

SOCIAL MEDIA COMMUNICATION IN THE NEPALESE UNIVERSITIES: AN EXTENDED UTAUT FOR FACUL- TY'S ACADEMIC PERFORMANCE

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ABSTRACT

Aim. The aim of the research is to examine the impact of social media communication on faculty's use behavior and academic performance under the extended Unified Theory of Acceptance and Use of Technology model. It also examines the mediating effect of faculty use behaviour between social media communication and academic performance.

Methods. The subjects of the study were considered 402 instructors, including 41 professors, 72 associate professors, and 289 lecturers from the Nepalese leading universities such as Tribhuvan University, Purbanchal University, Kathmandu University, Pokhara University, and Rajarshi Janak University, through the purposive sampling techniques. Positivist methods employed a deductive research approach for the collection of quantitative data with a structured questionnaire based on a seven-point Likert scale through stratified random sampling. All of the col-

lected data was transferred into the AMOS software and analyzed by structural equation modelling for the depth information.

Results. The result shows that social media communication significantly impacts faculty use behavior and academic performance, thereby supporting H1 and H2. The study also confirmed H3, showing that faculty use behaviour significantly mediates the relationship between social media communication and academic performance.

Conclusions. The study adds unique value based on the extended UTAUT models that social media use behaviour is positively allied between social media communication and the academic performance of the university faculty. This study supports the faculty's digital literacy initiatives by assisting in the development of social media integration policies with teaching and learning in the higher education institutions in Nepal to increase overall academic performance. This study also provides a foundation for Nepalese universities to realize the important role of social media in academic enhancement.

Keywords: extended UTAUT model, faculty academic performance, Nepalese universities, social media communication, use behaviour

INTRODUCTION

In recent years, social media has become mainstream, and its use in Nepalese universities has surged. Following a global trend, university faculty are increasingly using social media sites in their pedagogical activities (Adhikari, 2024; Gruzd et al., 2012; Sah et al., 2025). Social media has become a potent tool for colleges to engage with their audience (Kelleher & Sweetser, 2012). It enriches and makes conversations more engaging. It does more than help institutions exchange knowledge. Many social media platforms, including Twitter, LinkedIn, Microblogs, WhatsApp, Line, WeChat, and others, are designed to enable people and groups to communicate and connect through social networking sites and instant messaging (Cheng et al., 2017).

Integrating social media platforms into classrooms by replacing traditional analogue media is a key goal of 21st-century education systems (Alabdulkareem, 2015; Alenezi & Brinthaup, 2022; Al-Rahmi et al., 2022; Hashmi, 2025; Parajuli, 2025). Teachers must incorporate social media platforms in ways that improve teaching quality to maximise the potential for successful student learning (Alabdulkareem, 2015; Purvis et al., 2020; Willis et al., 2023).

Social media platforms are providing opportunities for advocacy and agency for teachers, as they now have wide-scale forums where they can share their views and ideas, and communicate easily. In this advanced era, with increased academic constraints due to the semester system's restricted time, from courses

and extracurricular activities (Willis et al., 2023). Many teachers use social media to gather ideas, share them, and communicate with their pupils and administrators (Alabdulkareem, 2015; Hashmi, 2025; Parajuli, 2025; Willis et al., 2023). Universities, for example, are providing professors with the necessary support as they assume responsibilities for teaching, learning, research, and service (Alenezi & Brinthaupt, 2022; Cistulli & Snyder, 2022; Ndung'u et al., 2023).

In Nepal, faculty members are not excluded from using social media, and their use is increasing. Social media generates information, sustains social relationships, and fosters a trusting environment that enhances social interaction. Numerous ideas contain information that links social media aspects to improve performance. Even if research indicates that a number of social media-related hypotheses improve job performance, the connection between social media and faculty academic performance is still unclear. Social media use behaviour, and its impact on faculty academic performance, have not been extensively studied in the Nepalese context.

Social media platforms provide opportunities for teachers to teach and learn through wide-scale forums where everyone can share their knowledge and opinions, raise queries, and improve academic performance (Alabdulkareem, 2015; Purvis et al., 2020; Willis et al., 2023). The structure of many social media communications has fostered the interpretation of direct messages (DM) accompanied by pictorial presentations, memes, and animated GIFs to substitute direct messages, often to interconnect sentiment or socio-cultural understanding. Facilitating social culture is a complex process that involves considering the formation of social interactions and selecting the right platform, with or without institutional support. This research work presents an opportunity to examine the impact of social media communication on faculty academic performance.

Some research problems are crucial to examine to solve problems on time. Thus, the research focused on the following research problems to examine social media communication and its impact on faculty use behaviour and academic performance under the extended UTAUT model.

- Does social media communication have an impact on faculty's use behaviour and academic performance?
- What is the mediating effect of faculty's use behaviour between social media communication and academic performance?

Research objectives of the study based on research agendas stated the following:

- To analyse the impact of social media communication on faculty's use behaviour and academic performance.
- To examine the mediating effect of faculty's use behaviour between social media communication and academic performance.

LITERATURE REVIEW

The literature review includes most of the literature from SCImago-ranked and nationally ranked star journals. This section involved ten research articles from scientific journals and reputable databases, such as Scopus, Web of Science, and Google Scholar.

Review of Literature Based on Several Contexts

The study reviewed research papers originating from various geographical contexts, including Pakistan, Bangkok, the UK, the USA, Malaysia, Kenya, China, Nepal, and the global context.

Table 1

Contextual Review based on Several Standards

Authors	Study Method	Sample	Context	Key Findings
Khan et al. (2017)	Quantitative analysis is considered a research model based on the literature. Linear and multivariate regression were employed to analyse the data.	Only 318 of the 357 people who received the questionnaires responded.	Pakistan	The research found that teachers' performance is directly influenced by the process of knowledge management and talent administration.
Sirivedin et al. (2018)	Mixed method, used to examine the qualitative and quantitative data, from observation and interactions through social media, in-depth interviews, reflection, and notes.	Data were collected from 403 completed responses from Thai English teachers.	Bangkok	The findings of the research stated that Facebook is the main platform for learning and building confidence.
Purvis et al., (2020)	Qualitative study based on the intersectionality of perspectives	Two focus groups at a large UK post-92 university, with lecturers in different disciplines.	United Kingdom	The results explained that lecturers' educational presentations and their performance were significantly influenced by the use behaviour of social media in teaching and learning.

Authors	Study Method	Sample	Context	Key Findings
Wu et al. (2021)	Qualitative and Quantitative study based on a Meta-Analysis Review on the Global context	The Meta-analysis of previous empirical research to examine the effect of social media on job satisfaction	Global Context	The study found a strong correlation between enterprises' social media and job performance.
Al-Rahmi et al., (2022)	Quantitative study based on UTAUT and Task-Technology Fit model (TTF) and analysed through structural equation modelling.	Data were collected from 382 students by stratified random sampling techniques	Malaysia	Higher education students' increased use of social media necessitates more focus from both students and teachers for teaching and learning during the COVID-19 pandemic.
Ndung'u et al. (2023)	Quantitative study considered under the Social Capital Theory. A descriptive cross-sectional research approach was employed to analyse data.	Data were gathered from 388 faculty members of Private universities by using an online questionnaire.	Keniya	The study found that job performance was positively correlated with cognitive use, social use, and the types of social media used, but negatively correlated with hedonic use.
Thanomsing & Sharma (2024)	A qualitative case study method was used to examine the research aims under the Technology Acceptance Model (TAM).	Unique cases of five higher education institutions' instructors using social media in their lecture halls.	The United States of America (USA)	The study's outcome explained that social media knowledge and awareness is significant in the teaching and learning process.
Chen et al., (2024)	Quantitative analysis under the social cognitive theory through Partial Least Squares Structural Equation Modeling (PLS-SEM).	Data were considered from 454 respondents (including assistant, associate, and full professors).	China	The results stated that social media use significant influence on teachers' job performance

Authors	Study Method	Sample	Context	Key Findings
Paudel (2025)	Quantitative analysis using a descriptive and exploratory research design was employed for the study.	Data were collected through primary sources, 82 randomly selected students	Nepal	The results explained that Facebook is the most popular site, and students spent 3-5 hours each day.
Sah et al., (2026)	Quantitative study under the technology performance chain model. Measurement and structural equation modeling were used for the analysis.	Data were gathered from 305 students by stratified random sampling techniques to examine the impact of social media usage on academic performance.	Nepal	The research findings explained that social media usage tasks and technology characteristics highly influence on behavioural intention and academic performance.

Source. Own research.

Table 1 presents a literature review across several contexts. The literature review focused on context, methodology, and key findings from 2017 to 2026 of national and international literature. This section thoroughly explained research methodology, quantitative, qualitative, mixed, descriptive, exploratory, explanatory, design, theoretical model, Technology Acceptance Model, Social Cognitive Theory, Social Capital Theory, Task Technology Fit, Technology Performance Chain, Utility Theory of Acceptance and Use of Technology, review-based practical model, data collection techniques, procedures, analysis techniques, and key findings. Thus, Table 1 provides broad interpretations of research techniques with their objectives and major findings.

Theoretical Review of Research Variables Based on the Extended UTAUT Model

The study focused on the extended Unified Theory of Acceptance and Use of Technology (UTAUT 2) model to examine social media communication on use behaviour and faculty academic performance. The UTAUT2 was developed by Viswanath Venkatesh, James Y. L. Thong, and Xin Xu in 2012 (Venkatesh et al., 2012). It is an extension of the original UTAUT model, which was developed by Viswanath Venkatesh, Michael G. Morris, Gordon B. Davis, and Fred D. Davis in 2003 (Venkatesh et al., 2003). The extended UTAUT was developed based on merging the prevalent constructs of eight earlier models are the Theory of Reasoned Action (TRA), Motivational Model (MM), the Technology Acceptance Model (TAM), the Theory of Planned Behavior (TPB), Combined TAM and TPB, Model of PC Utilization (MPCU), Innovation Diffusion Theory (IDT), and Social Cognitive Theory (SCT) (Chang, 2012;

Dwivedi et al., 2019). The theoretical research model provides valuable dimensions or constructs to examine social media communication and their influence on use behavior and performance.

Performance Expectancy of Social Media Communication on Use Behaviour and Academic Performance

Performance expectancy refers to the degree to which every individual considers that utilising the system will enable them to advance in their career growth (Venkatesh et al., 2003; Venkatesh et al., 2012). It is the degree to which faculty believe that social media engagement behaviour will help them achieve academic performance (Alabdulkareem, 2015; Hashmi, 2025; Liu et al., 2022). The faculty academic performance increases through engagement in teaching and learning, publishing research articles, and participating in national and international conferences (Abbad, 2021; Abbasi & Liu, 2013; Batucan et al., 2022; Ndung'u et al., 2023).

Effort Expectancy of Social Media Communication on Use Behaviour, and Academic Performance

Effort expectancy refers to the degree to which every individual considers that utilizing the system will enable them ease of use, comfort, simplicity, and effortlessness (Venkatesh et al., 2003; Venkatesh et al., 2012). It is useful to know how acceptable social media use is, considering how easy it is for academics at prestigious Nepalese universities to use it. It is simple to use, yet a significant number of individuals connected to the network infrastructure, and with attitudes towards social media use have pointed out several technical issues (Alenezi & Brinthaup, 2022; Kelleher & Sweetser, 2012; Liu et al., 2022; Maulidina et al., 2020).

Social Influence of Social Media Communication on Use Behaviour and Academic Performance

The degree to which each person believes that the reference recommendations are essential is called social influence (Venkatesh et al., 2003; Venkatesh et al., 2012). Recommendations from reference groups, colleagues, and institutions to use social media for institutional communication have been highly influential (Abbad, 2021; Batucan et al., 2022). Social media influencing activities highly inspire faculty members to connect and use regularly to fulfill their academic purposes for their students (Alenezi & Brinthaup, 2022; Zhao et al., 2024).

Facility Condition of Social Media Communication on Use Behaviour, and Academic Performance

Facilitating conditions refer to the degree to which an individual believes organizational resources, such as physical, financial, technological, and intellectual, exist to support the use of the system (Venkatesh et al., 2003; Venkatesh et al., 2012). Social media communication is possible by facilitating infrastructure with internet facilities, effective network conditions, and skills to operate, and other facilities (Batucan et al., 2022). It improves the quality of communication with university stakeholders (Godsk & Møller, 2025; Kelleher & Sweetser, 2012; Mohammadi, 2015; Ndung'u et al., 2023).

Hedonic Motivation of Social Media Communication on Use Behaviour and Academic Performance

Hedonic motivation refers to the degree to which an individual feels fun, enjoyment, entertainment, and happiness, which supports the use of technology (Venkatesh et al., 2012). It is also described as the enjoyment or pleasure gained from using social media. According to the motivation theory, hedonic motivation is an important factor in accepting social media for academic purposes (Al-Azawei & Alowayr, 2020). Socialisation and good feelings support positive reinforcement, sharing ideas, and knowledge for academic enhancement (Batucan et al., 2022; Willis et al., 2023).

Price Value of Social Media Communication on Use Behaviour, and Academic Performance

Price value refers to the relationship between the perceived benefits of the applications and the monetary investment for using technology. It also refers to the value that users gain from the evaluation of the costs and benefits of using technology (Venkatesh et al., 2012). It indicates the monetary value, which is usually compared to the cost of using social media for academic performance (Al-Azawei & Alowayr, 2020; Alvi, 2021).

Habit of Social Media Communication on Use Behaviour, and Academic Performance

The degree to which people prefer to carry out actions automatically is referred to as a habit (Venkatesh et al., 2012). Habitual factors automatically influence every individual to use or avoid technology, process, or social media for communication and performance (Alvi, 2021).

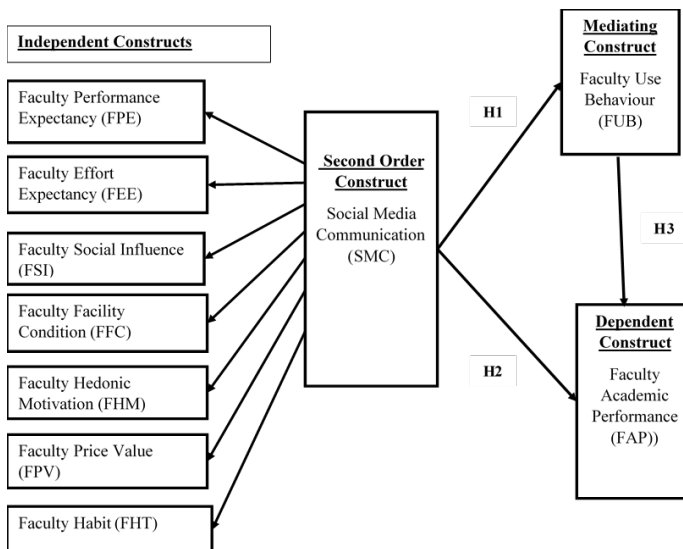
Aside from that, the research could be significant in a variety of ways. First, the current literature does not provide adequate information on the impact of social media use on teacher academic accomplishment under the extended UTAUT paradigm. Thus, the study’s findings are expected to build effective knowledge of the relationship between conduct and educational success. Second, the present analysis included five large universities, which were excluded from earlier studies that only looked at major universities.

RESEARCH FRAMEWORK AND HYPOTHESES DEVELOPMENT

The research framework of the study was based on the extended Utility Theory of Acceptance and Use of Technology (UTAUT 2) model, which was developed by Viswanath Venkatesh, James Y. L. Thong, and Xin Xu in 2012 (Venkatesh et al. 2012) to examine the impact of social media communication on faculty use behaviour and academic performance.

Figure 1 shows the independent variables of social media communication under the UTAUT 2 constructs, which are performance expectancy, effort expectancy, social influence, facilitating conditions, hedonic motivation, price value, and habit. These extended UTAUT constructs were considered as the predictors of social media communication. The mediating role played by faculty use behaviour, and academic performance is the dependent variable.

Figure 1
Research Framework



Source. Own research.

Figure 1 is articulated to examine the impact of social media communication predictors based on the extended UTAUT on faculty use behaviour and academic performance. Based on the research framework, the following research hypotheses were proposed to examine the impact of social media communication on Faculty use behaviour and academic performance.

- Hypotheses between independent and mediating variables: *H1* – There is a considerable relationship between social media communication and faculty's use behavior.
- Hypotheses between independent and dependent variables: *H2* - There is a considerable relationship between social media communication and faculty's academic performance.
- Hypotheses between mediating and dependent variables: *H3* - There is a considerable relationship between the faculty's use behaviour and the academic performance.

METHODS AND MATERIALS

The study considered a quantitative research approach for the study plan. The study focused on a causal comparative research design based on multi-stage sampling techniques. The research is based on a survey of faculty members who use social media platforms for academic purposes. The Nepalese leading universities, such as Tribhuvan University (TU), Purbanchal University (PU), Kathmandu University (KU), Pokhara University (PoKU), and Rajarshi Janak University (RJU), were considered as the sample areas for the study through purposive sampling techniques.

Data were gathered from the faculties of the Nepalese reputed universities through a structured questionnaire by random probability stratified sampling techniques through structured questionnaire. The structured questionnaire was based on a seven-point Likert scale, in which 1 was for strongly disagree and 7 for strongly agree. A pilot study is a small-scale trial run of a research project designed to identify and address issues before the commencement of the larger study. The data were imported into the Statistical Package for the Social Sciences and the Analysis of Moment Structures software for the analysis. Data were converted into broad and deep information through frequency, measurement, and structural equation modeling.

Table 2

Total Sample Description of the Instructors

Demographic Outlines		Percent (%)	Demographic Outlines		Percent (%)
Gender	Male	59.2	Faculty/Departments	Science &Tech	23.6
	Female	40.8		Humanities & SS	18.7
Age	36-40	12.9	Management	31.8	
	41-45	35.3	Medicine	12.7	

Demographic Outlines		Percent (%)	Demographic Outlines		Percent (%)	
Education	46-50	28.9	Engineering	Engineering	13.2	
	Above 50	22.9		SM Experience	>1 year	2.7
	Master Degree	71.6			1-3 years	13.2
	MPhil Degree	16.2			<3 -5 years	13.7
Position	PhD Degree	12.2		<5 -10 years	31.6	
	Professor	10.2		<10 years	38.8	
	Associate Professor	17.9	SM Effectiveness	Ineffective	19.2	
	Assistant Professor	71.9		Low Effective	11.9	
Universities	TU	59.5		High Effective	14.2	
	PU	13.4		Effective	54.7	
	KU	10.2	SM Knowledge	Yes	81.3	
	PokU	15.4		No	3	
	RJU	1.5		May be	15.7	

Source. Own research.

Table 2 shows that the majority of faculty were male, between the ages of 41 and 45, with master's degrees, and they were assistant professors (lecturers) from Tribhuvan University. In terms of departments or faculty, the majority of management faculty instructors with over ten years of experience felt that they could improve their knowledge and abilities to achieve academic performance.

RESULTS

The extended UTAUT model was tested using SPSS 22 and AMOS 22 software using structural equation modeling (SEM) as the foundation for the statistical analysis. The psychometric qualities of the measurement scales were first tested by estimating the measurement model. A psychometric test was utilised to assess the reliability and validity of the study. The structural model was then calculated using structural equation modeling in order to test the research hypotheses.

Measurement Model

The primary objective of the estimation of the measurement model is to determine which effective indicators are used to measure underlying variables.

Table 3*Confirmatory Factor Analysis*

Factors	Variables	Beta Co-efficient	R²	Cronbach's Alpha (α)	CR	AVE
Faculty Performance Expectancy (FPE)	FPE1	0.733	0.537	0.716	0.751	0.502
	FPE2	0.696	0.484			
	FPE3	0.695	0.483			
Faculty Effort Expectancy (FPE)	FEE1	0.780	0.608	0.734	0.78	0.543
	FEE2	0.770	0.593			
	FEE3	0.655	0.429			
Faculty Social Influence (FSI)	FSI1	0.829	0.687	0.750	0.879	0.708
	FSI2	0.862	0.743			
	FSI3	0.832	0.692			
Faculty Facility Condition (FFC)	FFC1	0.786	0.618	0.745	0.802	0.576
	FFC2	0.798	0.637			
	FFC3	0.687	0.472			
Faculty Hedonic Motivation (FHM)	FHM1	0.797	0.635	0.725	0.832	0.556
	FHM2	0.845	0.714			
	FHM3	0.678	0.460			
	FHM4	0.645	0.416			
Faculty Price Value (FPV)	FPV1	0.741	0.549	0.747	0.824	0.541
	FPV2	0.733	0.537			
	FPV3	0.653	0.426			
	FPV4	0.807	0.651			
Faculty Habit (FHT)	FHT1	0.849	0.721	0.736	0.829	0.708
	FHT2	0.834	0.696			
Faculty Use Behaviour (FUB)	FUB2	0.851	0.724	0.732	0.830	0.622
	FUB3	0.822	0.676			
	FUB4	0.682	0.465			
Faculty Academic Performance (FAP)	FAP2	0.790	0.624	0.738	0.812	0.520
	FAP3	0.761	0.579			
	FAP4	0.663	0.440			
	FAP5	0.662	0.438			
Goodness of fit indices First Order	Normed $\chi^2 = 2.037$, NFI = 0.919, GFI = 0.901, AGFI = 0.911, CFI = 0.928, IFI = 0.929 RMSEA = 0.051					
Goodness of fit indices Second Order	Normed $\chi^2 = 2.143$, NFI = 0.909, GFI = 0.900, AGFI = 0.901, CFI = 0.915, IFI = 0.915 RMSEA = 0.053					

Source. Own research.

Table 3 demonstrates confirmatory factor analysis to confirm that the proposed latent constructs are precisely assessed by the observed constructs. It also helps to assess the validity, reliability, and overall fit of the measurement model. The dimensions of social media communication performance expectancy, effort expectancy, social influence, and facility condition were measured by three indicators each, with two removed. Similarly, hedonic motivation, price value, use behaviour, and academic performance were evaluated by four indicators each, with only one item deleted, and habit included only two indicators, with three items removed. The results show that the structural model of social media communication for teaching and learning factors is a good predictor of faculty use behaviour and academic performance.

The goodness-of-fit values for both the first and second order models are within the standard and acceptable range. The model fit summary that the NFI, GFI, AGFI, CFI, and IFI statistics clearly exceed the recommended value 0.900. The RMSEA value, on the other hand, is within the maximum limit of 0.08, although the normed χ^2 is well below the limit of 3.0 (Byrne, 2001; Hair et al., 2012; Mustafa et al., 2020).

The rationality of all constructs was also established, and overall, the items are significant at the 95% confidence level. Their standardized lambda coefficients are $0.30 \leq \lambda < 0.50$ (moderate but acceptable) or higher than 0.50 (acceptable). In Confirmatory Factor Analysis (CFA), researchers usually retain items with $\lambda \geq 0.50$, ideally ≥ 0.70 (Byrne, 2001; Hair et al., 2012; Mustafa et al., 2020; Sarstedt et al., 2017).

Table 4

Analysis of the Squared Correlation (Discriminant Validity)

Construct	FPE	FEE	FSI	FFC	FHM	FPV	FHT	FUB	FAP
FPE	0.708								
FEE	0.530	0.737							
FSI	0.356	0.342	0.841						
FFC	0.461	0.287	0.160	0.759					
FHM	0.438	0.402	0.516	0.128	0.746				
FPV	0.256	0.216	0.253	0.123	0.320	0.736			
FHT	0.388	0.283	0.228	0.292	0.279	0.235	0.842		
FUB	0.170	0.203	0.140	0.042	0.196	0.119	0.110	0.788	
FAP	0.430	0.624	0.249	0.115	0.319	0.169	0.274	0.263	0.721

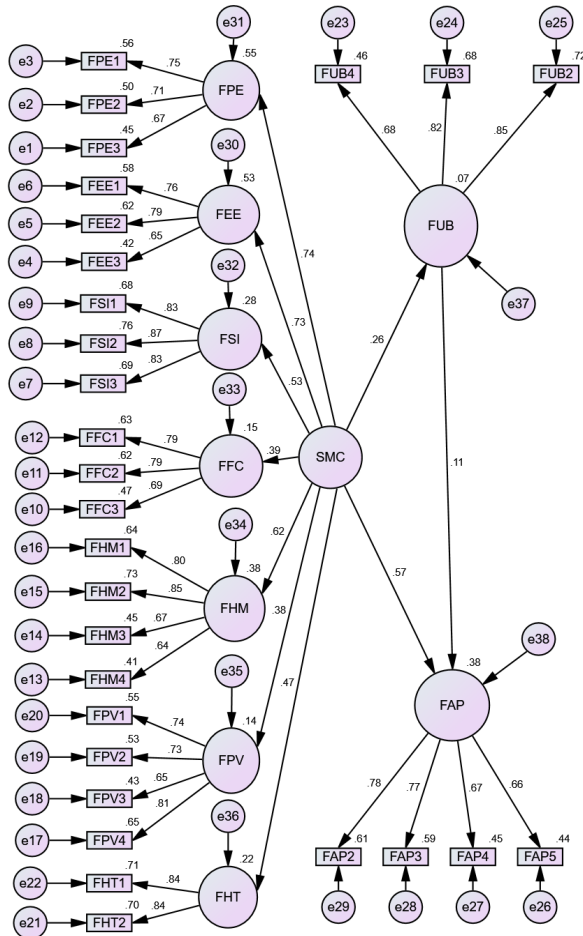
Source. Own research.

Table 4 demonstrates the analysis of squared correlation, and the discriminant validity output shows that the square root of the Average variance Extracted (AVE) for each construct ranges from 0.708 to 0.842, which is consistently higher than their correlation with other variables (Byrne, 2001; Tosun & Gecer, 2022). This validates

the measurement model's acceptable discriminant validity, indicating that each of the constructs is unique and has strong support from the CFA results.

The standardised structural effect model and hypothesis test of social media communication on instructors' academic performance in higher education institutions are depicted in Figure 2 and Table 5.

Figure 2
Structural Effects



Source. Own research.

Figure 2 illustrates the structural effect of social media communication on faculty use behaviour and academic performance. The model explains its measurement scale, which comprises seven dimensions of the extended UTAUT model.

Table 5

Standardized Effect of Social Media Communication on Use Behaviour and Academic Performance under the Extended UTAUT model

Standardized Path			Estimate	P-Value	Result
SMC	--->	FUB	0.260	***	Supported
SMC	--->	FAP	0.575	***	Supported
SMC	---> FUB --->	FAP	0.115	0.043	Supported

Note. *** $p < 0.001$, ** $p < 0.01$, and * $p < 0.05$.

Source. Own research.

Table 5. demonstrates the standardized estimates and significance values, which indicate the impact of independent social media communication (SMC), on mediating faculty use behaviour (FUB), and faculty academic performance (FAP). It also explains FUB's mediating effect on the relationship between SMC and FAP. Performance expectancy, effort expectancy, social influence, facility condition, hedonic motivation, price value, and habit were considered as the predictors of social media communication.

The findings show that social media communication has a significant impact on faculty's use behaviour (SMC -> FUB), i.e., ($\beta = 0.260$, $\rho = ***$) and on academic performance (SMC -> FAP), i.e., ($\beta = 0.575$, $\rho = ***$). Thus, H1 and H2 were supported at the 1% significance level. Likewise, the results also revealed a significant positive mediating effect of FUB on the relationship between SMC and FAP (SMC -> FUB-> FAP), i.e., ($\beta = 0.115$, $\rho = 0.043$). Hence, hypothesis three (H3) was sustained. Thus, the study revealed that social media communication had a significant positive influence on faculty use behaviour and academic performance. Additionally, the results identified that faculty use behaviour significantly mediated the relationship between social media communication and faculty academic performance, indicating that social media communication enhances academic performance through increased use behaviour.

DISCUSSION

The study model reveals strong empirical support for the extended UTAUT framework in explaining faculty adoption of social media communication for academic activity. The research findings show that extended UTAUT constructs with their substantial items are all positively and significantly allied through social media communication. Earlier studies are also trustworthy, which identified these constructs as key determinants of technology acceptance and use in educational circumstances (Batucan et al., 2022; Ndung'u et al., 2023).

The result of the first hypothesis also explains that social media communication is positively significant with faculty use behaviour. Findings align with prior empirical research demonstrating that active learning, perceived benefit, convenience,

and cost effectiveness of social media learning significantly encourage instructors' engagement with digital learning technologies (Al-Azawei & Alowayr, 2020; Liu et al., 2022; Sobaih et al., 2016). Similarly, social media communication highly influences academic performance, supporting previous studies that reported that effective integration of social media communication under extended UTAUT models enhances teaching effectiveness and academic performance (Adhikari, 2024; Alghazi et al., 2021; Alvi, 2021; Batucan et al., 2022; Maulidina et al., 2020; Paudel, 2025; Zhao et al., 2024).

Furthermore, the result also states a significant mediating relationship between social media communication, faculty use behaviour and academic performance. Earlier research emphasized the mediating role of use behaviour on job performance. Many studies also reported that teacher support behaviour in enhancing the teaching and learning academic performance (Liu et al., 2022; Paudel, 2025; Sah et al., 2025; Zhao et al., 2024).

Therefore, the results of extended UTAUT-2 demonstrate that social media communication exerts both direct and indirect effects on faculty academic performance in the leading universities in the context of Nepal. The study contributes to the academic stakeholder by offering evidence on how social media communication supports faculty effectiveness through enhanced technology adoption and usage behaviour.

CONCLUSION AND FUTURE IMPLICATIONS

This research confirms strong empirical evidence supporting the extended UTAUT 2 model in explaining faculty adoption of social media communication. All dimensions of the extended UTAUT model were found to be significant predictors of social media communication platforms. The result of the research work reported that social media communication has a significant positive impact on both faculty's use behaviour and academic performance. It also explained that use behaviour also plays a significant mediating role between social media communication and faculty's academic performance. Overall, the study concludes that effective adoption and use of social media communication enhances faculty academic performance in higher education institutions in Nepal. This study offers valuable insights for policymakers, academics, researchers, students, and others to promote technology-oriented teaching and learning.

Several implications were revealed from the study. Initially, the extended UTAUT framework proves to be a noteworthy and strong model for explaining the acceptance of social media communication for faculty's academic performance. In the Nepalese context, resource-constrained universities use social media to reduce dependency on physical libraries. It helps faculty at remote campuses access updated global knowledge.

Most faculty are already familiar with social media websites such as Facebook, YouTube, Viber, WhatsApp, and others. So, social media is useful to reduce resistance

among senior or technologically inexperienced, or the digitally unskilled, faculty members. Therefore, this study helps to develop social media integration policies in higher education to promote the faculty's digital literacy strategic plan.

LIMITATIONS AND FUTURE DIRECTIONS

Despite the contributions of this research, certain limitations should be recognised. First, the cross-sectional research design collects data at a single point in time, which limits the ability to draw causal inferences. Therefore, future studies are recommended to adopt a longitudinal research design to examine changes over time and establish causal relationships among variables, including novel study variables.

Secondly, considering the UTAUT3 as an informal extension of UTAUT2, adding constructs like Personal Innovativeness (PI) to UTAUT2 to better predict social media adoption, especially for complex or AI-driven systems, although some studies find it needs refinement for structural consistency.

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