक्षिक समस्या समाधान गर्ने कुरामा शिक्षकको सहयोग आवश्यक परेमा म सामाजिक सञ्जालको प्रयोग गर्छु।						
WB-31. सामाजिक सञ्जालबाट सिकेका सिकाइसँग म सन्तुष्ट छु।						
WB-32. म सामाजिक सञ्जालको प्रयोगले पढ्न उत्सुक						

	एकद मै थोरै सहम त	थोरै सहम त	केही हदस म्म सहम त	ठीकै सहम त	धेरै हदस म्म सहम त	पूर्ण सह मत

113

कथन	एकदमै थोरै सहमत	थोरै सहमत	केही हदसम्म सहमत	ठीकै सहमत	धेरै हदसम्म सहमत	पूर्ण सहमत
भएको अनुभव गर्छु ।						
WB-33. पढ्नको लागि सामाजिक सञ्जालको प्रयोग गर्दा मलाई रमाइलो लाग्छ ।						
WB-34. साथीसँग राम्रो सम्बन्ध राख्न सामाजिक सञ्जालमा मिलिजुली गरिने सिकाइले मलाई मद्दत गरेको छ ।						
WB-35. सामाजिक सञ्जालबाट गरिने पढाइ लेखाइसम्बन्धी छलफलको कारणले मैले मेरा शिक्षकसँग राम्रो सम्बन्ध राख्न सकेको छु ।						
WB-36. सामाजिक सञ्जालको प्रयोगले मेरो सिकाइमा आत्मबल बढेको अनुभव गरेको छु ।						

सहयोगको निम्ति धन्यवाद

Annex 1b: Survey Questionnaire (in English)

Hello everyone,

      I am M.Phil in Development Studies student in Kathmandu University School of Education. I am preparing my dissertation on how students studying at undergraduate or graduate level use social media for academic learning and which factors help them in their studies. The title of my study is "Social media usage for learning among college students and their subjective well-being". I have prepared the following questionnaire for the study. I sincerely request you to help me by filling this questionnaire. I hereby inform you that the information and opinions you have given in the survey responses will be kept confidential and only be used for academic studies.

Thanking you very much for your help, I request that if you need any other information related to this, I am always ready for it

Section A: Personal Details

This section provides information about your personal details like gender, caste, education, etc. Please write the appropriate answer in the blank box or put a tick (√) in the box which you think is the correct or most appropriate answer from the given options.

1.Name   Mobile No.

2. Address

3.Nameof college and address

4. Gender

Male	Female	other

5. Age Group (In years) **(Please tick only one on box)**

Less than or equal	20	21	22	23	24	25	26	26 and more

to19								

6. Ethnicity (**Please tick only one on box**)

Brahmin/Chatri	Janajati	Dalit	Madheshi	Muslim	Others

7. Educational level

Bachelors	Masters

8.Faculty

Humanities	Management/ Commerce	Science and Technology/ IT	Education	Other (please specify)

9. Which social networks from the list do you utilize ? (**Tick all that apply**)

Facebook	You Tube	Twitter	Viber	Instagram	Tiktok	Link den	Others

10. Which social platform listed above is your primary choice? (**Tick on one box that applies**?)

Facebook	You Tube	Twitter	Viber	Instagram	Tiktok	Link den	Others

11. Which devices would you use to utilize social media for learning?

Desktop Computer	Laptop	Tablet	Mobile	Others (please specify)

12. For what duration have you been engaged with social media?

Less than 1 year	1-2 years	3-4 years	Above 5 years

13. How many hours a week do you use social media for studying?

Less than 1 hour	2-3 hours	4-5 hours	6-7 hours	More than 7 hours	Never use

Section B

Read the statements in this section and put a tick (√) in the relevant box based on your level of agreement with them.

Statements	Very least agree	least agree	Slightly agree	Moderately agree	mostly agree	Totally agree
CC-1. Social media has facilitated the process of sharing my learnings with my colleague.						
CC-2. Even when I am absent, utilizing social platform makes me feel close to others in learnings.						
CC-3. The utilize of social networks has given me the opportunity to read together with others						
CC-4. Social media has enabled me to seek advice from experts who are familiar with and comprehend my situation.						
CC-5. With friends, I take help from social media to solve my academic problems.						
CL-6. Social media has enabled me in how to use reading and writing materials						
CL-7. I have used what I learned from social						

Statements	Very least agree	least agree	Slightly agree	Moderately agree	mostly agree	Totally agree
media in my daily life.						
CL-8. Using social media has allowed me to learn more than I could in the traditional way.						
CL-9. The utilize of social platforms has made me able to distinguish between right and wrong in learning						
CL-10. Using social media has helped me to know about my weaknesses in learning.						
LF-11. Social media has made my learning easier.						
LF-12. Learning through social platforms offers an individualized experience similar to in-person learning.						
LF-13. Engaging with social media has aided my knowledge of others' learning experiences.						
LF-14. With the use of social media, I have been able to learn at my own convenience.						
LF-15. Using social media has brought me closer to many learning materials.						
LF-16. Using social media has made me learn by myself.						
LT-17.Engaging with social media would assist me in developing abilities to effectively manage my learning process.						
LT-18. Social media has enabled me to learn using different methods.						
LT-19. Using social media has given me the						

Statements	Ver y leas t agr ee	leas t agr ee	Slig htly agre e	Mo der atel y agr ee	most ly agre e	Tot all y agr ee
skills to apply my learning in everyday life.						
LT-20. I have utilized social media to enhance my reading routines.						
LM-21. Utilizing social platforms has increased my attention in learning.						
LM-22. Social media has given me the opportunity to learn about new subjects.						
LM-23. The content available on social media has increased my desire to learn						
LM-24. Social media has always stimulated me when it comes to learning.	\					
LM-25. Social media has made my learning more enjoyable.						
LM-26 Social media has brought me closer to reading with my peers.						
LB-27 I set standards for my learning in social networks.						
LB-28. I establish objectives to aid in organizing my study schedule while utilizing social media for learning.						
LB-29. I consult with teachers for learning in social media.						
LB-30. Using social media, I take help from teachers to solve my problems.						
WB-31.I am satisfied with the knowledge what I have gained through social platforms.						
WB-32 Social media has sparked my						

Statements	Very least agree	least agree	Slightly agree	Moderately agree	mostly agree	Totally agree
enthusiasm for acquiring knowledge.						
WB-33. I enjoy using social media to learn.						
WB-34. Because of learning through social media, I have been able to maintain better relationships with my friends.						
WB-35. I have been able to maintain a good relationship with my teachers because of social media learning.						
WB-36. I have experienced an increase in self-confidence in my learning through the use of social media.						

Thank you for your support.