Impact of Social Media Use on Academic Performance and Well-Being among the Secondary Level Students in Selected Schools in Nepal

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Article History

Abstract

Concerns regarding Academic Performance (AP) and student Well-Being (WB) have grown as a result of the increased usage of Social Media Use (SMU) among Secondary Level Students (SLS). The main aim of this research is to examine the impact of SMU on academic performance and wellbeing among male and female secondary-level students in Nepal. In this study, an analytical cross-sectional analysis was conducted on 229 students in Grades 8, 9, and 10 at a boarding school in Kathmandu, using probability-based stratified sampling techniques with two boarding schools as strata. The research tool was a self-administered questionnaire with four sections addressing SMU, AP, and WB, as well as well-structured tools utilized by researchers. All ethical approval was obtained before conducting the study. Data were analyzed using descriptive analysis, regression analysis, and the t-test. The study examined the relationship between SMU and AP and WB. Neither hypothesis H1 nor H2 was supported, demonstrating no significant impact of SMU on AP or WB. Though, a significant difference in SMU between male and female students was detected. The majority of students were male students who favored using Facebook. Further examination is recommended to fully comprehend the complex association between SMU, AP, and WB. The study highlights the need for guidance and supervision from parents, teachers, and authority figures to prevent undesirable effects on students' WB and AP. Researchers may suggest models such as emotional intelligence to increase self-awareness, self-management, empathy, and communication. Appropriate policies and models are urgently needed to prevent serious issues related with SMU among students.

Keywords: Academic Performance (AP), Well-Being (WB), Social Media Use (SMU), Secondary level Student (SLS)

Introduction

Social Media (SM) has emerging into a necessary part of daily life and has an influence on people of all ages [1], particularly secondary school pupils [2]. Despite the fact that SM provides a number of advantages, such as improving knowledge and communication [3], it also presents a number of issues that have an impact on AP and WB among students [4; 5; 6]. The following are some issues with SM use among students:

Distraction - SM is a significant distraction for students, particularly during study time. Students' study may be interrupted by the constant notifications and updates from social media platforms, which might negatively affect their AP results [7].

Cyberbullying - Social media has created a forum where students can bully one another online [8]. CB can lead to emotional pain, which is the root cause of bad AP and has an impact on pupils' WB [9].

Dependence - Children who use SM excessively may develop an addiction to the platform[10], due of their dependence, students may neglect their academics, which will affect their AP [10].

Lack of Sleep - Students that use SM at night may have sleep deprivation, which can influence their WB and AP grades [2; 6].

Mental Health Issues - SM can result in mental fitness problems [11] including hopelessness, concern, and anxiety, which can negatively impact kids' WB [12] and eventually result in poor AP [13].

Prevalence on Social Media Use (SMU)

SMU has become an integral part of the lives of adolescents, and research has demonstrated its impact on their psychological and social wellbeing. The prevalence of SMU among SLS has been a topic of interest in recent literature, and several studies have investigated this phenomenon; a study conducted by E-ISSN, (2022) surveyed 150 and found that 73 % of students engaged in SM for non-academic purposes and most of them visited the Facebook site [4]. According to a report by the ITU (2021), there is also a generation gap-71 percent of the world's population aged 15–24 is using the digital divide, compared with 57 percent of all age groups [3]. Likewise, According to reports by Kemp (2020), mobile device activities apps now account for more than 90 percent of our total time spent [14]. The data also shows that people are using apps in an increasingly varied range of everyday activities, but SM still accounts for half of all the time people spend using mobile devices [14]. Similarly, a study by Barrot (2022). The review analyzed 396 documents on SM as a language learning environment, showing popular platforms like Facebook, Skype, WhatsApp, and Twitter are widely used [15]. A study found that all participants were using Facebook, and 96.5 percent were using Facebook Messenger; other popular apps included Telegram and Instagram [16]. The frequency and intensity of SMU have also been investigated. In a study, 74.9 percent of

students accessed the Internet via mobile phones, and 44.7% used it for more than 3 hours a day. Nearly 80% used Facebook daily, and almost 60% used Instagram daily, while only 13.5 percent ever used it [8]. According to the study by Rideout (2016), young people's media utilization is growing, with TV and online videos, social media, gaming, reading, and music all becoming more popular [17], however, concerns arise over excessive screen time on social media [17]. Similarly, study systematic searches conducted by Liu et.al (2022), the aim of scientific databases to examine the link between SMU time and depression risk [18], the finding reveled that for every hour increase in SM use, the risk of depression in adolescents rose by 13% (OR=1.13, 95% CI: 1.09 to 1.17, p>0.001) [18]. This study showed that most students visit SM sites at homes and in residential halls, with an average daily use of more than four hours, mainly between 6pm to 6am.The research also revealed that excessive SM use negatively impacts AP [4]. Overall, the literature suggests that SMU is prevalent among students, with a majority of adolescents using SM on a daily basis. While the impact of SMU on mental wellbeing is still being considered, evidence suggests that excessive SMU may be associated with negative consequences [1; 18].

Impact of social Media Use (SMU) on Academic performance (AP)

The impact of SMU on AP has been a topic of concern among researchers, educators, and parents in recent years, while some studies advise a negative relationship between SMU and AP, some reports mixed of inconclusive findings [19; 12; 20; 21; 7]. Chykowsi (2020) conducted a cross-sectional study with 348 participants between the ages of 15 and 25 with the primary goal of examining the effect of social networking on academic achievement. According to the study, more time spent on social networks in general has a negative impact on academic achievement [22]. Similarly, based on the findings of Asemah et al. (2013), it is apparent that SM platforms are easily accessible to college students. However, it has been observed that excessive and negative use of social media can adversely impact their academic performance [23]. Azizi and colleagues (2019) study, which utilized a large sample size of 360 students selected through stratified random sampling, revealed a noteworthy finding. Specifically, the study demonstrated a significant and unfavorable link between students' academic performance and their overall social network usage [13]. Similarly, Researchers also found that students who used Facebook more frequently had lower AP results than those who used the site less frequently. These results suggested that excessive SMU can impair academic performance by increasing distractions, shortening attention spans, and decreasing productivity [8]. However, other studies have believed more positive effect of SMU on academic performances. This study examined the impact of instructor Twitter feeds on college student perceptions of instructor credibility and attitude towards Twitter as a teaching tool. Result showed

that Twitter feeds with professional content were perceived as the most credible, with credibility ratings linked to positive attitudes about instructor Twitter use and tweet frequency [20]. Likewise, Hamid et al. (2015) suggest that social media can effectively enhance virtual education by fostering collaboration, group dialogue, and knowledge exchange among students, thereby strengthening their knowledge and performance [24]. Similarly, a study found that perceived usefulness, ease of use, and peer interactions positively influenced e-learning (OL), which in turn positively impacted academic performance (AP) and engagement. Engagement also positively impacted AP. Social media facilitated collaboration, group discussion, and idea exchange to enhance OL [19]. Although there have been mixed feelings regarding the impact of SM on students' AP, this study shows that SM can be used in a positive and effective way. Despite the potential for SM to act as a distraction and have negative consequences, this study emphasizes that it can also be harnessed as a valuable tool for learning and AP [25; 16; 13; 24; 5]. Students can create online groups, for instance, to organize projects, talk about course material, and stay in touch with absent classmates for updates on their academic progress [5]. Likewise, according to Bartosik-Purgat et al. (2017), SM is a good communication medium for university lecturers, depending on their level of education. It can inform successful instructional strategies. These results add to previous research on the advantages and difficulties of SMU in education and can help design successful approaches to incorporate social media into instructional practices [26]. In conclusion, while SM can be a useful tool for learning and communication, excessive use of SM can have negative effects on AP.

Impact of SMU on WB

The impact of SMU on the WB of school level student has drawn more attention as a study area in recent years. The increasing use of SM among students poses a significant risk to their overall mental and emotional health [27; 28; 29]. This review will examine the most recent studies on SMU's impact on WB in SLS. Although SMUs can offer many advantages, such as improved social connectivity and information availability, concerns have been raised about the potential adverse consequences on WB. This review will look at the most recent research on how SMU affects WB among SLS. While some studies suggest a negative relationship between SMU and WB, others, like Baltacı and colleagues' (2021) study observed at the relationship between internet addiction, social anxiety, and coping strategies. The study's findings showed an important link b/t internet addiction and social anxiety, based on data collected from 481 university students [27]. Similarly, another cross-sectional study conducted by Jia et al. (2022) among 1307 Chinese college students, there has been an increasing incidence of social anxiety among social media users, particularly young adults, in recent years as a result of their intensive use [30]. Facebook is a popular SM that people use for communication and entertainment. Yet,

frequent use leads to addiction and has an effect on many users' daily lives, particularly those of young people [28]. According to a cross-sectional study done by Blachnio et al. (2016) on 381 Facebook users, regular users have higher life satisfaction and self-esteem than addicts or intensive users [12]. Facebook addiction was found to be associated with lower- self-esteem and decreased life satisfaction [12]. Likewise, increased anxiety and depression are side effects of excessive use. A study conducted by Fardouly et al. (2015), teenage girls may have negative consequences from SM due to social comparison and fear of Missing out (FOMO) [21]. On the other hand, social media use has been found to have a positive impact on WB by promoting bonding and bridging social capital [29]. An Empirical evidence suggests both positive and negative effects exist, reconciling inconsistencies in the study [29]. Overall, the research points to the possibility that SMU may affect the WB of SLS in both favourable and unfavourable ways. While SMU can have positive impacts for numerous, it's crucial for teenagers to be aware of potential drawbacks, participate actively in SMU activities, and utilize coping mechanisms to lessen bad consequences.

Objective

- To examine the prevalence of SMU among SLS.
- To examine the impact of SMU on AP and WB among SLS.
- To examine the different between male and female students.

Hypothesis

- H1: Impact of SMU on AP.
- H2: Impact of SMU on WB.
- H3: There is a significant difference between male and female students in terms of SMU.

Conceptual Framework on Impacts of SMU on AP and WB
Fig 1. Impact of Social Media Use (SMU) on academic Performance (AP) and Student Well-Being (SWE).

SMU — Independent Variable → AP, SWB — Dependent Variables

Material and Methods

The study mainly aims to investigate the impact of SMU on AP, and WB among SLS in selected Kathmandu boarding schools and socio-demographic factors. The research design employed was an analytical cross-sectional study conducted in a selected boarding school in Kathmandu. The study population consisted of students in Grades 8, 9, and 10 at the boarding school, with a total of 473 individuals. Two boarding schools were employed as strata in the probability–based stratified sampling techniques. From each stratum, the sample size was determined using the formula:

The population of strata × sample size (n) Total population size.

For one boarding school, the sample size was calculated as $381/473 \times 229 = 184.4 \approx 184$, while for the other boarding school, the

sample size was 92/473×229 = 44.5 ≈ 45.

Thus, the total sample size was 208 + 21 = 229, utilizing the Chorine formula.

A self-administered questionnaire method was used as the research tool, with the questionnaire developed in the English language. The research tool consisted of four parts: questions related to the use of social media (a standard tool developed by Sandeep Lahiri, 2019), questionnaires about academic performance and well-being, and instruments developed by researchers.

Pretesting of the tool was done among 10% of the total sample size, i.e., 23 students currently studying in Grades 8, 9, and 10 of Mount Glory Boarding School. Modifications were made to the tool as needed. This study was conducted after obtaining approval from the research guide and an approval letter from the Institutional Review Committee (IRC) of YHSA.

Data were analyzed using simple descriptive statistics, regression analysis and independent t- test to draw conclusions and implications from the study findings.

Results

The descriptive statistics data analysis of the study reveals some interesting findings. A majority of the respondents were male students, comprising 56.3% of the sample. Furthermore, 83% of the respondents were below 15 years of age, indicating that the study primarily focused on a younger population. In terms of ethnicity, the majority of respondents were Brahmin and Chhetri, representing 49.3% and 60.3% of the sample, respectively. Similarly, 37.1% of the respondents were grade 10 students.

When it comes to religion, the study found that 60.3% of the respondents followed Hinduism. Meanwhile, the average monthly income of families was above 50,000 Nepalese rupees among 61.1% of respondents, suggesting that a majority of the participants were from relatively well-off families. Interestingly, playing games was the favorite leisure activity among 46.3% of the respondents.

These findings shed light on the socio-demographic characteristics of the study population, highlighting the importance of considering such factors when analyzing the impact of SMU on AP and WB among SLS in Kathmandu boarding schools.

Based on the results of the descriptive study, it can be determined that a majority of the respondents, precisely 60.7%, have an inclination for mobile devices. Additionally, it was revealed that 57.6% of the respondents have been utilizing SM platforms for a period of 1-5 years.

Further investigation of the data shows that Facebook is the favored platform for 41% of the respondents, with 36.7% preferring Instagram and 66.4% using YouTube regularly. Surprisingly, 39.3% of the respondents do not ever use Viber.

Furthermore, it was perceived that a substantial number of the respondents, precisely 45.9%, use SM at night. Remarkably, 29.7% of the respondents were informed using SM or both knowledge-seeking and entertaining devotions.

Generally, these results deliver appreciated insights into the SM usage patterns and favorites of the respondents, the prominence

of the domination of mobile devices, and the admiration of certain SM platforms.

Table 1. Information Related to Academic Performance of Respondents

Statements	SD[1]	D[2]	N[3]	A[4]	SA[5]	Mean ± SD[6]
	%	%	%	%	%	
1. Use subject matter.	0.9	7	24.9	40.2	27.1	3.86±0.92
2. Aware of educational value.	7.9	1.7	11.4	39.3	39.7	4.01±1.13
3.Discovery information	2.2	4.4	13.5	34.1	45.9	4.17±0.97
4. Creation of study timetable.	5.2	10.9	17	24.9	41.9	4.17±0.97
5. latest updates.	0.9	3.1	14.4	32.8	48.9	3.87±1.22
6. Sharing opinions and ideas.	0.9	3.1	14.8	28.4	52.8	4.26±0.87
7. Academic success.	2.6	2.2	10.9	32.3	52	4.29±0.89
8. Express originality and ingenuity.	4.4	10.9	21	26.6	37.1	3.81±1.17
9. Inappropriate use affects academic	0.9	10.9	18.8	27.5	41.9	4.29±0.93
10.Writing, speaking	10.5	20.1	16.2	27.1	26.2	3.38±1.34
11. Heavy use affects grade.	9.6	21.8	24.5	13.1	31	3.34±1.36

[1]SD = Strongly Disagree; [2]D=Disagree; [3]N = Neutral; [4]A=Agree; [5]SA = Strongly Agree

[6]SD = Standard Deviation

Table 1 Shows that the respondents who were aware about inappropriate use of social media with highest mean ± SD 4.29±0.93. Likewise, the respondents whose grades were affected by frequent use of social media having mean± SD of 3.34±1.36.

Table 2. Information Related to Wellbeing of Respondents

Statements	SD[1]	D[2]	N[3]	A[4]	SA[5]	Mean ± SD[6]
	%	%	%	%	%	
1. Avoid feeling lonely.	4.4	8.3	14	32.3	41	3.97±1.13
2. Stress reliever.	7.9	7	16.2	36.2	32.8	3.79±1.19
3. Utilized bored.	3.5	4.8	11.4	45.4	34.9	4.03±0.98
4. Solutions.	5.2	6.6	29.3	34.1	24.9	3.66±1.08
5.Health suffers using heavy SM.	7.4	13.1	11.8	33.6	34.1	3.73±1.33
6. Excessive usage social problems.	9.6	19.7	14.8	27.9	27.9	3.44±1.25
7. Affects exercises.	10.9	21	16.2	31.4	20.5	3.29±1.30
8. Problems eating habits.	19.2	26.2	14	21.4	19.2	2.95±1.42
9. Issues sleeping.	16.6	15.7	17.9	22.7	27.1	3.28±1.43

[1]SD = Strongly Disagree; [2]D=Disagree; [3]N = Neutral; [4]A=Agree; [5]SA = Strongly Agree

[6]SD = Standard Deviation

Table 2 shows the information related to wellbeing of respondents, the respondents who utilized social media to remove boredom have highest mean±SD 4.03±0.98

Meanwhile, respondents, whose daily eating habits has been affected by use of social media has lowest mean ± SD 2.95±1.42.

Table 3. The Effect of Socio Media Use (SMU) on Academic Performance (AP) (Coefficient Model)

Model	UC		SC	t	LLCI	ULCI	SIG
	B	SE*	Beta				
Constant	4.196	0.099		42.27	4.00	4.39	0.000
Mean SMU	-0.086	0.038	-0.147	-2.24	-0.162	-0.10	0.026

Dependent variable: Mean Academic Performance (AC)

*SE stands for Standard Error, UC for Unstandardized Coefficient,

SC for Standardized Coefficient, LLCI for Lower Level Confidence and ULCI for Upper Level Confidence.

Table 3 reviews and offers evidence for Hypothesis H1, which suggests that AP is dependent on SMU. The study used regression analysis to examine this relationship, with AP being the dependent factor and SMU serving as the independent factor. The outcomes of the analysis disclose a constant beta value of -.147, by a t-value of -2.24 and a level of confidence between -.162 and -0.10. The p-value was greater than 0.005, demonstrating that the results were not statistically co-relationship at this level. Though, the study did discovery a significant level of .026, which was less than 0.005. This recommends that while the beta value did not demonstrate a positive level in this examination, there was a significant level of relationship between the two variables. Generally, the suggestion from Table 3 proposes that while there may be an association between SMU and AP, further examination is essential to determine the nature and strength of this connection. However, the study's discoveries do deliver important intuitions into the potential impact of SMU on AP.

Table 4. The impact of Social Media (SMU) Use on Well-Being (WB) (Coefficient Model)

Model	UC		SC	t	LLCI	ULCI	SIG
	B	SE	Beta				
Constant	3.613	0.119		30.431	3.379	3.847	0
Mean SMU	-0.015	0.046	-0.022	-0.33	-0.106	0.075	0.741

Dependent Variable: Mean Well-Being (WE)

The acronyms SE, UC, SC, LLCI, ULCI, and Mean SMU stand for Standard Error,

Unstandardized Coefficient, Standardized Coefficient, Lower Level Confidence, and Upper

Level Confidence, respectively

Table 4 revealed the regression analysis model for Hypothesis H2, which suggests that SMU is an independent factor that impacts WB, the dependent factor. The outcome discloses a constant beta value of -0.022, with a t-value of -0.33 and a level of confidence between -0.106 and 0.075. The p-value was greater than 0.005, proposing that the results were not statistically significant at this level.

Though the study establishes a significant level of 0.741, this value was upper than p>0.005, demonstrating that the relationship between SMU and WB was not significant. In assumption, the regression analysis proposes that both the beta value coefficient and the significant level did not show a positive association in this study.

Hence, the results suggest that SMU may not have a positive influence on WB, showing possible problems associated with SMU at the SLS. While the study's effects do not provide definite evidence, they do focus on the importance of additional research in this area to well understand the possible impact of SMU on WB.

Table 5. Male students and Female Students Independent Sample T-tests

		Levene's Test for Equality of Variances		t-test for Equality of Means		
				t	df	Sig. (2-tailed)
Mean SMU	Equal Variances Assumes	F	Sig.	2.46	227	0.014
	Equal variances not assumed	0.006	0.94	2.45	210.3	0.015

Hypothesis 3: Here is a significant difference between male students and female students in terms of SMU. An independent t-test was showed to test this hypothesis. The statement of equal variances was inspected with Levene's test, which resulted in F = 0.006 and P value (2-tailed) = 0.014. Established on these outcomes, it was expected that the variances were equal at df=227. Though, the result of the test presented that the P value is lower than 0.05. Thus, the hypothesis is recognized.

Discussion

The increasing habit of SM platforms amid young people has risen up concerns about the possible effects on their WB and AP.

Current study examined SMU's impact on WB and AP among 229 SLS who were belonging to in a boarding school. The researchers established objectives and hypotheses to discover the relationship between SMU and AP and the impact on WB, as well as to examine the association between SMU and demographic factors such as gender.

The current study discoveries also demonstrate that SMU had both positive and negative impact on students' WB and AP. Positive things included developed communication with peers and access to information, while negative things included increased worry, depression, and decreased

AP. The study things to see the essentials for mediation aimed at encouraging healthy SM habits amongst young students. For example, parents and instructors can inspire responsible SMU by setting guidelines and limits on usage. Additionally, SM platforms can present features that encourage an improved online setting by limiting excessive practice and filtering unsafe content.

The prevalence of SMU among SLS was acknowledged using descriptive analysis in this current study, and the outcomes showed important information about SMU. The current study findings showed that 60.7% of students preferred using mobile devices to access social media platforms. Moreover, 90% of students used Messenger, which has been extensively researched. Amongst them, 53.7% used at least 2-3 SM sites regularly. The current study found that 48% of students spent 1-3 hours daily on SM, which is alike previous study where 36.2% of participants spent 2.4 hours per day [22], another evidence reported that; spend time on average more than four hours daily [4]. Additionally, 29.7% of students reported searching for informative and entertaining content while surfing online in the current study where previous study revealed that 40.5% of students use social media as a source of recreation and relaxation, while 21.8% use it for educational purposes [22]. Likewise, 73% of student's engaged in SM for non-academic purpose [4].

H1: Impact of SMU on AP

The relationship between SMU and AP has been a subject of attention among researchers in recent ages. The present study's hypothesis H1 proposes that AP is dependent on SMU. The results from the regression analysis discovered a negative beta value of -0.147 and a significant level of 0.026, demonstrating a relationship between the two factors. Though, it is main to note that additional examination is needed to define the nature and strength of this relationship. Numerous previous studies have also observed the impact of SMU on AP [16; 4; 7]. A study by E-ISSN (2022) found that time spent on SM and excessive usage of SM negatively impact students' AP [4]. Similarly, Alahmar (2016) found that 42% of students reported that SOME have a positive effect on their AP [16]. Conversely, a study by Azizi et al. (2019) found that there was an adverse and substantial correlation b/t addiction to social networking and AP [13]. Even though some variations in the results, these previous studies highlight the potential impact of SMU on AP [25; 22; 4; 5]. The current study's findings provide vital insights into this relationship and suggest that further investigation is needed to fully understand the nature and strength of this association.

In the H2: impact of SUM on WB

The current study outcome demonstrates that; the beta value was found to be -0.022, with a t- value of -0.33 and a confidence level ranging between -0.106 and d0.075. The P-value was higher than 0.005, indicating that the results were not statistically significant. The results suggested that there may not be a positive influence of SMU on WB and that there may be problems

association with SMU at the SLS. The H2 outcome revealed that SMU may not have positive influences on WB, suggesting possible problems associated with SMU. These findings are consistent with numerous studies that have explored the effects of SMU on Students' WB [11; 12; 28; 1]. According to a study by Malviya et al. (2018), internment addiction is a new issue in the modern period [10]. A previous study found that; SM addiction: strain on eyes, anger, sleep disturbance, smoking, and junk foods. One-third had mild addiction [2]. While the positive indirect impact of SM and psychological WB is due to bonding and bridging social capital. The empirical model explains 45.1%. Evidence shows the coexistence of positive and negative effects [29]. Likewise, a study conducted by Jia et.al and found that; SMU is linked to interaction anxiousness, smartphone addiction, poor relationship with parents, cyberbullying [30]. A study done by Blachnio et. al (2016), and outcome revealed that; addiction is linked to lower self-esteem a life satisfaction [12], the findings highlighted the need for further research to understand the relationship between SMU and WB, and to develop strategies that promote the health of SMU.

H3: There is a significant difference between male and female students in terms of SMU

The present study adds to this body of research by specifically examining the difference in SMU between male and female students. The findings suggest that there is indeed a significant difference in SMU between the genders, with male students showing higher levels of addiction compared to their female counterparts. These results may have important implications for addressing problematic SMU among students, highlighting the need for gender-specific- intervention and prevention programs. Previous research has also explored the potential difference in SMU. For example, in a study by Liu et.al (2022), a prior study by Liu et al. (2022) highlighted an important finding from a previous meta-analysis. It was found that there is a significant difference in the pooled estimate between boys and girls when it comes to the relationship between time spent on social media (TSSM) and the risk of depression [18]. Previous study evidence revealed that; internet addicts found greater males than females [10]. A previous study by Fardouly et.al. (2015) suggest that women with high appearance comparison tendencies reported more facial, hair, and skin-related [21]. Likewise, another study done by Azizi et al. (2019) and the outcome demonstrate that male students had a higher mean score for social networking addiction than female students [13].

Recommendations

Based on the study's conclusions, it is suggested that students limit their SMU, utilize their phones for AP and WB purposes, and be familiarized to relevant resources. Furthermore, students at threat of addiction should be educated about the threats. Additionally; the researchers recommended the practice of an EI model to enhance AP and WB. This model helps students identify their strengths and

weaknesses, leading to improved self-awareness, Self- management social awareness, and relationship management. By focusing on both personal and professional competencies, students can develop a more comprehensive understanding of themselves and their abilities, resulting in increased success and satisfaction in their academic and WB.

Conclusion

The study clarifies the significant influence of SMU on AP and WB among SLS in selected institutions. The study of the descriptive statistics showed that the majority of respondents were male students and that a significant proportion of them were under the age of 15. With a negative beta value and a significant level of 0.026, the study discovered a significant association between SMU and AP. To better understand the nature and strength of this association, more study is required. The study also emphasized how SMU's detrimental effects on WB contributed to student addiction. The findings have significant ramifications for educators and policymakers as they create plans to deal with students negative SMU and encourage positive behaviors in their AP and WB.

Acknowledgment

The institutional review committee of Yeti Health Science Academy, the participants, and the authorities of the boarding schools are to be thanked for their time, support, providing permission to study, and willingness to share their personal experiences.

სოციალური მედიის გამოყენების გავლენა აკადემიურ მოსწრებასა და კეთილდღეობაზე დამამთავრებელი კლასების მოსწავლეებს შორის ნეპალის შერჩეულ სკოლებში

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სოციალური მედიის გამოყენების მომატებული დონის შედეგად, დამამთავრებელი კლასების მოსწავლეებთან დაკავშირებით, გაიზარდა წუხილი აღსაზრდელთა აკადემიური მოსწრებისა და კეთილდღეობის მიმართებით.

კვლევის მთავარი მიზანია გახლდათ გამოეკვლია სოციალური მედიის გამოყენების გავლენა აკადემიურ მოსწრებასა და კეთილდღეობაზე ნეპალში, დამამთავრებელი კლასების მოზარდებში. კვლევაში ჩატარდა ჯვარედინი ანალიზი 229 მოსწავლეზე, მე-8, მე-9 და მე-10 კლასებში, კატმანდუში, ალბათობაზე დაფუძნებული სტრატიფიცირებული შერჩევის ტექნიკის გამოყენებით, ორი სკოლის მაგალითზე. კვლევის ინსტრუმენტად გამოყენებულ იქნა თვითადმინისტრირებადი კითხვარი ოთხი სექციით, რომელიც ეხებოდა სოციალური მედიის გამოყენების, აკადემიური მოსწრებისა და კეთილდღეობის კარგად სტრუქტურირებულ ინსტრუმენტებს. ყველა ეთიკური დაშვება იქნა მიღებული კვლევის ჩატარებამდე. მონაცემები გაანალიზდა აღწერილობითი ანალიზის, რეგრესული ანალიზისა და t-ტესტის გამოყენებით. კვლევამ შეისწავლა ურთიერთკავშირი სოციალური მედიის გამოყენებას, აკადემიურ მოსწრებასა და კეთილდღეობას შორის. არცერთი წინასწარი ჰიპოტეზა არ იქნა მხარდაჭერილი, რამაც აჩვენა სოციალური მედიის გამოყენების მნიშვნელოვანი გავლენა აკადემიურ მოსწრებასა და კეთილდღეობაზე. თუმცა, სოციალური მედიის გამოყენებაში მნიშვნელოვანი განსხვავება გამოვლინდა მოზარდ ბიჭებსა და გოგონებს შორის. მოსწავლეების უმრავლესობა იყო ბიჭები, რომლებიც ემხრობოდნენ Facebook-ის გამოყენებას.

რეკომენდებულია შემდგომი გამოკვლევა სოციალური მედიის გამოყენების, აკადემიური მოსწრებისა და კეთილდღეობის შემადგენელს შორის კომპლექსური კავშირის სრულად გასაგებად. კვლევა ხაზს უსვამს მშობლების, მასწავლებლებისა და ხელმძღვანელების მხრიდან ზედამხედველობის აუცილებლობას, რათა თავიდან იქნას აცილებული არასასურველი ეფექტები მოსწავლეების კეთილდღეობასა და აკადემიურ მოსწრებაზე. საჭიროა გაიშალოს კვლევა ისეთ სახასიათო მოდელებზე, როგორიცაა ემოციური ინტელექტი, რათა გაიზარდოს თვითშეგნება, თვითმართვა, თანაგრძნობა და კომუნიკაცია. მწვავე აუცილებლობას წარმოადგენს შესაბამისი პოლიტიკა და მოდელები, რათა თავიდან იქნას აცილებული სოციალური მედიის გამოყენებასთან დაკავშირებული სერიოზული პრობლემები მოსწავლეებში.

საკვანძო სიტყვები: აკადემიური მოსწრება, კეთილდღეობა, სოციალური მედიის გამოყენება, დამამთავრებელი კლასების მოსწავლე.

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