

**STATUS OF SOCIAL MEDIA IN SCHOOL EDUCATION
OF KATHMANDU DISTRICT**

A

Thesis

By

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Letter of Certification

This is to certify that Mr. Bikash Bhusal, a students of Academic year 2073/2074 with Campus Roll No 549, Exam Roll No. 7328542, Thesis No. and T.U. Registration No: 9-2-263-84-2012, has completed his thesis under Supervision of Prof. Dr. Bed Prasad Dhakal during the period prescribed by the rules and regulation of Tribhuvan University, Nepal. The thesis entitled "**Status of Social Media in School Education of Kathmandu District**" has been prepared based on the result of his investigation conducted during the period of 2022 under the Department of ICT Education, University Campus, Kirtipur, Kathmandu. I hereby recommended and forward that his thesis be submitted for the evaluation to award the Degree of Master of ICT Education.

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Asst. Prof. Romkanta Pandey

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Evaluation and Approval

This thesis entitled "**Status of Social Media in School Education of Kathmandu District**" Submitted by Mr. Bikash Bhusal in Partial Fulfillment of the requirement for the Master's Degree in ICT Education has been approved.

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Recommendation for Acceptance

This is to certify that Mr. Bikash Bhusal has prepared this thesis entitled **Status of Social Media in School Education of Kathmandu District** under my guidance and supervision.

I recommend this thesis for acceptance.

Date :

.....

Dr. Bed Prakash Dhakal

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Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was submitted for the candidature of research degree to any university.

Date:

Bikash Bhusal

Dedication

This work is affectionately dedicated to my whole family members and relatives, who gave me a great span of their life for what I am today.

Acknowledgement

First of all, I want to thank Department of ICT Education, Central Department of Education, Kirtipur, for providing me support and opportunity to carry out the research work.

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Bikash Bhusal

Abstract

The research entitled "Status of Social Media in School Education of Kathmandu District" was done in Kathmandu District among the secondary school students of community school. The aim of the research of this study is to find out the status of using social media in community school and find out the challenges and opportunities of using social media in community school of teachers and students.

Quantitative survey research design was employed in this research. There are 121 secondary level students from 5 community schools of Kathmandu District and 30 secondary level teachers were participated in this research from sampled schools. Data were collected using open ended and close ended questionnaire. Collected data were entered and analysis using Statistical Package for Social Science (IBM SPSS) version 25. Frequencies, percentage and mean were major techniques used in this research. Finding of this research indicated that most of the students and teachers were used Facebook and YouTube for teaching learning and they were not used Wikis, Twitter and Blog for teaching learning. It indicated many teachers had not trained and they had technical difficulties while teaching in the classroom. Find of this research indicated that most of teachers used social media to search the useful information about course content and helped to finish the chapter in time. It also helped to increase student's interest in classroom. The condition of lab and internet facility were good condition but in every classroom were not facility of internet and computer. Lack of personal device for students and teachers were main challenge to use social media in every classroom. Technical difficulties were main barriers for teachers to handle the devices and use to social media to delivered class. In

community schools, most of the students cannot afford devices to use social media due to poor economic condition.

As this study was conducted only in secondary schools of community schools, this might not represent higher and lower secondary level students. Therefore, further studies are recommended without excluding lower and higher secondary schools and colleges. Furthermore, the study suggest the need of further research in a large scale using both quantitative and qualitative methods.

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Chapter I

Introduction

This is the study on Social Media in School Education. This introductory part includes the background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and definition of the key terms respectively.

Background of Study

Social media are becoming the most important tools for interaction among people, where everybody can share, exchange, comment, discuss and create information and knowledge in a collaborative way (Devi, Gouthami, & Lakshmi, 2019). There are many applications and software in a social media such as face book, twitter, wiki, blogs, goggle, YouTube etc. which plays vital role to share an ideas information and knowledge from one place to another place. In the context of Nepal the users of social media is going to increases day by day. The popularity of social media is used in different fields. This study mainly the focus on use of social media in educational aspect of Nepalese society.

Boalt(2018) he mentioned on his research that social media and social media networks are the most important factors of the effective communication which all people have with each other, regardless of the concept of time and space. New advertising, sharing and thinking platforms have also been created as a result of the social media age.

Social media is one of the popular resources in the teaching learning process. Social media as a group of Internet based application that allows the creation and exchange

of user generated content (Umoru, 2015). Social media is a popular trend today, especially among teachers and students for teaching and learning process. Social media are always looking for new ways to reach the students and teachers for the effective teaching and learning process. This study examines the status of teachers and students towards the use of social media in teaching and learning. Social media is good platform for the education sector. Social media is effective tool for educationalists like students, teachers and research scholars for sharing and communicating the information without the limits (Chaturvedi &Chaturvedi ,2018) .

Social media usage for academic purposes is described as any use of social media for class projects such as writing papers, researching for information, establishing group dynamics, sharing information for group projects, working cohesively with team members and approaching companies and individuals on social media(Medel, 2015).

The teaching and learning pedagogy has been changed that is depending on the e-learning tool and technology. In this era is science and technology there are a lots of changes in teaching and learning paradigm. ICT tools are became part of teaching and learning through the use of it can change teachers and students learning style. This makes effective and durability of learning. So on teachers and students are going to use it for educational purpose.

Dhital (2018) he mentioned that the development of information and communication technology in government education is faced with many challenges. So far, ICTs have not been used as a way of acquiring new knowledge and skills in schools of Nepal due to inadequacy of curriculum content and limited access to ICTs. Other challenges include inadequate funding, lack of basic infrastructure, lack of qualified personnel and lack of policy formulation and implementation.

In this scenario this research is helpful for the study on challenges and oppourtunities of social media in school education. In order to probe into the above mentioned issue, I am motivated to carry out this research on the topic “Status Social Media In School Education of Kathmandu District”.

Statement of the Problems

The social media is somewhat new to the developing country like Nepal. This era is the time of science and technology. Nepal’s education system relies mostly on the traditional approach to learning, though in recent years social media is being adopted in Nepalese cities as educational platform. In the context of Nepal, the classroom is until based on traditional teaching method. Many teachers and students are unknown how to use ICT tools and social media in teaching learning process.

Use of social media in the educational activities is new trends in secondary level school in Nepal. Most of the government and private schools are using the ICT with social media. It will give dynamic changes to the traditional teacher and teaching methodology. Information and communication will bring new change in the classroom but in context of Nepal, it has some challenges too. This new system brings the world in to the classroom. It will promote the autonomous and independent learning.

However, I have found that some technical problem in management. Only some school teacher’s uses ICT due to lack of training. Despite many more advantages of implementing ICT into classroom context like ours, we have some challenges too. I have found that there is less access of all the teachers and learners to ICT. Problem in school management committee, time management, challenges in materials development, some lectures are not ready to share developed learning materials to

students. The social media can be applied for the many more dimension but today student do not use the social media for the learning that is the one statement of problems generally we can analyze the social media play the effective role within the students learning but we do not reach in the depth level of the students to be known the stance of students toward the social media.

Objectives of the Study

- i) To find out the status of use of social media in secondary school.
- ii) To analyze challenges and oppournities while using the social media in classroom.

Research Questions

To address the research's objectives, the study seeks to answer the following questions.

- i) What is the status of use of social media in secondary school with teachers and students?
- ii) What are the oppournities while using the social media in classroom?
- iii) What are the challenges while using the social media in classroom?

Significance of the Study

Social media is one of the most important parts of science and technology to change the education system. Social media makes it content available throughout the YouTube network, search engines like Google, DuckDuckGo, Bing, Yahoo, Ask.com, Alta Vista which and popular social media face book etc. are means that learners can access it and views it on the go via heir smart phones and tablets, devices used in mobile learning.

Social media is the best part of e-learning to share and create the information between students and teachers for the quality and effective learning in the classroom.

The importance of social media in education is undeniable and indispensable, especially the use of YouTube as a video sharing platform, which has become pervasive in the 21 century teaching-learning process (Onivehu Adams Ogirima, James Joy Tolulope and Sulaimon Jamiu Temitope, 2021).

This study is helpful to identify the effectiveness of social media as an educational tool in classroom learning. This study is helpful to improve the understanding of students and teachers to use appropriate social media tools. It provides an opportunity to compare the views of teachers, students and policy makers on use of social media in secondary level.

- It helps to find the different aspect of social media in classroom learning at secondary level.
- It also helps to find out the challenges while using social in classroom learning at secondary level.
- It also helps to support educational administrators and policy makers in choosing the appropriate methods of managing changes associated with ICT tools use in the educational system in Nepal.

Delimitations of the Study

The delimitation of the study was as follows:

- Study was limited to a secondary school of Kathmandu District.
- The primary data was included only form secondary level teachers and students.

- The primary data was limited to 5schools.
- The data will collect through only questionnaire

Operational Definition of key Terms

Operational definition of key terms is as follows:

- Technology:-technology is the collection of techniques, skills, methods and process used in the production of goods or services in the accomplishment of objectives such as scientific innovation.
- ICT:- (information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software.
- Internet: a global computer networking providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocol.

Chapter-II

Review of Related Literature

This chapter elaborates the existing literature, and research related to the present study for finding out what have been already studied, and how those research works become helpful to the present study. It also helps the researcher to find out the area of the problem and the gap which leads the researcher to find the knowledge or ideas that have not been existed before by others. The literature review is a foundation for the study and is a discussion of knowledge that is given and carried out by the several researcher and the scholars. The review also helps the researcher to come up with a theoretical frame work to guide the study. This section consists of the review of the theoretical literature and review of the empirical literature.

Theoretical Review

This section includes different theoretical perspectives related to challenge and opportunity towards the use of social media in teaching and learning. The literature review involves the systematic identification analysis of documents related to the study under the taken of the previous studies help to conduct the new research in systematic manner by providing the general outline of the research study and avoids the unnecessary duplications. Realizing the significance of the literary review some efforts are made here to present the significant result or conclusion of the different types of studies mainly focusing to the opinions towards ICT in different subjects. Some works in opinions and the related topic are presented here. This research is concerned with the constructivism.

This research is concerned with the constructivism theory because the science and technology generate the constructivism approach so that social media also associated

with this theory . Social media provide new means and opportunities for learning that are consistent with major tenets of both social and cognitive constructivism, and extend the process of learning and meaning construction to more diverse communities and universally accessible shared activities that are jointly and concurrently engaged in by both peers and expert (Schrader, 2015).

According to the perspective of this theory in this research try to identify the main role of social media for the teachers and students in teaching and learning, which has generated the main approach of the social media in the field of education or learning process . In this theoretical aspect provides the own perception such as according to the attitude of teachers and students. The social media can be applied, if that media used for the interactive learning at that situation that provides the positive role within the learning process else that can be played the negative role therefore there are many more causes to be used in social media. Media can be applied according to the trained based approach thus theoretical approach become concern with this topic.

Vigotsky's Socio-cultural Theory: Yilmaz, (2008) as a theory, constructivism proposes that learning is neither a stimulus-response phenomenon nor a passive process of receiving knowledge; instead, as an adaptive activity requiring building conceptual structures and self-regulation through reflection and abstraction, learning is an active process of knowledge construction influenced by how one interacts with and interprets new ideas and events. Cited by (Lambert et al. 1995; Maclellan and Soden 2004; Glasersfeld 1995).

According to socio-cultural theory, knowledge is the best constructed when learners collaborate together. Students supports one another and encourages new ways to form, construct and reflect on new materials. Social interactions and participations of

group members play a key role in developing knowledge. Vygotsky believed that parents, relatives, peers and society all have an important role in forming higher level of functioning.

According to the Vygotsk “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.”

(Vygotsky,1978) A second aspect of Vygotsky’s theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student’s evolving understanding of knowledge domains or development of complex skills. Collaborative learning, discourse, modeling, and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning. Vygotsky's Zone of Proximal Development “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance.”

Empirical Review

This section consist the related articles, journals, reports, previous thesis and studies. I have reviewed some literatures, which some contents are related to this study. These literatures that are reviewed are as following.

S, S, & Suraj,(2017) conducted the research study entitled “The Effect of Social Networking sites on the academic performance of College Students with special

reference to GFGC , Soraba”. They used survey of structured questionnaire among 100 students belonging to different discipline of the college. The main objectives of this study was to investigate the role of social media in the improvement of academic performance of the college students. From the analysis of the data, reveals that most of the college students are using social networking sites for the purpose of communication with their family and friends. It has been found that the social networking sites are improving knowledge regarding product, service & organization, but they are not affecting the way you speak or write in your everyday life.

Gok(2015) has carried out a survey methodology research on “The Effects of Social Networking Sites on Students’ Studying and Habits.” The objective of his study has to examine positive and negative effects of social networking sites on students studying and habits. This study was limited to consisted of 220 volunteer students (33% female and 67% male). The students were between 18 and 20 years of age. This study was used survey methodology. A questionnaire was designed for the research. The questionnaire consists of 14 questions and covers demographic information, digital technologies, social networking sites, and habits of the female and male students. The major findings were showed that approximately 50% of the female and male students spend one and half hour on smartphone per day. They generally use smartphone for calling friends, messaging, listening to music, watching video, and especially for using social networking sites (Facebook, Youtube, Blogs, Foursquare, Twitter, etc.).

Manjunatha S, (2013) conducted his study entitle “The Usage of Social Networking sites Among the College Students in India.” The main purpose of this study was to study in the context aimed at presenting usage pattern of social networking sites by the indian college students. This study was used to a survey of sample size of 500

students in the various colleges and universities through out india between of 18 and 26 years. They use questionnaires personally and also some of the data were collected through interview. This study find out that 80 percent of the students spend significant amount of time on using social networking sites regularly and 20 percent of the students do not spend any time using social networking sites.

Jalal & Zaidieh (2012) carried out the research article on “The Use of Social Networking in Education: Challenges and Opportunities”. This article present the case study on facebook . The researchers used the qualitative and quantitative method where lasted observation period for 105 days and explained the system usage protocols and designated different users’ clusters. This study explores possibility of using social networking technology to enhance learning in a graduate-level introductory MIS course though Facebook. The main objective of this article is to find the challenges facing the use of social Networking in education such as privacy, taking up time and miscommunication.

It is applied at the Faculty of Commerce and Accountancy, Thammas at University, and took five month during the second semester of 2009-2010. Altogether, 69 students, 2 lecturers, and 1 assistant instructor took the role of active participants, while 6 non-registered students and 3 faculty members from the MIS and Finance department took the role of non-active participants.. The researchers used the Facebook to be designed and implemented to enhance teaching pedagogy as well as create an engaging learning environment. Social networking technologies such as Facebook allow members to participate in a learning environment where the learning process can occur interchangeably from both inside and outside of the classroom. The results, there are benefits for successful use of social networking in education for both

students and instructors. For students: some degree of informal learning through informal communication, support for collaboration, feedback on thoughts and collaboration independent of space and time. For instruction: gaining feedback from students and constant communication with students and produce an effective instructional technology for their customers. So, networking technology can be used effectively to foster a culture of learning, as a learning tool for both students and teachers. Furthermore, in the future, the social-networking sites will have the significant potential to expand teaching and learning out of classroom.

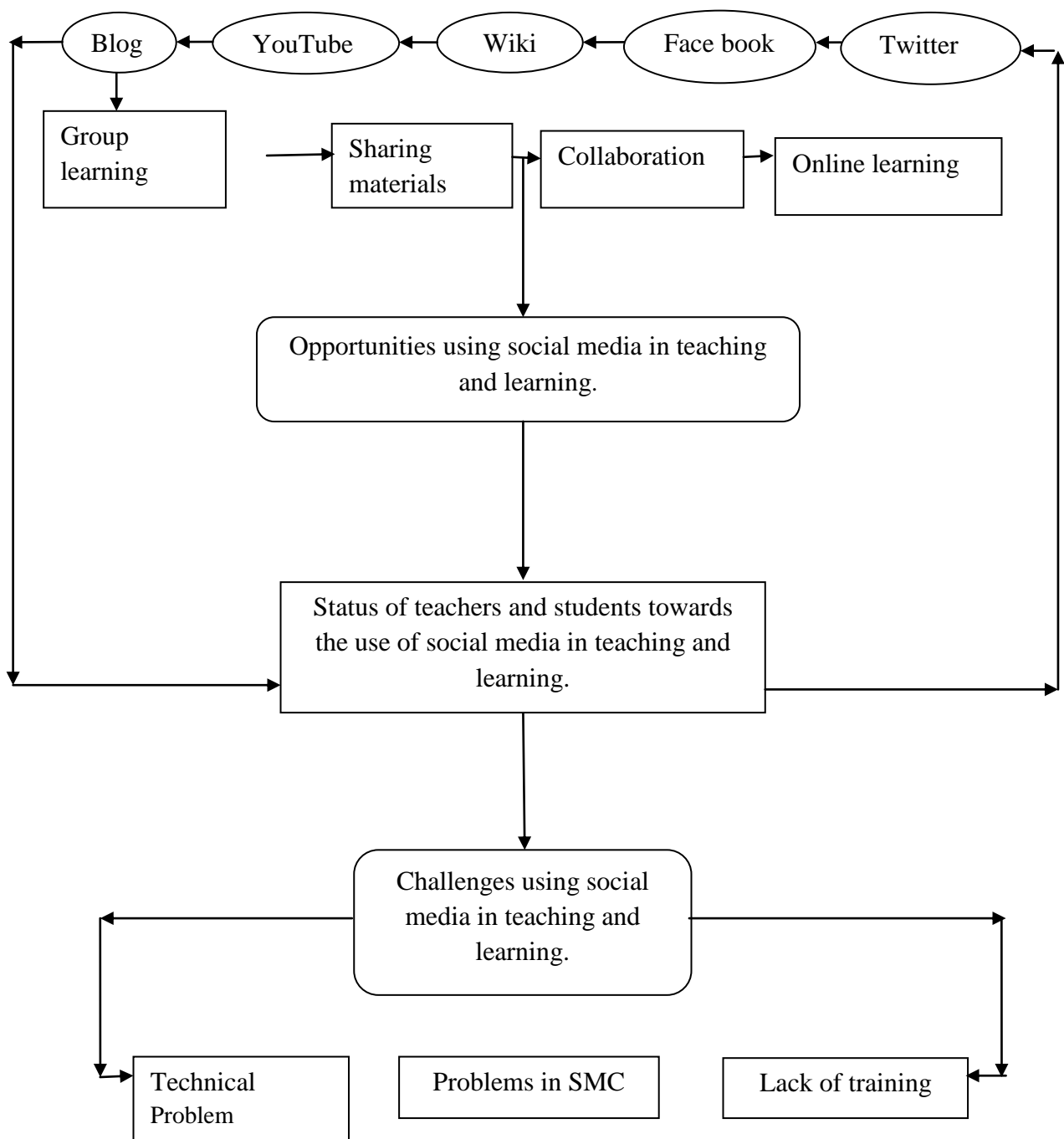
Boateng & Amankwaa (2016) did a research on “The Impact of Social Media on Student Academic Life in Higher Education”. The major’s objective of this study was to explore and examine how social media has impacted on students’ academic life. The study implored a qualitative approach in assessing these impacts. Ten (10) participants were conveniently sampled and interviewed with a period of two weeks. In the empirical part of this study, a qualitative approach was employed using a semi-structured interview among some selected student of Beijing normal university. Qualitative research was used rather than quantitative. After studying the phenomena that were of interest to the study, and transcribing the various responses of the participants the results reveals that social media is widely used by students of higher institution and that participant are in support of the idea that social media contribute a significant quota to the development of their academic life. The researcher find the result that students uses social media as a platform of discussions for their assignment and other course work, they gets feeds on class schedules, class venues, receives and sends information’s among their peers, explore issues related to their course work and a host of others.

Mardiana (2016) Conducted the research on the topic "Social Media And Implication For Education: Casestudy in Faculty of Technology And Science Universitas Buddhi Dharma, Tangerang, Indonesia." This research study conducted by obtaining the data from survey, interviews and questionnaires. There are 75 participants with 40 students' semester 4 Information Technology Program. The main objectives of this study was find positive way or negative way of using social media, Facebook and Internet for the education process. The researcher find the result that for the students. it is a challenge to learn via social media, Facebook or internet, as the students should be very serious to adopt it. There is no way for stduents not learning seriously, if it happens the students will go beyond the context of learning , since learning process go forward. With there is no negative way of using social media, Facebook, internet, so, they can be viable for the use in learning process.

The Conceptual Framework

A conceptual framework is the representation of the main relation of the research.

This study is related to the status of social media in school education. Conceptual framework can act like as maps that give to make coherence to empirical study. The following conceptual framework is constructed based on the theoretical framework with the consultancy of different theories related to this study and literature review and the following conceptual framework is developed:



Chapter – III

Methods and Procedure

This chapter describes how the study would be conducted to fulfill the objectives of the study. Methodology and procedures are the most important part of the research.

This chapter deals with procedure of the quantitative research which was carried out to achieve the response of the problems. This chapter gives the clear and concrete direction to answer the research questions and to achieve the objectives. This section includes the design and methodology, study area, sources of data, population of the study, sample population and sampling procedures, data collection procedures, data analysis and interpretation procedures and ethical consideration etc.

Design of the Study

Before doing any research, it is important that the researcher should arrange the research design accordingly. Research design is the framework that has been created to seek answers to research questions (Toledo-Pereyra, 2012). This research study used the quantitative research design through the survey study. The survey design collected required information, opinion and attitude of respondents using questionnaires techniques as well as observation of the secondary level teachers and student's status about the social media and then collected data are analyzed using statistical method and descriptive method to reach the conclusion. A survey is a systematic method for gathering information from (a sample of) entities for the purposes of constructing quantitative descriptors of the attributes of the larger population of which the entities are members Smith & Desvousges (1986). I selected the survey research design because it provides the authentic and reliable data to complete this study.

Population and Sample of the Study

The population of the study was taken from all teachers and students of secondary level schools at Kathmandu district Nepal. There are altogether 1362 schools among them 302 are community and 1060 are institutional in Kathmandu district. Among them 50 schools researcher had selected 5 schools using simple random sampling method from the 50 schools. In this sampling the researcher was taken 50 teachers and 100 students from the 5 schools.

Data Collection Tools

The questionnaire was consist both open ended and closed ended items. The items was developed based on the conceptual framework presented on page number 12. In each theme of conceptual framework, there were closed ended and open ended questions. Therefore the questionnaire consist altogether 29items.

Reliability and Validity of Research Tools

To make research tools more reliable and valid researcher was conducted pilot test by using questionnaire among to 10 students and 2 teachers. After received the responses the items will be analyzed. After analyzing the result of the pilot test, the questionnaire items were finalized. The questionnaire items were finalized under the advice of supervisor for validity.

Data Collection Procedure

The following process was used to collect the data. The researcher was visited selected sample secondary schools of Kathmandu district. The researcher was taken permission of principal before the distribution questionnaire to the students and

teachers. Then the research was requested to the teachers and students to fulfill the questionnaire and receive it on the same day. Finally, the research was given thankful to the respondents for their kind cooperation. A similar process was adopted to all select schools.

Data Analysis Procedure

After completing data collection procedure, collected data and information was first Likert 5 point scale will be scored as below.

Option of Rating	Score for Positive	Score for Negative
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

In this study, the researcher was used both closed and open ended questionnaire. A questionnaire was developed based on the conceptual framework. Those items were be positive and negative both. For each item Likert's five point scale was used. These items were strongly agree (SA), agree (A), undecided (U), disagree (DA) and strongly disagree (SDA). The researcher was assigned these categories ordinal values SDA=1, DA=2, U=3, A=4 and SA=5 for positive score and reverse for negative statements.

Ethical Consideration

This study was conduct for the academic purpose. While collecting data, ethical considerations were taken to ensure for the data privacy. With regarding this study, I was clearly inform my purpose to my respondents. I will not use the data for other purpose except my research work. I was published anything that did not affect the

prestige of respondents. The finding of study did not harm to the respondents. I best possibly prevent physical, psychological and social discomforts of the respondents and building a good bond with them. Different scholars' views, idea and definition was taken proper citation and references according to APA format.

Chapter IV

Analysis and Interpretation of Data

This chapter gives an analysis of the data collected during the research. Quantitative method was used to find a status of social media in school education from 5 community school of Kathmandu District. This chapter presents the result of statistical analysis of collective data. The researcher was build a tool as set of 29 opinionnaire having positive negative statements with five points Likert scale and 2 open ended questions for both students and teachers. For analyzing the data, mean and percentage were used. The researchers summarizing the response collected from the open-ended questions and explain them.

S.N	Statement	SA	A	U	D	SD	Mean
1	I use Facebook to ask teachers questions about difficult course materials.	34.4	58.2	1.6	0	5.0	4.1818
2	I never use Facebook for group learning.	7.4	7.4	8	41.3	43.0	4.0496
3	I use Facebook for only general communication.	11.5	24.6	2.5	45.9	14.8	2.7190
4	Facebook is used to make the collaboration between students and teachers for teaching and learning.	34.4	47.5	9.0	4.9	3.3	4.0579
5	I use Facebook for online learning.	24.8	57.0	4.1	9.9	4.1	3.8843
6	I never use Facebook to share note to peers.	8.3	17.4	4.1	35.5	34.7	3.71
Combined Mean							3.14

A Status of Using Face book by Secondary Level School Students.

In the Statement 1 "I use Facebook to ask teachers questions about difficult course materials". It is found that 34.4 % of the students responded on strongly agree .The finding shows that 58.2% of the students responded on agree. Few 1.6% of the students responded on undecided and 5% of the students responded on strongly disagree. It indicated most of students use the face book to ask teachers questions about difficult course materials. In the Statement "I never use Facebook for group learning", 7.4% of the students responded on strongly agreed. 7.4% of the students responded on agreed. 8 % of the students responded on undecided. 41.3% of the students responded on disagree and 43 % of the students responded on strongly disagree. It clearly shows that most of students use Facebook for group learning. In the Statement Facebook is used to make the collaboration between students and teachers for teaching and learning.", 34.4 % of the students replied on strongly agree., 47.5% of the students replied on agree., 9 % of the students responded undecided on this statement., 4.9% of the students responded on disagree and 3.3 % of the students responded on disagree. This represent that most of students were favor in this statement therefore the responses on this question as reflected that most of the students were used Facebook to make the collaboration between students and teachers for teaching and learning. In the Statement " I use Facebook for online learning.", 24.8% of the students responded on strongly agree., 57.0% of the students responded on agree., 4.1 % of the students responded on undecided on this statement., 9.9% of the students responded on disagree and 4.1% of the students responded on strongly disagree. The finding indicates that most of the students use Facebook for online learning.

Finally, According to the value of combined mean, which is 3.14, it indicates that students have positive attitudes on using Facebook.

According to, Dahal (2076) who conducted a study entitle "Attitude of Teachers and Students Towards The Use of Social Media in Sindhupalchowk District." In this study it is found that, most of the students and teachers are positive to using Facebook for learning.

According to, Joshi (2016) who conducted a research on "Status of Use of ICT by Secondary Students of Nepal." The study focused in use of ICT with respect to students of class nine and ten from secondary schools of Kathmandu, Nepal. In this research, it can be said that most of the students are using Facebook for entertainment or communication not for their subjective learning.

In my research, it is found that students are positive to use Facebook to ask the questions about difficult course materials. It indicated many students are in favor using Facebook for group learning and online learning with the collaboration between students and teachers and share learning resources. Therefore it is recommended that teachers and students to use Facebook for teaching and learning process.

Status of Using YouTube by Secondary Level School Students.

S.N	Statement	SA	A	U	D	SD	Mean
7	I use YouTube for sharing the audio and video materials.	23.1	45.5	5.8	19.0	6.6	3.6281
8	I use YouTube for getting content of course materials.	40.2	49.2	0	5.7	4.1	4.1653
9	I never use YouTube for self-study on my course.	2.5	3.3	2.5	43.0	48.8	4.3223
Combined Mean							4.0385

In the Statement "I use YouTube for sharing the audio and video materials.", 23.1 % of the students responded on strongly agree. 45.5% of the students responded on agreed. 5.8% of the students responded on undecided, 19.0% of the students responded on disagree, and 6.6% of the students responded on strongly disagree. It indicated many students were positive to use YouTube for sharing the audio and video materials for learning. In the Statement "I use YouTube for getting content of course materials", 40.2% of the students responded on strongly agree. 49.2% of the students responded on agree. 0% of the students responded on undecided, 5.7% of the students responded on disagree, and 4.1% of the students responded on strongly disagree. It indicated majority of students were positive to use YouTube for getting content of course materials. In the Statement "I never use YouTube for self-study on my course." 2.5% of the students responded strongly agree. 3.3% of the students responded on agree. 2.5% of the students responded on undecided, 43.0% of the students responded on disagree, and 48.8% of the students responded on strongly disagree. It indicated majority of students were negative to this negative statement that students use YouTube for self-study on their course.

Dahal(2076) Conducted his study entitle "Attitude of Teachers and Students Towards The Use of Social Media in Sindhupalchowk District." In this study took the secondary level teachers and students of Sindhupalchowk district, where also consist the students of five secondary level community schools of Sindhupalchowk district. This research shows that most of the students are positive to using YouTube for sharing audio and video materials and study the course content and self- study for learning.

Sethela(2014) who conducted an action research on the "Assessing the Use of YouTube Videos and Interactive Activities as a Critical Thinking Stimulator for Tertiary Students." The purpose of this action research was to investigate the use of YouTube videos and interactive activities in stimulating critical thinking among students from Malaysia. The researcher felt that participants had positive views towards the use of video with support classroom activities as a good tool to enhance their understanding concepts while being able to sustain their attention throughout the teaching and learning session.

Finally, According to the value of combined mean, which is 4.0385, it indicates that students have positive attitudes on using YouTube.

Status of Using Twitter by Secondary Level School Students.

S.N	Statement	SA	A	U	D	SD	Mean
10	I use Twitter.	4.1	7.4	28.9	22.3	37.2	2.1901
11	I use twitter for learning effectively.	8	7.4	30.6	21.5	39.7	2.0826
12	I never use twitter to share content knowledge.	6.6	12.4	27.3	20.7	31.4	3.6116
13	I use twitter to submit the assignment to instructor.	4.1	6.6	32.0	21.3	35.2	2.2231
14	I never use twitter for getting more knowledge in subject matter.	6.6	11.6	28.9	20.7	31.4	3.8347
Combined Mean							2.78842

In the statement "I use Twitter." 4.1 % of the students responded on strongly agree. 7.4 % of the students responded on agree. 28.9% of the students responded on undecided. 22.3 % of the students responded on disagree and 37.2% of the students responded on strongly disagree. It shows that majority of the secondary level students don't use the twitter. In the statement "I use twitter for learning effectively", 8% of the

few students responded on strongly agree, 7.4 % of few students responded on agree, 30.6% of the students responded on undecided on this statement, 21.5 % of the students responded on disagree and 39.7 % of the students responded on strongly disagree on this statement. It indicates the most of the students were negative on this statement. It shows that majority of students were not using the twitter for learning effectively. In the statement " I never use twitter to share content knowledge", 6.6 % of the few students are strongly agree, 12.4% of the students agree., 27.3 % of the students are undecided., 20.7 % of the students are disagree and 31.4% of the students are strongly disagree. The students responded on disagree and strongly disagree were wrong responded on the statement. In the statement " I use twitter to submit the assignment to instructor", 4.1 % of the students are strongly agree, 6.6 % of the students are agree, 32% of the students are undecided, 21.3% of the students are disagree and 35.2% of the students are strongly disagree. It indicates most of the Students were negative on this statement that majority of the students don't use twitter to submit the assignment to instructor.

Annelies Raes (2015) has carried out research on the topic of Using Twitter in Higher Education: What are Students' Initial Perceptions and Experiences? This research shows that checking their Twitter account or the Twitter wall does not became a routine for most students, many students did not have noticed the tweets the university teacher has posted to activate prior knowledge about specific course topic.

Finally, According to the value of combined mean, which is 2.78842, it indicates that students have negative attitudes on using Twitter.

Status of Using Wikis by Secondary Level School Students.

S.N	Statement	SA	A	U	D	SD	Mean
15	I use wikis to collect information from peers groups.	9.9	32.2	33.1	9.1	15.6	3.1157
16	I use wikis to search the learning materials.	18.2	32.0	30.3	4.9	13.9	3.3554
17	I never use wikis to search the new knowledge.	7.4	7.4	33.9	20.7	30.6	3.5950
Combined Mean							3.3553

In the statement "I use wikis to collect information from peers groups." 9.9% of the students responded on strongly agree, 32.2 % of the students responded on agree, 33.1% of the students responded on undecided, 9.1% of the students responded on disagree and 15.6% of the students responded strongly disagree. It indicated that half the students were using wikis to collect information from peers groups. In the statement "I use wikis to search the learning materials." 18.2% of the students responded on strongly agree, 32% of the students responded on agree, 30.3% of the students responded on undecided, 4.9% of the students responded on disagree, 13.9% of the students responded on strongly disagree. It shows that majority of the students use wikis for search the learning materials.

Finally, According to the value of combined mean, which is 3.3553, it indicates that students have positive attitudes on using wikis.

Status of Using Blog by Secondary Level School Students.

S.N	Statement	SA	A	U	D	SD	Mean
18	I can use blogs to read and comment the post.	10.7	30.6	33.1	10.7	14.9	3.1157
Combined mean							3.1157

In the statement "I can use blogs to read and comment the post" 10.7% of the students responded on strongly agree, 30.6% of the students responded on agree, 33.1% of the students are responded on undecided, 10.7% of the students responded on disagree and 14.9 % of the students responded on strongly disagree. Finally, According to the value of combined mean, which is 3.1157, it indicates that students have positive attitudes on using blog.

Alsamadani (2018) has carried out the research on the topic "The Effectiveness of Using Online Blogging for Students' Individual and Group Writing." This study investigates the effectiveness of online blogging for students' individual and group writing skills. This research find that blogging is a user- friendly platform that helps teachers and learners to improve many of their writing skills.

Opportunities Using Social Media by Secondary Level School Students.

S.N	Statement	SA	A	U	D	SD	Mean
19.	Social media brings change in classroom environment.	36.1	48.4	5.7	4.9	4.1	4.0826
20.	Teachers are not expert to use social media.	6.6	25.6	10.7	39.7	17.4	3.3554
21.	The use of social media has helped to learn a lot in a short time.	41.8	41.8	2.5	8.2	4.9	4.0826
22.	The use of social media has not helped in understanding the subject matter.	6.6	17.4	6.6	33.9	35.5	3.7438
23.	The use of social media has made it easier for me to understand the subject matter.	32.2	44.6	2.5	10.7	9.9	3.7851
24.	The use of social media has not helped to convey school information to parents and students.	9.1	10.7	5.8	37.2	37.2	3.8264
Combined Mean							3.81265

In the statement "Social media bring change in classroom environment," 36.1% of the students responded on strongly agree, 48.4% of the students responded on agree, 5.7 % of the students responded on undecided, 4.9 % of the students responded on disagree, 4.1% of the students responded on strongly disagree. It indicated that social media brings change in classroom environment. In the statement "Teachers are not expert to use social media." 6.6% of the students responded on strongly agree, 25.6% of the students responded on agree, 10.7% of the students responded on undecided, 39.7% of the students responded on disagree and 17.4 % of the students responded on strongly disagree. Majority students responded on disagree and strongly disagree so it indicated that Teachers are expert to use social media. In the statement "The use of

social media has helped to learn a lot in a short time." The mean value of this statement is 4.0826. So, it shows that use of social media helps to learn subject matter in short period of time. In the statement "The use of social media has made it easier for me to understand the subject matter." The mean value of this statement 3.7851 shows that use of social media has made it easier for me to understand the subject matter.

Finally, According to the value of combined mean, which is 3.81265, It indicated many students have positive attitudes using social media that helps to learn in short period of time and understand the subject matter easier. Therefore it is recommended that teachers and students to use Social media for teaching and learning process.

Challenges Using Social Media by Secondary Level School Students.

S.N	Statement	SA	A	U	D	SD	Mean
25	The school's computer lab has not been fully utilized.	13.2	28.1	5.8	33.9	19.0	3.1736
26	The computer lab at the school is in good condition.	19.8	47.1	7.4	13.2	12.4	3.4876
27	Internet connectivity in your school is good condition.	24.8	55.4	6.6	9.9	3.3	3.8843
28	The use of social media affect your study timings.	23.8	45.9	6.6	12.3	10.7	3.6033
29	The use of social media for long hours does not create multiple of health issues.	3.3	15.7	8.3	32.2	39.7	4.2149
Combined Mean							3.66674

In the statement "The school's computer lab has not been fully utilized." 13.2% of the students responded on strongly agree, 28.1% of the students responded on agree, 5.8% of the students responded on undecided, 33.9% of the students responded on disagree and 19% of the students responded on strongly disagree. It indicate most of the students use the school computer lab. In the statement "The computer lab at the school is in good condition." 19.8% of the students responded on strongly agree, 47.1 % of the students responded on agree and 7.4 % of the students responded on undecided, 13.2 % of the students responded on disagree and 12.4 % of the students responded on strongly disagree. This statement shows that internet connectivity in school is good condition.

Finally, according to the value of combined mean, which is 3.66674, It indicated many students have not facing the many challenges using social media. The computer lab in community school is good condition. Students were fully utilize the computer

lab. Internet connectivity in community school is good condition. Therefore the students of community school in Kathmandu district are not facing problems while using the social media in classroom.

A Status of Using Face book by Secondary Level Teachers.

S.N	Statement	SA	A	U	D	SD	Mean
1	I use Facebook for post the class update and assignment.	33.3	43.3	3.3	20	0	3.9
2	I never use Facebook for interactive learning.	0	36.7	6.7	36.7	20	3.400
3	I use Facebook for only general communication.	26.7	30	6.7	30	6.7	3.400
4	Use of Facebook makes collaboration between students and teachers for sharing their knowledge effectively.	16.7	60	3.3	13.3	6.7	3.666
5	I never use Facebook to get fast feedback from my peers and instructor.	6.7	30	13.3	43.3	6.7	3.133
6	I use Facebook for online learning.	33.3	33.3	6.7	16.7	10	3.633
Combined Mean							3.522

In the statement "I use Facebook for post the class update and assignment." 33.3% of the teachers responded on strongly agree, 43.3% of the teachers responded on agree, 3.3% of the teachers responded on undecided, 20% of the teachers responded on disagree. It means this statement indicated most of the teachers use Facebook for the post the class update and give the assignment to the students. In the statement "I never use Facebook for interactive learning." 36.7% of the teachers responded on agree, 6.7% of the teachers responded on undecided, 36.7% of the teachers responded on disagree and 20% of the teachers responded on strongly disagree. The mean value of

this statement 3.4 shows that most the teachers use Facebook for interactive learning. In the statement "I use Facebook for online learning." 33.3% of the teachers responded on strongly agree, 33.3% of the teachers responded on agree, 6.7% of the teachers responded on undecided, 16.7% of the teachers responded on disagree and 10% of the teachers responded on strongly disagree. It indicated that majority of teachers use Facebook for online learning.

(Md Mahadhi Hasan, Nadia Amin Labonya, 2016) Conducted the research study entitled " USING FACEBOOK IN ELT: HIGHER SECONDARY TEACHERS' PERSPECTIVE IN BANGLADESH." All data for this research was gathered by questionnaire survey where there both close ended and open ended questions. The survey found quite comfortable in using Facebook in their personal and administrative work but at the same time it is also found that these same teachers are not using social software tools in teaching-learning technique. As all of them showed their interest on using Facebook in existing teaching method.

Finally, According to the value of combined mean, which is 3.14, it indicates that majority of teachers have positive attitudes on using Facebook.

A Status of Using Twitter by Secondary Level Teachers.

S.N	Statement	SA	A	U	D	SD	Mean
7	I use twitter for share helpful links to practice quizzes or resources.	16.7	16.7	23.3	30	13.3	2.933
8	I use twitter for interactive learning.	3.3	20	20	43.3	13.3	2.5667
9	Twitter never makes collaboration between students and teachers for effective learning.	13.3	13.3	33.3	26.7	13.3	2.8667
Combined Mean							2.788

In the statement "I use twitter for share helpful links to practice quizzes or resources." 16.7% of the teachers responded on strongly agree, 16.7% of the teachers responded on agree, 23.3% of the teachers responded on undecided, 30% of the teachers responded on disagree and 13.3% of the teachers responded on strongly disagree. It indicates that majority of teachers have negative attitudes on using Twitter. In the statement "I use twitter for interactive learning" 3.3% of the teachers responded on strongly agree, 20 % of the teachers responded on agree and 20 % of the teachers responded on undecided, 43.3% of the teachers responded on disagree and 13.3 % of the teachers responded on strongly disagree. It indicates most of the teachers were not using twitter for interactive learning. In the statement "Twitter never makes collaboration between students and teachers for effective learning." 13.3% of the teachers responded on strongly agree, 13.3% of the teachers responded on agree, 33.3% of the teachers responded on undecided, 26.7% of the teachers responded on disagree and 13.3 % of the teachers responded on strongly disagree. It indicates most of the teachers not use Twitter for makes collaboration between students and teachers for effective learning.

Davis (2015) carried out the research article on "Teachers' perceptions of Twitter for professional development." The aim of this study was to determine how school teachers in the United States perceived using twitter as a means for professional development, and the technological benefits and drawbacks of using Twitter for professional development. Through archived documents and participant interviews, result of the study indicated that teachers used the online forum as a way to share knowledge and resources.

Finally, According to the value of combined mean, which is 2.788, it indicates that majority of teachers have negative attitudes on using Twitter.

A Status of Using YouTube by Secondary Level Teachers.

S.N	Statement	SA	A	U	D	SD	Mean
10	I use YouTube to post videos related to course materials.	50	33.3	6.7	10	0	4.2333
11	I use YouTube for self-learning.	56.7	20	10	13.3	0	4.2000
12	I never use of YouTube to make the teaching learning process easier and convenient.	23.3	6.7	10	33.3	26.7	3.3333
13	I use YouTube for sharing the audio and video materials.	23.3	63.3	0	10	3.3	3.8667
14	I never use YouTube to create teaching materials.	6.7	13.3	3.3	56.7	20	3.7000
Combined Mean							3.866

In the statement "I use YouTube to post videos related to course materials." 50% of the teachers responded on strongly agree, 33% of the teachers responded on agree, 6.7% of the teachers responded on undecided, 10% of the teachers responded on disagree. In indicated that most of the teachers were using the YouTube to post videos related to course materials. In the statement "I use YouTube for sharing the audio and Video materials." 23.3% of the teachers responded on strongly agree, 63.3% of the teachers responded on agree, 10% of the teachers responded on disagree and 3.3% of the teachers responded on strongly disagree. It indicated that majority of teachers use YouTube for sharing the audio and video for teaching learning materials. In the statement "I never use YouTube to create teaching materials." 6.7% of the teachers responded on strongly agree, 13.3% of the teachers responded on agree, 3.3% of the teachers responded on undecided, 56.7% of the teachers responded on disagree and

20% of the teachers responded on strongly disagree. The mean value of this statement 3.7, it shows that all most teachers used YouTube to create teaching materials.

(Onlvehu Adams Ogirima, James Joy Tolulope and Sulaimon Jamlu Temitop, 2021)

Carried out the research article on "Future Teachers' Perception towards the Use of YouTube for Teaching Learning Activities in Nigerian Basic Schools." This study employed descriptive survey method and 200 future teachers were selected using purposive sampling technique. The results revealed that the perception of future teachers towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools was high. Specifically, the respondents indicated that using YouTube websites enhances their effectiveness in finding relevant information about a concept and also increase their productivity in the classroom within the shortest time frame.

Finally, According to the value of combined mean, which is 3.866, it indicates that majority of teachers have positive attitudes on using YouTube.

A Status of Using wikis by Secondary Level Teachers.

S.N	Statement	SA	A	U	D	SD	Mean
15	I use wikis to create assignment and share resources.	6.7	23.3	20.2	40.4	10	2.766
16	I use wikis to upload schedules for the month, list of deadlines, test dates, presentation dates.	10	30	26.7	30	3.3	3.133
17	I use wikis to search the learning materials.	6.7	40	10	40	3.3	3.066
Combined Mean							2.988

Finally, According to the value of combined mean, which is 2.988, it conclude that most of the teachers were not using wikis to create assignment and share resources but most of the teachers not used to wikis to search the learning materials.

A Status of Using Blog by Secondary Level Teachers

S.N	Statement	SA	A	U	D	SD	Mean
18.	I never use blogs to motivate the students to become readers and writers.	6.7	23.3	23.3	43.3	3.3	3.1333
Combined mean							3.1333

In the statement "I never use blogs to motivate the students to become readers and writers." 6.7% of the teachers responded on strongly agree, 23.3% of the teachers responded on undecided, 43.3 % of the teachers responded on disagree and 3.3% of the teachers responded on strongly disagree. It indicated most of the teachers use blogs to motivate the students to become readers and writers.

Opportunities Using Social Media by Secondary Level Teachers.

S.N	Statement	SA	A	U	D	SD	Mean
19	Social media helps to finish all chapter of book in time.	13.3	50	10	26.7	0	3.500
20	Social media never provide more and useful information about course content.	13.3	16.7	10	46.7	13.3	3.300
21	The use of social media helps to increase access to learning materials.	30	56.7	3.3	10	0	4.0667
22	The use of social media has not helped to improve student's outcomes.	3.3	20	6.7	63.3	6.7	3.5000
23	The use of social media has not increased student's interest in learning.	6.7	20	0	60	13.3	3.5333
24	The use of social media has helped to improve classroom delivery.	26.7	60	6.7	6.7	0	4.0667
Combined Mean							3.6609

In the statement "Social media helps to finish all chapter of book in time." 13.3% of the teachers responded on strongly agree, 50% of the teachers responded on agree, 10% of the teachers responded on undecided, and 26.7% of the teachers responded on disagree. It indicated that social media helps most of the teachers to finish all chapter of book in time. In the statement "The use of social media has not helped to improve student's outcomes." 3.3% of the teachers responded on strongly agree, 20% of the teachers responded on agree, 6.7% of the teachers responded on undecided, 63.3% of the teachers responded on disagree and 6.7 % of the teachers responded on strongly disagree. It indicated that majority of the teachers used social media to improve student's outcomes. In the statement "The use of social media has not increased student's interest in learning." 6.7 % of the teachers responded on strongly agree, 20%

of the teachers responded on agree, 60% of the teachers responded on disagree and 13.3% of the teachers responded on strongly disagree. It indicated that most of the teachers felt that use of social media has increased student's interest in learning.

Bolat (2018) carried on the research on the topic of "A Research on the Use of Social Media Networks by Teacher Candidates." This study is a qualitative educational research based on content analysis of teacher candidates' research on using social media networks. It is determined that teacher candidates mostly use "mobile instant messaging tools" among social media networks. In addition to this, Facebook and Instagram are also popular social media networks among teacher's candidates. It is found out that teachers candidates sharing posts mostly share "information pictures" on social media networks in pedagogic dimension.

Finally, According to the value of combined mean, which is 3.6609, it indicates that majority of teachers have positive attitudes use of social media that provides various opportunities to the majority of teachers for improve classroom delivery and improve the student's outcomes.

Challenges Using Social Media by Secondary Level School Teachers.

S.N	Statement	SA	A	U	D	SD	Mean
25	There is lack of training to teach using social media.	16.7	60	3.3	13.3	6.7	3.666
26	There are technical difficulties while teaching in the classroom.	13.3	56.7	3.3	20	6.7	3.500
27	The internet facility in the school is not good.	10	43.3	6.7	26.7	13.3	2.900
28	The school has provided laptops to all teachers	23.3	20	0	40	16.7	2.933
29	The SMC is conducting ICT training from time to time.	36.7	30	10	6.7	16.7	3.633
Combined Mean							3.3264

In the statement "There is lack of training to teach using social media" 16.7% of the teachers responded on strongly agree, 60% of the teachers responded agree, 3.3% of the teachers responded on undecided, 13.3 of the teachers responded on disagree and 6.7% of the teachers responded on strongly disagree. It indicated that there is lack of training in teachers to teach using social media. In the statement "There are technical difficulties while teaching in the classroom." 13.3% of the teachers responded on strongly agree, 56.7% of the teachers responded on agree, 3.3% of the teachers responded on undecided, 20% of the teachers responded on disagree and 6.7% of the teachers responded on strongly. It indicated that most of the teachers are positive in this statement that there are technical difficulties to use social media while teaching in the classroom. In the statement "The internet facility in the school is not good." 10% of the teachers responded on strongly agree, 43.3% of the teachers responded on agree and 6.7% of the teachers responded on undecided and 26.7% of the teachers responded on disagree and 13.3% of the teachers responded on strongly disagree. It indicated that most of the teachers are agree on this statement that the internet facility

in the school is not good. In the statement "The school has provided laptops to all teachers." 23.3% of the teachers responded on strongly agree, 20% of the teachers responded on agree, 40% of the teachers responded on disagree and 16.7% of the teachers responded on strongly disagree. It indicated that most of the teachers have not provided the laptop by the school. In the statement "The SMC is conducting ICT training from time to time." 36.7% of the teachers responded on strongly agree 30% of the teachers responded on agree, 10 % of the teachers responded on undecided, 6.7% of the teachers responded on disagree and 16.7% of the teachers responded on strongly disagree. It indicated that most of the teachers were positive on this statement that the SMC is conducting ICT training from time to time.

Finally, According to the value of combined mean, which is 3.3264, it indicates that majority of teachers have positive attitudes in given statement that there are many challenges faced by teachers.

The Opportunities of using social media

The researcher used 2 open- ended questions to collect data from respondents on opportunities of using social media by the students of 5 community school in Kathmandu District. The researcher has collected the answer from the open- ended questions by considering same answer as one and removing the irrelevant answer and summarized them and explain them. This portion covers, bring out themes that were derived from the analyses of data. The first open ended question is "How did you feel while learning using social media?" and second open ended question is "How social media has helped you in the learning process?"

(Tara Coffin & Janice Fournier, 2016) Conducted the research on the topic of "Social Media in the classroom: Opportunities, Challenges & Recommendation." This

research conducted the survey on 250 institutions of higher education in Washington. This research find that students increasingly want their instructors to use social media as a learning tool and social media assists students with acquiring new information, facilities connections with course materials and peers, and improves productivity. Social media enables to build connections with instructor, peers and school community-interactions that improves the retention rates. Students want to become better at using social media for educational purpose.

After collecting responses from all of the students, researcher have taken some representative topics which have received a lot of responses which are self-study, Time saving, Easy to Understand and Application of social media.

Self –Study

By using social media, most of the students take the help of social media for learning while difficulties in classroom. Most of the students use YouTube, wikis and Google to search the topic related to the contents in anytime and anywhere. There are responses from 65 out of 121 students, which about 54 percent. Self- study is main features of using social media. 45 students take the social media for self- study by search the difficult course materials while learning in class.

Pratisha Poudel is currently studying in Kankali Secondary School. She said, *"I felt effective and easier while learning using social media because sometime the content materials I did not understand in class I can easily understand through using social media."*

Rajeev Nyasur is currently studying in Janasewa Secondary School. He said, *"I feel exciting while learning using social media. We can learn new things and get extra*

knowledge to search by using social media very easily and quickly. It has helped us providing education and knowledge during pandemic situation corona."

Somiya Thapa is currently studying in Ganodaya Secondary School. She said, *"I felt good while learning using social media. Teachers shows us slide and share animated videos that helps to get easy concept in very short period of time."*

Time Saving and easy to understand

By using social media, it saves the time of students while learning the difficult course materials rather than traditional learning method. Social media gives the clear concept that searching by the students. Most of the students use social media because it is simpler, easier and more effective, so that many students take its advantage to get new knowledge from anywhere and at any time. There are responses from 65 out of 121 students. 25 students considered that social media helps to save the time and easy to understand the learning materials.

Sujal Parajuli is currently studying in Kankali Secondary School. He said, *"I feel easier to study through social media because it helps to learn many things in short time."*

Reshma Mukhya is currently studying in Ganodaya Secondary School .She said, *"I used social media to search the unknown answer in very short period of time. We can find course materials by using YouTube, Google and wikis."*

Application of using social Media.

Social media allows individuals to keep in touch with friends, and teachers to share their knowledge. Social media allows the students to share interesting ideas, views

and conversation among peers. Facebook, YouTube, Twitter, Wikis, Blog etc. are most popular social media used by teachers and students in teaching learning activities. There are responses from 65 out of 121 students. 10 students considered that they use Facebook, YouTube, and Wikis for search the content of course and watch the videos for their study.

Aoroshree Gautam is currently studying in Kankali Secondary School. She said, "*I can find reference book online, ask online teachers, watch videos. Hence, social media has helped me a lot in the learning process.*"

Pramila Shrestha is currently studying in Janvikash Secondary school. She said, "*I felt a little easier to understand the subject matters through different animated videos using social media. It has helped me on online studies. It helps to make the collaboration between students and teachers for teaching and learning.*"

Sangeeta Kalikotey currently studying Jansewa Secondary School. She said, "*It helps me in learning process by getting information through Google, YouTube, Facebook, it is really easier and comfortable.*"

The Challenges of using social media

The researcher used 2 open- ended questions to collect data from respondent's teachers on Challenges of using social media by the students of 5 community school in Kathmandu District. The researcher has collected the answer from the open- ended questions by considering same answer as one and removing the irrelevant answer and summarized them and explain them. This portion covers, bring out themes that were derived from the analyses of data. The first open ended question is "What are obstacles in your school while using social media for teaching?" and second open

ended question is "What are the challenges factors to teachers while using social media?"

Kesh Rana & Karna Rana (2020) Conducted on the research on the topic of "ICT integration in teaching and learning activities in higher education: A case study of Nepal's teacher education." This article reports an examination of information and communication technology (ICT) integration in teaching and learning activities in higher education in Nepal. This research identified some problems and possibilities of integrating ICT in teacher education in the context of Nepal. The lack of clear educational policy in ICT, strategic documents and institutional plan are found to be major initial problems to effectively integrate ICT in planning and teaching activities in the universities. The limited ICT infrastructure and teachers' poor ICT knowledge and skills have impacted the expected efficient practice of available digital technology

After collecting responses from all of the teachers, researcher have taken some representative topics which have received a lot of responses which are Lack of Devices and Internet Lack of Technical Knowledge, and Economic condition.

Lack of Devices and Internet

Poor internet connection and lack of devices are still a big problems in many schools of Nepal. According to provincial Education Directorate Director Chandra Prasad Luintel only 30% of students in Bagmati Province have access to the internet. Due to poor economic condition many students cannot afford the devices for learning.

According to Nepal's Education Department, only 48% of public schools are online and enforcing digital learning. According to a new joint report from The International Telecommunication union and UNICEF Two thirds of the world's school-age children or 1.3 billion children age 3 to 17 years old do not have internet connection in their

homes. There are responses from 15 out of 30 teachers. Almost all teachers have common challenges among them.

Krishnamani Lamichhane is currently teaching English subject in Kankali Secondary School. He said, "*In my view facing main problem while using social media for teaching are lack of internet and devices in all classroom.*"

Mohan K.C is currently teaching in Kankali Secondary High School. He said, "*There is not well facility of internet so that we, teachers cannot handle the classes smoothly at the same time. Even the students do not have the command over the means of technologies.*"

Sushil Tamang is currently teaching Gyanodaya Secondary High School. He said, "*Internet facility is not so good and sometime electricity is rising a problem in all classroom.*"

Sabita Ramtel is currently teaching in Kuleshwor Secondary School. She said, "*Wifi problem which is not available in all classroom. Sometimes problem in remote and batteries and sometimes internet slow problem.*"

Shiva Sankar Yadav is currently teaching in Janavikash Secondary School. He said, "*No projector, only computer lab, very slow internet, and teachers don't have any device provided by school.*"

Lack of Technical Knowledge, and Economic condition.

Most of the teachers of community schools have lack of technical knowledge to handle the devices and to run the application program. So government and School Management Committee provide training to the teachers.

Rose Atoni, Phillip Ipat & Paul Ogula (2021) Conducted the research on the topic of "Students' Socio- Economic Background On Social Media Use In Turkana Central Sub County Kenya." This study investigated on the influence of students' socio-economic background on social media use in Turkana Central Sub County. This research find that students' socio-economic background has a significant influence on use of social media by students. Students from middle and professional classes have higher usage of social media compared to those from framers and labors.

Radha Bhattarai is currently teaching in Kankali Secondary School. She said, *"There are many more challenging factors to while using social media like our developing country especially in community school due to lack of technical knowledge and poor economic condition of students."*

Nawraj Rijal is currently teaching is Jansewa Secondary School. He said that, *"All most all the learners do not have the access of devices and internet facility. Though they have, they are not aware of handling it. Moreover the teachers also do not have the better knowledge of managing their devices and their application."*

Chapter V

Summary, Findings, Conclusion and Recommendation

The final chapter of this study represents the summary of the study with major findings, conclusion and recommendation. In this chapter, researcher have presented the major findings, conclusion on the basis of finding regarding the objectives of the study and provided the recommendation to the policy makers, practitioners and researchers.

Summary

A quantitative study was done to find out the status of using social media in school education among community schools of Kathmandu District, Nepal. The objectives of the study were to find out the status of use of social media in secondary schools and to analyze challenges and oppournities while using the social media in classroom. The required data for this study was collected from primary sources which include the survey among community school students and teachers of Kathmandu District, Nepal. Collected data was entered and analysis using Statistical Package for Social Science (IBM SPSS) version 17. Percentage and mean was applied to analyze the data.

The data tabularized by using Likert scale for statistical analysis. Such as strongly disagree, disagree, Undecided, agree, and strongly agree were used for barriers and perception of students and teachers towards the use of social media respectively.

Major Finding of the Study

On the basis of analysis of data, the following were the major finding this study:

- The mean score of each statement is above 3. It shows the most of teachers and students had positive attitudes towards the use of social media in teaching learning. The mean score of each statement is below 3. It shows most of teachers and students had negative attitudes towards the use of social media and teaching and learning.
- The mean and percentage of responses for the statement was used to find out the status of teachers and students towards the use of social media in community schools of Kathmandu District. From this test all statement are significant and students and teachers are positive on Facebook and YouTube for learning but teachers and students show negative attitudes towards the Wikis, Twitter and Blog. It indicated many teachers and students not use the Wikis, Twitter and Blog for learning. They are only used Facebook and YouTube for learning.
- The mean score of each statement on challenge using social media by secondary level school teachers is above 3. It indicated many teachers had not trained and they had technical difficulties while teaching in the classroom.
- The mean score of each statement on opportunities using social media by secondary level school teachers is above 3. It indicated that most of teachers used social media to search the useful information about course content and helped to finish the chapter in time. It also helped to increase student's interest in classroom.

- The mean score of each statement on challenge using social media by secondary level school students is above 3. It indicated that most of the students of Kathmandu District were utilized their lab of school for their learning. It shows that computer lab and internet connectivity in community school of Kathmandu District were good condition.
- The mean score of each statement on opportunities using social media by secondary level school students is above 3. It indicated that social media had helped understand the subject matter. It shows that use of social media had helped to learn a lot in a short time.

Conclusion

This research study was mainly concerned to find out the status of use of social media in classroom learning among community school of Kathmandu District Nepal. From the finding of this study, it concluded that about most of the teachers and students were positive responded to use Facebook, and YouTube for searching the learning materials and course content. Using of social media provided them more and useful additional information about the course content. The condition of lab and internet facility were good condition but in every classroom were not facility of internet and computer. Lack of personal device for students and teachers were main challenge to use social media in every classroom. Technical difficulties were main barriers for teachers to handle the devices and use to social media to delivered class. In community schools, most of the students can afford devices to use social media due to poor economic condition.

Discussion

The current study revealed that most of the students and teachers were used Facebook and YouTube for their learning. Bolat (2018) Conducted the research on the topic of "A Research on the Use of Social Media Networks by Teachers Candidates" in Turkey, which is found that the most popular social media networks teachers candidates are Instagram and Facebook; they mostly use social media in order to communicate with their friends; they attribute different meanings to social media networks and they regard social media tools as a pedagogical value.

The present study revealed that social media had helped understand the subject matter and to learn more a lot in a short time. (Masood Badri, Ali Al Nuaimi, Yang Guang, Asma Al Rashedi, 2017) conducted the research on the topic of "School performance, social networking effects, and learning of school children" in United Arab Emirates found that some benefits from using social media networks include sharing information and ideas and improving reading skills. Despite the benefits of participation of students in social networks, its misuse could affect the academic life of the students and thereby, their performance.

The present study revealed that most of the teachers had not trained to use devices and use social media. (Dhital, 2018) Conducted the research on Opportunities and Challenges To Use ICT in Government School Education of Nepal found that the demand for ICT learning has been stupendous and the number of teachers who are trained to teach ICT cannot meet the demand. There are more students willing to be taught computing skills than there are teachers to transfer the skills.

The present study revealed that most of teachers used social media to search the useful information about course content and helped to finish the chapter in time. It

also helped to increase student's interest in classroom. (Shembilu, 2013) Conducted thesis on "Importance of Social Networking for Student Participation in Education in Tanzania" found that social networking sites give users the capacity to participate directly in creation, refinement and distribution of shared content.

Recommendation

Since the present study was limited in the secondary school with in Kathmandu District, so finding of the study may be generalized for the same District but it can't be generalized to all level of whole country. Due to the limited resources, time etc. The researchers could not address all the aspect of this study. Qualitative study should also be recommended so that students and teachers perception towards the use of social media should be generated.

The follow recommendation had been made.

- The government should provide the Computer lab for every school to use the social media for teaching and learning.
- The government should make the teaching of ICT a free and compulsory part of the curriculum to massively increase the number of ICT experts in the nation.
- Teachers in government schools should be provided with appropriate skills in ICT.
- The teachers and students should use social media not harm for others.

Limitation

This study was conducted among only secondary level schools, missing lower secondary and higher secondary level teachers and students this might not represent the status of using social media in classroom learning. Similarly only quantitative was applied on this study. Finally, 30 teachers only responded on the questionnaire.

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Appendix-A**Open Ended Question**

Name of Teacher:

Teaching Experience:

School Name:

Qualification:

School Address:

Gender: Male/Female

Date:

1. What are the problems/obstacles in your school while using social media for teaching?

2. What are the challenging factors to teachers while using social media?

Appendix B**Open Ended Question for Students**

Name of Student:

Class:

School Name:

School Address:

Gender: Male/Female

Date:

1. How did you feel while learning using social media?

2. How social media has helped you in the learning process?

Appendix C

Name of Student:

Class:

School Name:

School Address:

Gender: Male/Female

S.N.	Categories	Statements	SA	A	U	D	SD
1	Social Media	I use Facebook to ask teachers questions about difficult course materials.					
		I never use Facebook for group learning.					
		I use Facebook for only general communication.					
		Face book is used to make the collaboration between students and teachers for teaching and learning.					
		I use Facebook for online learning					
		I never use Facebook to share note to peers.					
		I use YouTube for sharing the audio and video materials.					
		I use YouTube for getting content of course materials easily.					
		I never use YouTube for self-study on my course.					
		I use Twitter.					
		I use twitter for learning effectively.					
		I never use twitter to share content knowledge.					
		I use twitter to submit the assignment to instructor					
		I never use twitter for getting more knowledge in subject matter.					
		I use Wikis to collect information from peers groups.					
		I use Wikis to search the learning materials.					
		I never use Wikis to search the new knowledge.					

		I can use blogs to read and comment on post.					
2	Opportunities Using Social Media	Social media bring change in classroom environment.					
		Teachers are not expert to use social media.					
		The use of social media has helped to learn a lot in a short time.					
		The use of social media has not helped in understanding the subject matter.					
		The use of social media has made it easier for me to understand the subject matter.					
		The use of social media has not helped to convey school information to parents and students.					
.3	Challenges Using Social Media	The school's computer lab has not been fully utilized.					
		The computer lab at the school is in good condition.					
		Internet connectivity in your school is in good condition.					
		The use of social media affect your study timings.					
		The use of social media for long hours does not create multiple of health issues.					

Appendix D

Closes Ended Questionnaire of Teachers

Name of Teacher:

Teaching Experience:

School Name:

Qualification:

School Address:

Gender: Male/Female

Terms: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

S.N.	Categories	Statements	SA	A	U	D	SD
1	Social Media	I use Facebook for post the class update and assignment.					
		I never use Facebook for interactive learning.					
		I use Facebook for only General communication.					
		Use of Facebook makes collaboration between students and teachers for sharing their knowledge effectively.					
		I never use Facebook to get fast feedback from my peers and instructor.					
		I use Facebook for online learning.					
		I use twitter for share helpful links to practice quizzes or resources.					
		I use Twitter for interactive learning					
		Twitter never makes collaboration between students and teachers for effective learning					
		I use you tube to post videos related to course materials.					
		I use YouTube for self-learning.					
		I never use of YouTube to make the teaching - learning process easier and convenient.					
		I use YouTube for sharing the audio and video materials.					
		I never use you tube to create teaching materials.					
		I use wiki to create assignment and share resources.					

		I use wiki to upload schedules for the month, list of deadlines, test dates, presentation dates.					
		I use Wikis to search the learning materials.					
		I never use blogs to motivate the students to become readers and writers.					
2	Opportunities Using Social Media	Social media helps to finish the all chapter of book in time.					
		Social media never provide more and useful information about course content.					
		The use of Social media helps to increase access to learning materials.					
		The use of social media has not helped to improve student outcomes.					
		The use of social media has not increased students' interest in learning.					
		The use of social media has helped to improve classroom delivery.					
3	Challenges Using Social Media	There is lack of training to teach using social media.					
		There are technical difficulties while teaching in the classroom.					
		The internet facility in the school is not good.					
		The school has provided laptops to all the teachers					
		The SMC is conducting ICT training from time to time					

Appendix E

Statement	SA	A	U	D	SD
1. I use Facebook to ask teachers questions about difficult course materials.	43	70	2	0	6
2. I never use Facebook for group learning.	9	9	1	50	52
3. I use Facebook for only general communication.	14	30	3	56	18
4. Facebook is used to make the collaboration between students and teachers for teaching and learning.	42	58	11	6	4
5. I use Facebook for online learning.	36	69	5	12	5
6. I never use Facebook to share note to peers.	10	21	5	43	42
7. I use YouTube for sharing the audio and video materials.	28	55	7	23	8
8. I use YouTube for getting content of course materials.	49	61	0	6	5
9. I never use YouTube for self-study on my course.	3	4	3	52	59
10. I use Twitter.	5	9	35	27	45
11. I use twitter for learning effectively.	1	9	37	26	48
12. I never use twitter to share content knowledge.	8	15	33	25	40
13. I use twitter to submit the assignment to instructor.	5	9	39	24	40
14. I never use twitter for getting more knowledge in subject matter.	8	14	35	25	38
15. I use wikis to collect information from peers groups.	12	39	40	11	19
16. I use wikis to search the learning materials.	22	38	37	7	17
17. I never use wikis to search the new knowledge.	9	9	41	25	37
18. I can use blogs to read and comment the post.	13	37	40	13	18
19. Social media brings change in classroom environment.	43	60	7	5	6
20. Teachers are not expert to use social media.	8	31	13	48	21
21. The use of social media has helped to learn a lot in a short time.	52	51	3	10	5
22. The use of social media has not helped in understanding the subject matter.	8	21	8	41	43
23. The use of social media has made it easier for me to understand the subject matter.	39	54	3	13	12
24. The use of social media has not helped to convey school information to parents and students.	11	13	7	45	45

25. The school's computer lab has not been fully utilized.	16	34	7	41	23
26. The computer lab at the school is in good condition.	24	57	9	16	15
27. Internet connectivity in your school is good condition.	30	67	8	12	4
28. The use of social media affect your study timings.	29	57	8	14	13
29. The use of social media for long hours does not create multiple of health issues.	4	19	10	39	48

Appendix F

Statement	SA	A	U	D	SD
1. I use Facebook to ask teachers questions about difficult course materials.	35.5%	57.9%	1.7%	0%	5.0%
2. I never use Facebook for group learning.	7.4%	7.4%	8%	41.3	43.0%
3. I use Facebook for only general communication.	11.6%	24.0%	2.5%	47.1%	14.9%
4. Facebook is used to make the collaboration between students and teachers for teaching and learning.	34.7%	47.9%	9.1%	5.0%	3.3%
5. I use Facebook for online learning.	24.8%	57.0%	4.1%	9.9%	4.1%
6. I never use Facebook to share note to peers.	8.3%	17.4%	4.1%	35.5%	34.7%
7. I use YouTube for sharing the audio and video materials.	23.1%	45.5%	5.8%	19.0%	6.6%
8. I use YouTube for getting content of course materials.	40.5%	50.4%	0%	6%	5%
9. I never use YouTube for self-study on my course.	2.5%	3.3%	2.5%	43.0%	48.8%
10. I use Twitter.	4.1%	7.4%	28.9%	22.3%	37.2%
11. I use twitter for learning effectively.	8%	7.4%	30.6%	21.5%	39.7%
12. I never use twitter to share content knowledge.	6.6%	12.4%	27.3%	20.7%	33.1%
13. I use twitter to submit the assignment to instructor.	4.1%	7.4%	32.2%	19.8%	36.4%
14. I never use twitter for getting more knowledge in subject matter.	6.6%	11.6%	28.9%	20.7%	31.4%
15. I use wikis to collect information from peers groups.	9.9%	32.2%	33.1%	9.1%	84.3%

Appendix G

Statement	SA	A	U	D	SD
16. I use wikis to search the learning materials.	18.2%	31.4%	30.6%	5.8%	14.0%
17. I never use wikis to search the new knowledge.	7.4%	7.4%	33.9%	20.7%	30.6%
18. I can use blogs to read and comment the post.	10.7%	30.6%	33.1%	10.7%	14.9%
19. Social media brings change in classroom environment.	35.5%	49.6%	5.8%	4.1%	5.0%
20. Teachers are not expert to use social media.	6.6%	25.6%	10.7%	39.7%	17.4%
21. The use of social media has helped to learn a lot in a short time.	43%	42.1%	2.5%	8.3%	4.1%
22. The use of social media has not helped in understanding the subject matter.	6.6%	17.4%	6.6%	33.9%	35.5%
23. The use of social media has made it easier for me to understand the subject matter.	32.2%	44.6%	2.5%	10.7%	9.9%
24. The use of social media has not helped to convey school information to parents and students.	9.1%	10.7%	5.8%	37.2%	37.2%
25. The school's computer lab has not been fully utilized.	13.2%	28.1%	5.8%	33.9%	19.0%
26. The computer lab at the school is in good condition.	19.8%	47.1%	7.4%	13.2%	12.4%
27. Internet connectivity in your school is good condition.	24.8%	55.4%	6.6%	9.9%	3.3%
28. The use of social media affect your study timings.	24.0%	47.1%	6.6%	11.7%	10.7%
29. The use of social media for long hours does not create multiple of health issues.	3.3%	15.7%	8.3%	32.2%	39.7%

Appendix H

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I use Facebook for post the class update and assignment.	33.3%	43.3%	3.3%	20.0%	0%
2. I never use Facebook for interactive learning.	0%	36.7%	6.7%	36.7%	20.0%
3. I use Facebook for only general communication.	26.7%	30.0%	6.7%	30.0%	6.7%
4. Use of Facebook makes collaboration between students and teachers for sharing their knowledge effectively.	16.7%	60.0%	3.3%	13.3%	%6.7%
5. I never use Facebook to get fast feedback from my peers and instructor.	6.7%	30.0%	13.3%	43.3%	6.7%
6. I use Facebook for online learning.	33.3%	33.3%	6.7%	16.7%	10.0%
7. I use twitter for share helpful links to practice quizzes or resources.	16.7%	16.7%	23.3%	30.0%	13.3%
8. I use twitter for interactive learning.	3.3%	20.0%	20.0%	43.3%	13.3%
9. Twitter never makes collaboration between students and teachers for effective learning.	13.3%	13.3%	33.3%	26.7%	13.3%
10. I use YouTube to post videos related to course materials.	50.0%	33.3%	6.7%	10.0%	0%
11. I use YouTube for self-learning.	56.7%	20.0%	10.0%	13.3%	0%
12. I never use of YouTube to make the teaching learning process easier and convenient.	23.3%	6.7%	10.0%	33.3%	26.7
13. I use YouTube for sharing the audio and video materials.	23.3%	63.3%	0%	10.0%	3.3%
14. I never use YouTube to create teaching materials.	6.7%	13.3%	3.3%	56.7%	20.0%
15. I use wikis to create assignment and share resources.	6.7%	23.3%	20.2%	40.4%	10.0%
16. I use wikis to upload schedules for	10.0%	30.0%	26.7%	30.0%	3.3%

the month, list of deadlines, test dates, presentation dates.					
17. I use wikis to search the learning materials.	6.7%	40.0%	10.0%	40.0%	3.3%
18. I never use blogs to motivate the students to become readers and writers.	6.7%	23.3%	23.3%	43.3%	3.3%
19. Social media helps to finish all chapter of book in time.	13.3%	50.0%	10.0%	26.7%	0%
20. Social media never provide more and useful information about course content.	13.3%	16.7%	10.0%	46.7%	13.3%
21. The use of social media helps to increase access to learning materials.	30.0%	56.7%	3.3%	10.0%	0%
22. The use of social media has not helped to improve student's outcomes.	3.3%	20.0%	6.7%	63.3%	6.7%
23. The use of social media has not increased student's interest in learning.	6.7%	20.0%	0%	60.0%	13.3%
24. The use of social media has helped to improve classroom delivery.	26.7%	60.0%	6.7%	6.7%	0%
25. There is lack of training to teach using social media.	16.7%	60.0%	3.3%	13.3%	6.7%
26. There are technical difficulties while teaching in the classroom.	13.3%	56.7%	3.3%	20.0%	6.7%
27. The internet facility in the school is not good.	10.0%	43.3%	6.7%	26.7%	13.3%
28. The school has provided laptops to all teachers	23.3%	20.0%	0%	40.0%	16.7%
29. The SMC is conducting ICT training from time to time.	36.7%	30.0%	10.0%	6.7%	16.7%