

IMPACT OF SOCIAL MEDIA ON UNIVERSITY STUDENT'S BEHAVIOR



MASTER OF SCIENCES IN INFORMATION TECHNOLOGY

MUHAMMAD SAEED AHMAD

REGISTRATION NUMBER: MSIT-F18-008

SESSION: 2018-2020

DEPARTMENT OF COMPUTER SCIENCE & INFORMATION TECHNOLOGY

THE SUPERIOR COLLEGE LAHORE, PAKISTAN



IMPACT OF SOCIAL MEDIA ON UNIVERSITY STUDENT'S BEHAVIOR

A Thesis Submitted to

The Superior University, Lahore

In Partial Fulfillment of the Requirements of the Degree of

Master of Sciences in Information Technology

Submitted By

Muhammad Saeed Ahmad

Research Supervisor

Dr. Muhammad Waseem Iqbal

June, 2021

DEPARTMENT OF COMPUTER SCIENCE & INFORMATION TECHNOLOGY

THE SUPERIOR COLLEGE LAHORE, PAKISTAN

FACULTY OF COMPUTER SCIENCE & IT

THE SUPERIOR COLLEGE

LAHORE, PAKISTAN

SUPERVISOR'S CERTIFICATE ON THESIS

SUBMITTED BY STUDENT

Supervisor Full Name	Dr. Muhammad Waseem Iqbal
Address	The Superior College Lahore, Faculty of Software Engineering
Student Full Name	Muhammad Saeed Ahmad
Registration No.	MSIT-F18-008
Session	2018-2020
Program	Master of Sciences in Information Technology
Thesis Title	Impact of Social Media on University student's behavior
Date of Completion	10.06.2021

I certify that:

- (a) The above-named student has completed the cited thesis under my guidance and supervision.

- (b) I am satisfied with the quality of the student's research work, and

- (c) I consider it worthy of submission for external evaluation.

Dr. Muhammad Waseem Iqbal

Research Supervisor

Date.

DECLARATION OF AUTHORSHIP

I, hereby, declare the work being presented in this thesis titled “**Impact of Social Media on University Student’s Behavior**” submitted to The Superior College Lahore in partial fulfillment for the award of the degree of Master in Sciences in Information Technology is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgment of collaborative research and discussions. I also declare that this work is the result of my investigation and research, except were identified by references and free from plagiarism of the work of others.

Lahore, June, 2021

Signature: _____

Muhammad Saeed Ahmad

IMPACT OF SOCIAL MEDIA ON UNIVERSITY STUDENT'S BEHAVIOR

By:

Muhammad Saeed Ahmad

Registration Number: MSIT-F18-008

Session: 2018-2020

**Thesis Submitted to
The Superior College Lahore**

In Partial Fulfillment of the Requirements of the Degree of

Master of Sciences in Information Technology

Approved By:

Dr.

Thesis Committee Member - I

Dr.

Thesis Committee Member – II

Dr. Imran Khan

Head of the Department

Dr.

Examiner

ACKNOWLEDGEMENTS

To begin with, thanks to Allah, the Almighty, for granting me everything over and above than I could imagine, expect, deserve, and desire. I would like to express my sincere appreciation to all those who gave me support and strength to complete this thesis especially my parents and family for their prayers and continuous encouragement during my study.

I am deeply indebted to Dr. Muhammad Waseem Iqbal, my research supervisor from The Superior University Lahore, for his support and guidance throughout the process and the help I got from him was beyond my expectations. I am thankful for his encouragement, guidance, and tremendous approach to let the things be understood.

He allocated time for me, so I was able to complete this research work.

.

Sincerely thanks,

Muhammad Saeed Ahmad

TABLE OF CONTENT:

Table of Contents

ABSTRACT	1
1. INTRODUCTION	2
1.2 Statement of Problem	6
1.3 Research Objective.....	6
1.4 Significance.....	6
1.5 Limitation of Study	6
1.6 Delimitation.....	7
1.7 Research Methodology.....	7
2. LITERATURE REVIEW	8
2. THEORETICAL FRAMEWORK	13
2.1 Social Responsibility Theory	13
2.2 How It Applies at My Topic	14
2.3 Cultivation Theory	16
2.4 How It Applies at My Topic	17
2.5 Literature Summary.....	19
3. RESEARCH METHODOLOGY	21
3.1 Research Design.....	21
3.2 Population	21
3.3 Sample and Sampling Technique	21
3.4 Instrumentation	22
3.5 Data Collection.....	22
3.6 Data Analysis	22
3.7 Descriptive Statistics.....	22
3.8 Operational Definitions	22
3.9 Measures for Data Collection:.....	23
3.9.1 Demographic variable Questionnaire:	23
3.9.2 Correlation	24
3.9.3 ANOVA.....	24
3.9.4 Independent Sample t-Test	24
4. RESULTS AND INTREPETATION	26
5. DISCUSSION AND CONCLUSION	36
5.1 Discussion	36
5.2 Conclusion	42
5.3 Limitations	42
5.4 Implications of study.....	42
References	44

LIST OF TABLES:

Table 1: Literature Comparison Table	19
Table 2: Questionnaire	25
Table3: Reliability Statistics	27
Table4: Question One Results	27
Table5: Question Two Results	28
Table6: Question Three Results	28
Table7: Question Four Results	29
Table8: Question Five Results	30
Table9: Question Six Results	30
Table10: Question Seven Results	31
Table11: Question Eight Results	32
Table12: Question Nine Results	32
Table13: Question Ten Results	33
Table14: Question Eleven Results	34
Table15: Question Twelve Results	34
Table16: Provinces Comparison Tables	43

LIST OF FIGUR:

Figure1: Common Social Media.....	13
--	-----------

ABSTRACT

In the modern era of technology has changed the concept of being connecting with each other. To follow such socialization the use of different social media platforms is growing rapidly. Although the use of technology and social media applications/platforms has its benefits but with that it possesses disadvantages as well. Specially while discussing the use of social media for university students, we got a lot of issues that have impact not only on their academic performance but on their health as well. The excessive uses cause stress, anxiety and depression etc. To find out social, mental, behavioral and psychological changes in university students a survey has been conducted. A questionnaire is placed to the students at different universities from all provinces of Pakistan i.e., Punjab, Sindh, KPK and Baluchistan, to conduct the survey. The ratio of students taken from all provinces is almost the same. The data gathered from survey is then analyzed using different tools. The analysis shows the impact of social media on university students of all provinces is the same. The study shows that excessive usage of social media is damaging our students. So that counter measures and policy are to designed to manage the negative impacts on students.

1. INTRODUCTION

Social Media impacts university students in many forms and that could be changed from one person to another person used to convey messages from one to another. They are being influenced by other's activity that cause changes in their lifestyle, academics as well as thinking [1]. Just like different other grounds of life, media is also used in ethical learning sceneries where messages are delivered from one person to another [2]. Rating is process is completed with the help of likes and dislikes ticked by individuals and collective opinion of the users @ social media against any multimedia data. Other public around the world also using the same rating method to give their opinion against the given data mined for the sake of getting trend of world [3]. In old days, Researcher use different diagrams and charts to make others understand what we want to tell and show them. Researcher use these things to show others about our feelings. Though, in modern times multimedia content widened enough to include other technology's concentrated media like television and internet. Usage of these forms of media may broaden the individual thinking, ability and it is worth to explore this link between us and entire world in a comprehensive way. Different approaches of media have direct role for the improvement of person's thinking ability [4].

Social Networking is a community of Internet-based applications that enhance the students of university toward technology and philosophy, enabling user-generated content to be shared and created. Social networking sites may also be referred to as web-based services that enable individuals within a domain to construct a public or semi-public profile, so that they can interact with a domain [5].

A directory of other network users, social networking in university students is an important source of learning about feelings, thoughts, observations, subjectivity, factors, evaluations, assessments, methods, feelings, messages, blogs, reviews, comments, debates, responses, news or any other documents [6].

The homepages were commonly used in the late 1990s before the emergence of social media, which allowed average internet users to exchange information. Nevertheless, the undertakings on today's social media seem to have converted the World Wide Web into its original intended creation. Social media platforms allow the rapid exchange of information between users regardless of location [7]. Social media can be referred to as a human interaction network where nodes and edges are created by association and contact, objects are included in the nodes and the relationships between them make up the edges. In order to get information about how their

audience responds to posts that affect them, many people, organizations and even governments of countries track the happenings on social media [8].

Mining of the data on social media impacts students in multiple ways as they use multiple platforms obtained from these large-scale data, however, helps to discover valued information of dominant significance in various fields such as banking, marketing, government and security. Various items that make use of social media content for different resolutions can again use efficiently mined social media data as a Decision Support Tool. Dissemination of information, expression of opinion or sentiment, and product reviews. Social networking networks frequently address and evaluate news updates, tickers, breaking news, political debates and government policies [9].

Some opinions [10] on social media, however, help users and other people make valuable choices, some of which are meager and consequently misleading comments. The views or thoughts of users on social media such as Instagram, Twitter, WhatsApp, Face Book, Social Media, YouTube and Yahoo are fundamentally negative, optimistic or neutral (neutral being usually regarded as no opinion expressed).

Sentiments online can be found using conventional methods, but this is equally insufficient to take into account the large volume of knowledge provided on all social media platforms as shown in Fig.1. Evaluations of works are explored in social media analysis as well as in social media sentiment analysis. Definitions of the main terminologies used in this dissertation: There are two main variables in this thesis which are thinking ability of individuals and media. In this head, the definitions of these two terminologies and little clarification in relation with individuals would be provided.



Fig.1 Common Social Media

Figure1: Common Social Media

Thinking ability or skills refer to the mental and cognitive processes which are needed for application at the time of pursuing sense of experiences. Thinking capabilities are not stationary but they are dynamic in nature, because a person with thinking capabilities can integrate new and past experiences into one whole, so that an enhanced and new picture can be made [11]. Media is one way through which data or information can be received and obtained, it is plural form of medium. Media can be defined simply as a channel through which information is gained. These two variables i.e. thinking ability and media are very important for the learning the trend with the help of rating of individuals and collective way. They are straight related to person's opinion in rating.

Thinking ability is very predictable for learning so that a person can take part in current and earlier knowledge in the class [12]. On other hand, the role of media is very significant which ensures that individuals take every aspect of learning for their benefits. There are different forms of media and popular forms of media are television, internet, audiovisual aid, and multimedia. However, in the Society situation, the media which can be used is multimedia, computers, audiovisual aid and internet. However, televisions can be a medium to teach individuals at lower level.

Addition of effects and uses of these different systems of media is a challenge but it is positive challenge for individuals. Thinking capability lets them integrate knowledge and information from different types of media. The use of computer and multimedia in Society settings are understandable, but the use of television for person's thinking ability might be hard to understand [13]. In fact, the variable of thinking ability would help individuals to understand, because a person would be having an enhanced and improved thinking ability if he can integrate information gotten from different sources

Let's say, a teacher is teaching his/her individuals a lesson about wild life and the way by different species are living in a jungle. The teacher uses the medium of a text Social media and then he also uses multimedia. The audiovisual aid of multimedia helps the individuals because they individually view how wild life lives in a jungle and they interact with each other in there [14]. They look that some animals eat grass whereas some animals eat other animals. Furthermore, individuals can use internet at their home to get additional information and knowledge of that topic and in so doing, they can also explore different other facets of the same topics.

It is much likely that they view a documentary on television in which wild life is living life in jungle. Then, a person can join in previous lessons from the text Social media and multimedia with the content on television. This is how, their ability of thinking can improve with the help of media.

Each form of social media has its own benefits and advantages to the knowledge and information of a person. Private search on internet for any topic has its own advantages while provided material from teacher has its own value and effect [15].

Any topic learnt in the Society can be coordinated with any documentary or program on television and in this manner, it has its particular effect on individuals. All these forms of media improve the thinking skill of a person. Thinking ability of a person is like a point upon which he acquires and creates new streams of information. Role of media must be examined critically so that person thoughtful ability can be refined and improved more [16].

1.2 Statement of Problem

The Statement of Problem is to make “Critical Analysis of Role of Media how it has been influencing students behavior or Thinking Ability” and if academics of Students depending on the concentration and the focus on the study and time toward the subject lines.

1.3 Research Objective

Following objectives of the research have been formulated:

- To critically analyze the role of social media for improvement or depriving behavior of student thinking ability.
- To critically analyze different forms of social media
- To study thinking ability of student and seek improvement in it through the use of social media or just a waste of time for them.

1.4 Significance

Significance of the study is that our research should be very useful for the students and helpful in the matter of learning, educators in the matter of teaching and Institutes to adopt the methods of the refined IT social media department that need to aware students from their loss from using the sites. They need to be adopted by the positive aspects around them that keep them engage, and to govern the whole social media to make it are very important educationally they cover almost all important and compulsory subjects up to Primary level.

1.5 Limitation of Study

Research is carrying some boundaries for the study of our research and the restricted applicability of these limitations that terrorism attitudes effect and Reforms and we are going to check that what are the features covering that Scope of this research. This research will cover the methods and procedures and implementations after new trainings that should be carried for the improvements of quality of the student’s behavior toward the social media usage that how that can benefit them positively and how they use the social media for their study.

1.6 Delimitation

In this I have selected the below mentioned social media contents and audiences and my research work is just carried out in these social media contents and their audiences only with some restrictions applied toward these social media contents only. Some boundaries are defined by research that we are studying only at Male and Female at Youth level levels only and our research is just carried out from the in mentioned social media and respondents only. I have delimited my research on below aspects only.

1-Research is carried out in Males and Females.

2-Research is carried out in Youth age only.

3-I am going to cover only social media contents effects like stress and anxiety.

4-I will Research on Only Social media users of Pakistan or my city how contents influence their thinks that coverage.

5-We are going to Work on Data of FACE BOOK, TWITTER, INSTAGRAM, RADDIT, TINDER, TAIWO and BINGO/.

1.7 Research Methodology

Methodology is the defined the way of working on some statistical analysis or some other tools like using graphs to analyze the opinion of the respondent's that applied some professional level and then applying some restrictions and principle to study the most feasible recommendations in the sector of research on ground realities. It may be the combination of the statistical or graphical or theoretical concerns.

- ⇒ Analysis of Questionnaire answered by Samples.
- ⇒ Draw graphs of the responses and make interpretation
- ⇒ Conclude summary from the interpretations and analysis of the opinion
- ⇒ Give average opinion the most of the weightage
- ⇒ Deduct Findings by some statistical rules from % Opinions.
- ⇒ Make Conclusion after Findings about average Statements.
- ⇒ Decide Some Recommendations on the basis of Findings and Conclusions.

Research Methodology is combinations of laws, policies and restrictions.

2. LITERATURE REVIEW

Analysis has been carried out by [17] who stated that students influenced by the use of social media of our insecure minds in youth and immaturity, empathy has been seen as a focal element. This plays a central role in the growth of professional social actions and good thought. The relations between self sympathy and the key identity considerations have not yet been portrayed very well, in any case. In an instance of 832 Spanish young people, this research explores the relations between a record of kindness and the Big-Five identity show, [18]

The findings, of course, show that kindness is firmly connected to friendliness. Positive connections with characteristics of Conscientiousness, Capacity, and Openness were also found, however relapse studies show that connections of sympathy with these three elements were of negligible significance, [19]. Sympathy did not correlate with emotional steadiness, despite desires. This example of outcomes over young men and young ladies was duplicated crosswise.

Study was conducted by [20]. In order to measure the ability of the student over social media, a revised rating scale consisting of 6 items or identity attributes was provided by acquiring scores for the accuracy with which the rater expects the portion of his subject. Knowledge was gathered from 80 undergraduates who got acquainted with each other in 4 meetings in the midst of 10-minute sessions. Furthermore, projective methods and the Wechsler-Bellevue explored the people who were most awesome and least caring. The findings are used to identify the identity variables associated with empathy.

Research was carried out by the current review [21] on the social media site to investigate whether fiction experiences alter the compassion of the student for peruse. In view of the hypothesis of transport, it was expected that when people read literature, they turn out to be more empathic when they are candidly transported through the plot. Two experiments found that sympathy towards individuals who read an anecdotal story was impaired over a span of several weeks, but only when they were candidly transported through the story. In the two inquiries, no transport prompted to bring down compassion, while analysis 1 found that elevated transport prompted greater sympathy among fiction pursuers, [22] For individuals in the control condition where people read verifiable, these impacts were not identified. The study showed that fiction affects the pursuer's sympathy, but only under the condition of low or high enthusiastic transportation into the plot, [23].

Research was performed by All Writing [24] typifying a certain theory of the instinct of identity graduate (Hogan, 1976). The research shown here examines the known hypothesis of identity

implanted in the actions of 435 characters in 143 standard Victorian novels. On the Internet, 519 researchers and understudies of nineteenth century British literature evaluated characters. Appraisals included the aspirations of the protagonists, achievement in achieving goals, matching inclinations and methodologies, and identity according to the Five Factor Model, [25] Results indicate that Victorian writers' books primarily represent identity and human instinct as understood by present-day brain research on identity, but Victorian writers amplify the significance of suitability and thus energize helpful motives in peruses, regardless of whether purposely or not.

Research was conducted by [26]. This book contains an outline of research on the reason for achievement directed primarily at Wesleyan University in the period from January 1, 1947, to January 1, 1952, under the Office of Naval Research's clear good and budgetary assistance. It offers a realistic technique for estimating a standout among the intentions of the most important pupil, a strategy, in addition, which can no doubt be linked with measure to progress to different thought processes, [27].

The book also includes what we embrace as an imperative dedication to the mental hypothesis - the hypothesis of inspiration, at any rate. Finally, the book contains a lot of data about the method of thinking about achievement and related variables, and we feel that most peruses will need to peruse the entire book, being keen on the aggregate issue. For they will find what we have learned only in the event that they do - the emphasis on a restricted research topic is not really narrowing; it could eventually lead to all of brain science. There is certainly a particular anxiety in the identity theory - an urge to solve any problem on the double in order to get the "entire" identity at the middle [28]. We started in the other direction.

We have discovered over the course of our research that we have learned a significant measure of the purpose of achievement in university students as well as various regions of identity by concentrating on one subject, on one rationale. We therefore conclude that this book can be used as one justification for deciding how profitable a "piecemeal" way of dealing with identity is, a method that proceeds to build the aggregate picture through a moderate procedure of moving from certainty to speculation and back to truth once again from various small studies. It may seem like a weak alternative to prompt, generally speaking, assessment methods right now, but it is our current inclination that it will be as efficient over the long haul at any point. Research was carried out by [29], the founder defines enthusiastic development (perfect, obtained from clinical experience) in terms of its significant characteristics and its advancement courses, an understanding of which is crucial for both care and prophylaxis at

university level. Passionate development is defined by: (1) progress from dependency to trust; (2) an expansion in profitable development. The 22 parts of the book are mastered in 4 units that manage: creation achievement; enthusiastic forces in identity advancement; the essence of mental issues; and identity components, [30] “Research has been carried out by [31] while course books remain a crucial part of the process of teaching and learning, showing that the culmination of understudy of perusing assignments is lower than the desires of the teacher. Despite the fact that there is a limited collection of writing inspecting course books used, there are few thoughts on encouraging reading content in particular, [32] This article aims to explore how understudies see and use reading material to showcase, what barriers hinder their use, and how these limitations can be survived. A British college's subjective exploratory and quantitative corroborative analysis shows that perusing activities from the reading material is rarely completed. The reading material is used mainly as a manual of definitions to assist with the completion of course work and as an examination correction aid. The clarification is less obvious as to the lack of perusing, [33].

The suggested course readings for subjective study are bulky, out of control, and tedious and that understudies see perusing tasks as trivial in view of their lack of mixing into classwork. In any case, an unbiased demeanor towards course books was less defined and revealed by the quantitative inquiry, with less assurance that advancement to the style of course books would further promote perusing. The paper continues to explore recommendations for competent practice and fuses speculative ideas about how natural and complex perusing can be energized. Research was conducted by [34]. While course books remain a key piece of the teaching and learning process, evidence indicates that the culmination of understudy of perusing tasks is lower than the desires of the teacher. Despite the fact that there is a limited collection of writing inspecting course books used, there are few thoughts on encouraging reading content in particular. This article aims to explore how understudies see and use reading material to showcase, what barriers hinder their use, and how these limitations can be survived.

A British college's subjective exploratory and quantitative corroborative analysis shows that perusing activities from the reading material is rarely completed [35]. The reading material is used mainly as a manual of definitions to assist with the completion of course work and as an examination correction aid. The clarification is less obvious as to the lack of perusing.

[36] suggested course readings for subjective study are bulky, out of control, and tedious and that understudies that disturb sleep of students to see perusing tasks as trivial in view of their lack of mixing into classwork. In any case, an unbiased demeanor towards course books was

less defined and revealed by the quantitative inquiry, with less assurance that advancement to the style of course books would further promote perusing. The paper continues to explore recommendations for competent practice and fuses speculative ideas about how natural and complex perusing can be energized. [37]

Research [38] has been conducted in which the comparatively small amount of time spent on reading their reading material outside addresses by some understudies suggests an immense risk to their academic achievement. The use of computerized recreations as a contrasting alternative for perusing outside-of-class course books is one potential solution to this issue, but a survey of past research did not reveal much data on their viability compared to normal reading material. Utilizing Astin's understudy devotion speculation as a gadget, the purpose behind this quantitative causal-close to explore was to choose if there was a remarkable distinction in commitment for students who utilized a high-level delight-based course perusing versus understudies who utilized a standard print-based understanding material, as demonstrated by mental exertion and time on task, [39].

The 54 undergrad understudies were haphazardly appointed to one of the two made perusing materials in this solace test and finished a development meeting at an individual workstation. Time on task has been estimated with a stopwatch and mental effort with the Mental Effort Scale. The discoveries uncovered a really enormous contrast in collaboration between members in the high level entertainment based and regular print-based perusing material social events. [40] Hotelling's $T^2(2, 52) = 25.11, p < .001, D^2 = 1.86$. In the post hoc assessments, the mechanized delight based assembling had totally higher time on task scores than the standard print-based course book gathering ($t = 34.61, p < .001$). The mental effort correlation was not evident, regardless of the way that the mean mental effort score for the high level entertainment based assembling was higher. These outcomes give verification of the viability of a high level course book zeroed in on delight and can enlighten teachers in their endeavors to support a more isolated assembling of understudies, [41]

Exploration directed by [42]. The relatively modest quantity of time spent by specific understudies perusing their perusing material outside of addresses shows a gigantic danger to their scholarly accomplishment. The utilization of electronic amusements as a differentiating elective for scrutinizing outside-of-class course books is one likely answer for this issue, yet a study of past exploration didn't uncover a lot of information on their reasonability contrasted with ordinary understanding material, [43]

(Sarah Fader, 2018) checking about anxiety, depression and obsession Astin's understudy devotion speculation as a gadget, the explanation behind this quantitative causal-close to explore was to choose if there was a prominent contrast in commitment for students who utilized a high-level entertainment based course perusing versus understudies who utilized a standard print-based understanding material, as demonstrated by mental exertion and time on task. The 54 undergrad understudies were haphazardly relegated to one of the two formed perusing materials in this solace test and finished a development meeting at an individual workstation, [44].

US Survey of Cultivation of Anxiety in 2015 estimated with a stopwatch and mental effort with the Mental Effort Scale. The outcomes uncovered a verifiably enormous distinction in commitment between members in the high level entertainment based and standard print-based perusing content social occasions, Hotelling's $T^2(2, 52) = 25.11, p < .001, D^2 = 1.86$. In the post hoc assessments, the mechanized delight-based assembling had totally higher time on task scores than the standard print-based course book gathering ($t = 34.61, p < .001$). The mental effort correlation was not evident, notwithstanding the way that the mean mental effort score for the high level delight based assembling was higher. These outcomes give evidence of the viability of a high-level course book zeroed in on entertainment and can enlighten teachers in their endeavors to energize a more independent social event of understudies, [45].

This study aims to find out the personality, emotional maturity and empathy among book readers and non-readers. [46]. Rationale of the Analysis Through this review, the variables that differ between textbook readers and non-readers can be discussed and it is also possible to see how book reading can influence your empathy, personality and emotional maturity. Due to different variables, the character varies from person to person. Maslow (1983) studied about the theory of human motivation against a person's nurturance can be a very molding factor for the personality of a person, and such variables may occur by the type of books you read [47]. We will explore these factors through this analysis, how these factors can influence the empathy, emotional intelligence and personality of the reader as well, and how these factors vary between book readers and non-readers, [48]

2. THEORETICAL FRAMEWORK

Researcher will have applied two different theories in her research, which are mentioned below.

1. Social Responsibility Theory

2. Cultivation Theory

2.1 Social Responsibility Theory

A group of intellectuals proposed and introduced the principle of social responsibility in the 1940s. With a paper entitled "A free and responsible press," they came out.

This theory, known as a Western theory, integrates part of the libertarian beliefs and also adds some new elements [49]. The basic principles of the principle of social responsibility are that the press should be free to perform the roles it was given freedom to perform by the libertarian theory, but that this freedom should be exercised with responsibility for the use of social media by students. This theory held that a press has the freedom to criticize government and institutions, but also has certain fundamental obligations to preserve society's peace.

This approach holds that the press has the right to criticize government and other institutions, but it is also responsible for upholding democracy by correctly educating the public and reacting to the needs and desires of society. The press has no right to do as they want; it is obliged to respond to the demands of society [50].

This theory was developed by Siebert, Peterson and Schramm at Businessstopia.net, (2018). This is an ethical agenda that promotes full freedom of press and no censorship, but it must be maintained in compliance with social obligations and external controls [51]. Via public accountability and intervention, content is also filtered.

A significant portion of the developing nations and underdeveloped countries used this principle of social responsibility in the mid-twentieth century, which is linked to the "the Commission of Freedom of Press" in the United States in 1949 [52]. "It is stated in the book "Four Press Speculations" (Siebert, Peterson and Schramm) that "unadulterated libertarianism is out of date, outdated and out of date." The straightforward path to substitute the philosophy

of Libertarian theory with the theory of social responsibility. Enhance the news-casting models. Defending the rights of authors and news media. Condemn and punish yourself for disregarding the implied laws.

The theory authorizes

- Everyone should say something or share their feelings about the news.
- Network awareness, customer behavior and professional morals.
- A real encroachment on perceived private rights and critical social interests.

Private media ownership will provide better transparent administration unless the legislature has to take charge to ensure that citizens in general benefit from better media benefits. Media have to deal with social responsibility and government or some association can do so in the event they don't. Theory of Social Responsibility Faultfinders. Keep away from the circumstances of contention in the midst of war or crisis by tolerating the common presumption. In view of the fact that the crowd and media researchers would raise problems if the media distributes or communicates something wrongly or influences some story, the media will not play an intimidating business model. Media Standards will be making progress. Instead of concentrating on higher classes in the public eye, the media would target all social categories of onlookers. Media can function self-sufficiently, but the legislature and other open association governs some stuff.

2.2 How It Applies at My Topic

Social responsibility theory applies at this topic because social media is that type of platform who give freedom to their users to upload any type of data, but at the same time it is our social responsibility to comment, like or share such content which is helpful and effective.

The principle of social responsibility requires free press without limitation and yet the content of the press should be addressed in broad daylight board and any commitment from open obstruction or expert self-control or both should be accepted by the media. The theory lies between dictator theory as well as libertarian theory as it offers all out media opportunity in one hand, but in another hand, the outer controls. Here, ownership of the press is private. The theory of social responsibility goes beyond the simple "Objective" revealing (responding to reality) to "Interpretative" announcing (insightful detailing). The utter news is finished facts and truthful, but the Free Press commission reported that "Never again giving certainties

honestly as opposed to give an important dissected or interpretative investigate realities with clear clarifications"

The theory helped establish demonstrable media skills by setting up an abnormal state of accuracy, reality, and data. In addition, the Press Committee Commission incorporated a few undertakings based on media social responsibility, which are as follows:

Schedule the collection of approved press rules.

Now on coming to the point we can say that social responsibility theory also applies at our topic.

As we know that rape cases videos and data mining may create disturbance, a lot of diseases and anxiety so it social responsibility of the media at both end not only to expose negative element of the society. Social media owns the responsibility to speak against the people who are getting involved in the rape cases not only that but they should have raise voice against them to carve them to death. On the other hand, it is also necessary not to mine such data on the social media platforms as it may create some abnormal diseases or anxieties in the society. As it is observed that a lot of females as predicted by AL JAZEERA for Australia (2020) that there are a lot of women that are being raped by the Australian students at University level. Such norms are generated by social media usage. Now from looking out the social responsibility point of view we can say that such people should be punished and a voice should be raised against them for the government to take actions against them. Even one of the rapist said that to the girl in the video as predicted by the girl that you cannot harm me a little because I am with a strong nationality as compare to you.

So Government should take steps against them and social media usage in students should speak loudly that the government will be compelled to do so. It was the media responsibility to quote that. But it is also media's responsibility not to use this in negative sense to earn money only and to streamline the documentary again and again in dramatic way or to upload on the you tube on permanent basis to spread fear or anxiety among the watchers and to gain more and more views to earn profit but consequently will harm the users physical and mental health at being scared of such things [53].

So the social responsibility lies in three aspects.

Media should highlight such serious issues even related to government and media should have freedom to speak on them so it will be eradicated by highlighting.

Media should have privacies and securities on such videos or data for avoiding spreading fear and anxiety.

At third media should not use this in negative way to earn money or likes or views and these may cause diseases in the viewers or watchers.

2.3 Cultivation Theory

Theory, which was introduced by George Gerbner in 1976, was evaluated by Gerbner (2018). The theory of cultivation indicates that the more usage of social media by university students may cultivate changes in their behavior [54]. That could influence their life in multiple aspects. As per George if user watches television, the more often they keep the truth that is similar to the reality of television, the more affected the viewers' views of social reality according to exposure. In the same way university students having social media exposure more as TV is watched less so he has been started cultivating some attributes according to the data on social media.

Cultivation theory indicated that heavy consumption of any material cultivated a fearful attitude to the environment [55], which had negative implications for the outlook and beliefs of its viewers steadily but seriously over the long term.

George Gerbner, Educator, (2020) Senior Member of the University of Pennsylvania Annenberg School of Communications. In the mid-1960s, he began the 'Social Indicators' review venture to consider whether and how sitting in front of the social media would influence the thoughts of watchers on what the ordinary world looks like. Cultivation research is in the 'impacts' tradition. Scholars in cultivation argue that social media has long-term impacts that are small, progressive, circuitous, but aggregate and noteworthy.

Assumptions of the Middle and Claims

In its most important framework, cultivation theory implies that social media is responsible for shaping or 'developing' the roots of social truth for watchers [56]. After some time, the consolidated influence of the monstrous portrayal of social media by watchers silently forms the perception of social truth for people and, ultimately, all in all, for our way of life. Gerbner argues that large communications create frames of mind and qualities that are present in a community as of now: the media retain and produce these qualities from a culture among individuals, thereby limiting them together. He argued that social media would typically establish broadly enticing political points of view. This influence was labeled 'mainstreaming' by Gerbner. Cultivation scholars accept the consequences of 'first request' (general assumptions

about the daily world, for instance, about the omnipresence of savagery) and 'second request' (explicit dispositions, for example, to lawfulness or to individual wellbeing). Between two gatherings of watchers at home, there is also a refinement: the overwhelming watchers and the light watchers. 'Overwhelming watchers' are the emphasis. Individuals who watch a lot of social media are likely to be more influenced by the ways in which social media programs surround the world than people who experience less [57], particularly in terms of points that the watcher has limited direct understanding of. Light watchers could have a higher number of data wellsprings than big watchers. 'Reverberation' reflects the increased influence on the audience of onlookers when what people see on social media is the thing they have seen in daily life. In general, this two-fold part of the broadcast message will intensify the effect of cultivation.

2.4 How It Applies at My Topic

Cultivation theory applies at this topic because the more anyone use of social media, have more exposure towards anything and that exposure may be positive or may be negative it totally depends on the mindset of user. It is our senses to maintain our television watching or frequently observational behavior toward exposure of exceed multimedia contents.

As predicted in the cultivation Theory it is observed that a lot of watching anything will cultivate a fearful negative thought in you. These thoughts may go to the risks and mental disorders which are discussed in our thesis. Ultimately these disorders may govern toward the serious diseases which may harm you on permanent basis.

And as per our topic and as discussed in last chapter it is observed that there are a lot of serious issues that happened to the people who are abundantly using or watching negative content at the social media. American Psychological Association and Census Beurou and some of other researches and articles in Pakistan revealed a picture that there are a lot of syndromes that cultivated in the people who are going through abundant exposure of the rape cases through social media.

So, The Cultivation Theory applies at my topic in such a sense suppose a user had a plenty of exposure of the rape cases through social media which is not good. As per theory it cultivates fear, anxiety and different changes in moods due to permanent continues exposure of rape cases generating a serious disease.

Author	Year	Topic	Research Comparison
Abbas Fadhil Aljuboori, A. M.	2020	impacts of social media on university students in Iraq	Impact of social media on University Students
Andrea L. Ruppard, J. S.	2015	Influences on Teachers' Decisions About Literacy for Students using social media.	Teachers' Decisions for Students using social media.
Badreddine Ben Nouma 1, A. M	2019	Pattern Classification by the Hoteling Statistic and Application to identify students Signals using Facebook.	Pattern classification to identify students' signals using Facebook.
Clover Maitland, J. G.	2018	Measuring the capacity of active video games for social interaction: The Social Interaction Potential Assessment tool.	Measuring active students playing video games on social media
Jaffar Abbas 1, 2. A.	2019	The Impact of social media on Learning Behavior for. (S. U. School of Sociology and Political Science, Ed.)	Impact of social media on Learning Behavior
Osharive, P.	2015	social media and academic performance of students.	social media and academic performance
Patil, M. V.	2016	Use of social media in Education: Positive and Negative impact on the students	Social Media Positive and Negative impact on the students

Pilar Alejandra Torres-Martínez ¹ *, C. A.-P.-M.-N.-C.	2017	Levels of empathy in dental students at Universidad San Sebastián in Concepción	Levels of empathy in dental students
Run, A. F.	2018	Social Media Usability among University Student.	Social Media Usability among University Student
Shamshad Ahmed, M. R.	2020	Impact of student's personality traits on social networking sites usage, benefits and risks.	student's personality traits on social networking sites
Vlad Lena Benson, C. H.	2018	How compulsive use of social media affects performance: insights from the UK by purpose of use, Behavior & Information Technology	use of social media affects performance of university students
Yamini, D. R.	2019	Effect of Social Media Networks on Academic Performance of Indian Students	Effect of Social Media Networks on Academic Performance

Table 1: Literature Comparison Table

2.5 Literature Summary

Andrea L. Ruppap, J. S. in 2015 researched about the influence of the Teachers' Decisions that has been taken to improve the literacy for the students deeply indulged in the social media because it has been impacting their education most probably in negative way. Then Osharive, P. scaled out the academic performance of university students that to which extent it can be improved by eliminating such flaws from student's life. Dr Patil, M. V. did comparison between the positive and negative impacts of using social media in the education of the students in both positive and negative ways.

Vlad Lena Benson, C. H. in 2018 checked that how obsessive use of social media in the university students affects their performance: insights from the UK by purpose of use, Behavior & Information Technology. Later on Run, A. F. make a research in the same year that social media usability has been increasing among the University Student. Then Clover Maitland, J.

G. made a measurement for the capacity of active video games for social university students interaction like in PUBG and found social communication potential assessment tool.

In 2019 Yamini, D. R. studied impact of Social Media Networks whether it has been influencing the student's performance or not. Then Badreddine Ben Nouma 1, A. M in the same year draw a pattern which has been doing a classification by the hotelling statistic as well as applications were used to identify student's signals using Facebook. Jaffar Abbas A. found that if the social media has been giving its positive role toward learning behavior for students. In the S. U. School of Sociology and Political Science, Ed Pilar Alejandra Torres-Martínez, C. A.-P.-M.-N.-C. laid out the levels of sympathy in dental students has been working in house job.

Shamshad Ahmed, M. R. in 2020 studied that student's personality traits on social media sites that to which extent it's usage could be beneficial as well as risky. Abbas Fadhil Aljuboori, A. M. establish a pre and post testing in the students using excess or not using social media to check procrastination in them.

3. RESEARCH METHODOLOGY

Research Methods should be applied at some professional level and then applying some stats principle to study the most attained opinion in the sector of research on ground realities. The Research Methodology I used to be basically the results of the respondents of the internet users who are using internet in routine. We are going to check the relation between social media usage against the content mining and social media network and prepared a questionnaire based on these variables. Then prepared a research analysis on this basis of Descriptive Statistics with Demographic Profile of Respondents we are going to apply some statistics to check their impacts.

3.1 Research Design

We are using the quantity based research design in which no. of the respondent which are given about this research to solve we have a population of respondents and each stage 500 respondents from each province that are mentioned in the Delimitations.

3.2 Population

The population is the quantity of the respondent which are given about this research to solve we have a population of is something where all the respondents would have almost same attributes like we are having all university students and having social media exposure in terms of usage.

3.3 Sample and Sampling Technique

I selected samples of university students from different institutes around respondents' and in one. All of the respondents having exposure toward social media like, Facebook, WhatsApp, Twitter, Snapchat and Instagram. Data has been arranged the data of the respondents, then applied a Descriptive Statistics with Demographic Profile of Respondents, Analysis with Correlation and we check the demographical effect of age, education or some other possible demographics with the ANOVA.

3.4 Instrumentation

For evaluation of factors affecting data mining and their rating has been arranged to check the trend. I tabulated the opinions about my questionnaire and make a statically analysis and shown in tables. And then for deep analysis I have prepared a survey questionnaire with 12-items and for 4 and 5 items of each scale. Compared them BY entering in the SPSS 20 and checked the dispersion in the data by using more than dispersion means less the achievements and made an analysis of the Greater angled opinions that what is a general trend about our opinion.

3.5 Data Collection

Collected the Results of Questionnaire of 4 Provinces of Pakistan and collected this data from university students all over the Pakistan is tabulated institute wise are carrying results of Excellence in Institute and Excellence in institute opinion of these Provinces data has been collected in such a way that can be arranged and tabulated as per their attributes tabulate collectively.

3.6 Data Analysis

I tabulated the number of opinion of the Excellence in institute by applying a formula of calculating number of each of them and then plotting Descriptive Statistics with Demographic Profile of Respondents. Data analysis has been made with the help of the correlation values and their significance values. ANOVA to made analysis of the ages and educations of the respondents upon the data mined and t-Test to check that whether it is significance in the males or the females.

3.7 Descriptive Statistics

Descriptive statistics is a technique to numerically define the features of a set of data is called descriptive statistics. In other words, it is a summary of the data gathered. It is broadly used for descriptive analysis of data, with graphical statistics.

3.8 Operational Definitions

Social Media Network

Social Media has many forms and these forms are used to convey messages from one person to another. Just like different other grounds of life, media is also used in educational and

learning sceneries where messages are delivered from one person to another. In educational environment, individuals and teachers are two most important personalities.

Content Mining

The data uploaded over the social media option is called the content over the social media e.g. Like, Comment, Dislike and share with others etc. Once the user is reached up to the content he has the authorities to select any one of them and go with the options from one of them. Once he clicks on the like then it started counting and total no of likes determine the rating of the mined multimedia content and increase in the rating of the content.

Effects of Social Media Data

Social media in another form going to influence the respondents which was because of data uploaded at the social media via some links prescribed there. Social media data like pics, videos and entertainments is one of the most rated entity at the social media. Most of the students were uploading multimedia in the form of the pics and they are rated in millions and consider most likely entity.

Inclusion criteria:

- Only Social media users participated in this research.
- Only males and females have participated in this research.
- Users included with the age range of 20 to 35 years.
- Only up to literate users are surveyed in this research

Exclusion criteria:

- Users above age 35 are excluded.
- Except Social Media Users all are excluded.

3.9 Measures for Data Collection:

- Demographic variable Questionnaire

3.9.1 Demographic variable Questionnaire:

This information was collected regarding age, sex, family system (nuclear or joint), your income, earning member at home of the participant with the help of demographic questionnaire. It was designed for the research in order to fulfill the present need.

LiKert Scale

Respondents may be accessible a choice of 5 to seven or even 9 pre-coded answers with the impartial point actuality neither agree nor Disagree. In its concluding form, the **Likert Scale** is a 2 to 7-point **scale** which is utilized to allow the single person to express how much they decide or differ with a specific statement.

Permissions

First of all, take permission from the authors and also permission was taken from the authorities of the institution from the data was collected. The nature and purpose of the research was also briefly describing with the research participants. Consent was taken from participants who showed their willingness to participant in the research, at the same time they also allowed to withdraw at any time from research.

Participant were also ensured that their identity will not be disclosed to anyone. Confidentiality of the information was also ensured to the participants. Participants were also told that no monetary reward is associated with research participants.

3.9.2 Correlation

Correlation is a statistical degree that specifies the degree to which two or more variables vary together. A positive correlation specifies the degree to which those variables increase or decrease in similar; a negative correlation indicates the limit which is showing that what is the level of variable increases as the other decreases.

3.9.3 ANOVA

Analysis of variance (ANOVA) is a group of statistical procedures and their accompanying approximation procedures (such as the "variation" among and between groups) are used to check come tests and analyze the differences between group means in a sample. ANOVA was established by statistician and evolutionary biologist Ronald Fisher.

3.9.4 Independent Sample t-Test

The Independent Samples t-Test equates the means of two independent clusters in order to control whether there is numerical suggestion that the related population means are significantly dissimilar. The Independent Samples t-Test is a parametric test.

Below is the Questionnaire which has been later on coded in the spss according to the scale.

Name		Age			
		1-18-21, 2-22-25, 3-26-29, 4-30-33			
Gender		Institution		Province	
1-Male	2-Female				
1. Are you an active user of social media?					
1-Yes	2-No				
2-Do you feel comfortable using social media in parallel to study? *					
1-Yes	2-No				
3-Which of the following social media platform do you mostly use?					
1-Facebook	2-Twitter	3-Instagram	4-Bingo	5-Tinder	
4-How much time do you spent social media in a day?					
1-Half Hour or less than half	1-2 Hours	3-5 Hours	6-8 Hours	9 or More Hours	
5. Do you think excessive social media usage has made you feel “alone”?					
1-Strongly Disagree	2-Disagree	3-Neutral	4-Agree		
6. Do you ever feel nervous while posting content that how others did react on it?					
1-Yes	2-No	3-Maybe			
7. Do you feel excessive use of social media lead your health issue that cause?					
1-Yes	2-No	3-Maybe			
8. Do you think social networking sites change the behavior of students in an effective manner?					
1-Strongly Disagree	2-Disagree	3-Neutral	4-Agree	5-Strongly Agree	
9. Do the video and pictures contents helpful for your knowledge and skills?					
1-Yes	2-No	3-Maybe			
10. Do you believe that lifestyles portrayed on social media are based on reality?					
1-Yes	2-No	3-Maybe			
11. Do you think the usage of social media is effective in modern era?					
1-Yes	2-No	3-Maybe			
12. Are frequent social media users feel more satisfied with their life than infrequent social media users?					
1-Yes	2-No	3-Maybe			

Table 2: Questionnaire

4. RESULTS AND INTREPETATION

In this chapter researcher going to mine data in SPSS according to scale then make an analysis on the basis of results generated by some statistics. It will be used to check that to which extent social media usage has been impacting users. A sample of students will be taken with different age range. The sample will be collected from different university students from different areas of my jurisdiction.

For the measurement of variables, I used some statistical descriptive techniques. There were six things on this scale. It was a simple, self-explanatory, and time-saving scale that differentiated perceived social support from three different sources: family, friends, and a significant other. For each object, respondents used a 3-point Likert-type scale (Yes, No or May be). The English version of this scale was used to evaluate social media impact on the user's problems in the current report. Scale helped the patient's condition improve.

Likert Scale was a self-report inventory of four items. The rating scale was graded in the same manner as the previous one. In this study, an implementation version of a scale was used to measure the condition of the patients to see how much they had improved as a result of the application. All these scales were developed to made an analysis if it is possible for the patients that they can improve their lives. The scale is made up of various components. Statistical Kit for the Social Sciences (SPSS) was used to construct a behavior scale (SPSS).

The study's sample was chosen using a method known as purposive sampling. Data was collected from various parts of Lahore. The sample of (N=200) was collected from different hospitals. The contemporary research was carried out into two phases. Both descriptive statistics and inferential statistical technique was used to test the Questionnaire and fulfill the aims and objectives of the study.

To test the hypotheses, the collected data will be statistically analyzed by using SPSS (20). Pearson product moment correlation will be used to assess relationship among study variables. The data will be statistically analyzed by using Pearson Product Moment Correlation and the collected data will be statistically analysed by using Independent sample t- test to judge the variables impact between males and females. And we have applied ANOVA to judge it demographically about the variables that to which extent is the impact of gender upon variables. But before running the analysis for hypotheses, reliabilities of scales were checked.

Reliability in research. Reliability, like strength, is a way of measuring the worth of the quantity procedure used to gather data in a thesis. In order for the consequences from a homework to be reflected valid, the dimension procedure must first be reliable. Cronbach's Alpha is a measure

of how well anything works. Generally used to assess a Questionnaire's internal accuracy. Before you use the instrument in your analysis, it must have a reliability of 0.7 or higher in your pilot sample. Select all the Variables that are involved and apply reliability test got value upto 0.828 means data is reliable.

Reliability Statistics

Cronbach's	
Alpha	N of Items
.828	17

Table3: Reliability Statistics

We are going to analyze impact of social media on university students from descriptive statistics point of view. Below are all the results of the dataset mined in the SPSS and ran the test of descriptive statistics in accordance to our questionnaire.

1. Are you an active user of social media?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	196	98.0	98.0	98.0
No	3	1.5	1.5	99.5
May be	1	.5	.5	100.0
Total	200	100.0	100.0	

Table4: Question One Results

Interpretations:

On account of the above Graph, it has been concluded that 98% of the Respondents were active user of the social media, 1.5% are not active users of the social media and 0.5% of the responde

nts we're not sure about their social media usage they are sometimes active user and sometimes they are not active user.

Results:

Most of the respondents are active users very few of the respondents are inactive.

2. Do you feel comfortable using social media in parallel to study?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	176	88.0	88.0	88.0
No	24	12.0	12.0	100.0
Total	200	100.0	100.0	

Table5: Question Two Results

Interpretations:

88% of the respondents are comfortable on using social media, 12% are not comfortable on using social media.

Results:

Most of the respondents are comfortable on using social media parallel study, very few of them are not comfortable.

3.Which Social Media Platform do you use the most?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Facebook	99	49.5	49.5	49.5
WhatsApp	47	23.5	23.5	73.0
Snap Chat	2	1.0	1.0	74.0
Instagram	52	26.0	26.0	100.0
Total	200	100.0	100.0	

Table6: Question Three Results

Interpretations:

49.5% of the respondents are using Facebook, 23.5% are using WhatsApp and 26% of the social media users are using Instagram there are only 1% are respondent that are using Snap Chat.

Results: Most of the respondents are spending their time up to 2-3 hours. Few of the respondents are Spending 3 hours or more.

4. How much time do you spend on social media?

Hours	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than half or half Hour	126	63.0	63.0	63.0
1-2 Hours	34	17.0	17.0	80.0
3-5 Hours	16	8.0	8.0	88.0
6-8 Hours	24	12.0	12.0	100.0
Total	200	100.0	100.0	

Table7: Question Four Results

Interpretations:

63% of the social media users are spending Less than half or half Hour on the social media , 17% are those which are spending their times up to 1-2 hours at social media and there are only 8% are those That were spending 3-5 Hours on the internet and some of users 6-8 hours spend on social media.

Results:

Most of the respondents are spending their time up to less than half or half Hour. Few of the respondents are spending 3 hours or more.

5. Do you think excessive social media usage has made you feel “alone”??

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	99	49.5	49.5	49.5
	Agree	47	23.5	23.5	73.0
	Neutral	2	1.0	1.0	74.0
	Disagree	52	26.0	26.0	100.0
	Total	200	100.0	100.0	

Table8: Question Five Results

Interpretations: 49.9% of the respondents are using social media with strongly agree 23% of them Are using social media with just agree, 26% of the respondents are using social media Disagree and only 1% are using this platform neutral remarks.

Results: Most of the respondents are spending their time at social media for their entertainment There is a small but equal no of them using for socialization and watching other’s activity. And negligible respondents are using this to share their own activities.

6. Do you ever feel nervous while posting content that how others did react on it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	137	68.5	68.5	68.5
	No	28	14.0	14.0	82.5
	May be	35	17.5	17.5	100.0
	Total	200	100.0	100.0	

Table9: Question Six Results

Interpretations:

68.5% of the respondents are taking interest in other people’s reaction, 14% of the respondents are not taking interest in other people’s reaction toward post and 17.5% respondents are those that are sometimes taking Interest in other’s activity and sometimes not.

Result.

Most of the respondents are taking interest in other’s activity and very few of them are not takin Interest in other’s activities.

7. Do you feel excessive use of social media lead your health issue that cause?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	127	63.5	63.5	63.5
No	45	22.5	22.5	86.0
May be	28	14.0	14.0	100.0
Total	200	100.0	100.0	

Table10: Question Seven Results

Interpretations:

63.5% of the respondents are thinking about them when they are watching other people activities make them think about it cause health issues with them, 22.5% of the respondents are not feeling so and 14% of them are said that sometime they are influenced to think about them when using social media excessive activities and sometimes not.

Result. Most of the respondents are influenced to think about that excessive use of social media has been causing health issues with them. There is also a small number of respondents that are sometimes influenced and sometimes not when by their excessive social media activities.

8. Do you think social networking sites change the behavior of students in an effective manner?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	116	58.0	58.0	58.0
No	51	25.5	25.5	83.5
May be	33	16.5	16.5	100.0
Total	200	100.0	100.0	

Table11: Question Eight Results

Interpretations:

When people asked about being asked about conscious about their personality which is being Changed the behavior of students in an effective manner following their 58% of the respondents said yes, 25.5% said no and 16.5% Said May be.

Results. A large no of respondents is giving opinion that their knowledge has been enhanced when they are using social media and they felt that effected their behavior and a small number or user say no or maybe.

9. Do the video and pictures contents helpful for your knowledge and skills?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	100	50.0	50.0	50.0
No	66	33.0	33.0	83.0
May be	34	17.0	17.0	100.0
Total	200	100.0	100.0	

Table12: Question Nine Results

Interpretations:

50% of the respondents said that they think Content like picture & videos on social media has been based Helpful for knowledge & skills, 33% were not thinking that content is helpful and 17% are sometimes thinking so and sometimes not.

Result.

Most of the respondents are thinking that social media content is helpful and miner user say n ot or may be.

10. Do you believe that lifestyles portrayed on social media are based on reality?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	77	38.5	38.5	38.5
No	74	37.0	37.0	75.5
Valid May be	49	24.5	24.5	100.0
Total	200	100.0	100.0	

Table13: Question Ten Results

Interpretations:

38.5% felt that lifestyle portrayal on social media is based on reality, 37% were not agreed with that 24.5 were neutral about the statement that lifestyle portrayal is real.

Result.

Most of them are agreed that they believe lifestyle portrayal is real and an almost equal number of respondents are not agreed. Few not with greater difference were neutral about the statement.

11. Do you think social is effective in modern era?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	82	41.0	41.0	41.0
No	56	28.0	28.0	69.0
May be	62	31.0	31.0	100.0
Total	200	100.0	100.0	

Table14: Question Eleven Results

Interpretations:

41% of the respondents were agreed that social media is effective in modern era, 28% said that it is not effective and 31% were doubtful about the reality of social media platforms.

Results.

Most of the respondents think that social media is effective in modern era.

12. Are frequent social media users feel more satisfied with their life than infrequent social media users?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	86	43.0	43.0	43.0
No	73	36.5	36.5	79.5
May be	41	20.5	20.5	100.0
Total	200	100.0	100.0	

Table15: Question Twelve Results

Interpretations:

43% of the respondents said that they are feel more satisfied with their life than infrequent social media users Social media, 36.5% said that they don't have a sort of feelings only 20.5% we saying that may be they are encountered of such feelings due to extra usage feel satisfied.

Result.

Maximum respondents said that they are feel more satisfied with their life than infrequent social media users Social media,

Procedure:

Ethical standard of American Psychological Association (APA) were followed. First of all, permission was taken from author of measure used for data collection from original author. Permission for data collection was taken from social media users. Then data collection was initiated. Written informed consent was signed by each participant. Brief description of purpose of the study was provided to the students and they were also informed that the collected information would confidential and used only for academic and research purpose.

Ethical consideration:

In order to conduct this research following ethical consideration was strictly followed to APA. First of all, take permission from the authors and also permission was taken from the authorities of the institution from the data was collected. The nature and purpose of the research was also briefly described with the research participants. Consent was taken from participants who showed their willingness to participant in the research; at the same time, they also allowed to withdraw at any time from research. Participant were also ensured that their identity will not be disclosed to anyone. Confidentiality of the information was also ensured to the participants. Participants were also told that no monetary reward is associated with research participants.

5. DISCUSSION AND CONCLUSION

5.1 Discussion

The discussion has been made on the examination isn't huge and demonstrates that there is a solid or better than expected connection between the students as well as the comments, share and liking of the interactive media substance with FI =Funny Incidents; LSN = Live Shows News; AC = Accidents; FQ = Fighting and Quarrels; yet a positive connection between Content Mining and Social Media Network. Use of social media by the students mirrors that there were some the outcomes that if the substance identified with entertaining information, live shows, and mischances and battling related information has been mined over web based life there would be a vast no of the general population that will remark offer and likes on these sort of information.

What's more, a kind of negative substance than it implies there must be diminish in the substance mining and internet based life arrange rating which is obviously giving outcomes that preferences, remarks and offers will be diminish on the transfer of the negative information of any social media content that to which extent students has been impacted academically by the social media. Since the vast majority of the general population revealed this information as an unimportance and the greater part of the general population surmise that such information ought to have a few securities and protective measures.

Mean, standard deviation for male and female on information mining analyzes to the web-based social networking based life mastermind. Free precedent t-test did not reveal some introduction stands out from reference to content mining with the age ranges from 18 to 15 and 25 to 30 are the two gatherings we have led the review in the middle of them. When we take an ages at the characteristics against doing combating and battles and setbacks we can see that there is a refinement of mean estimation between these two gatherings and we can see that in the trait of battling and the squabble they are demonstrating a few contrasts between these gatherings.

The estimation of the mean against 18-25 is 2.75 and for the 25-30 it is 3.14. The characteristics are the estimations of the incidents which is exhibiting that second range is sharing more accounts of the disasters and commenting with respect to the battling and squabbles yet the second range 18-25 is additionally demonstrating estimation of mean relatively close to that and are seen to be less arranged as differentiation. However, when we take a Social Media Devices Usage we can see that at the estimations of the doing combating and the battles we

can see that the mean characteristics are likewise at the most extreme as in battling and squabbles yet same for the two territories. So we can see at present estimation of mean in Fighting and squabbles and mishaps is additionally close to 3 it is 2.9 and as seen in the range same for the two gatherings so we can reason that the greater part of the youth are utilizing gadgets nowadays and the use of the gadgets has been expanded.

Students using social media between 25-30 are showing more example as diverge from the 18-25 in the data sharing of doing combating and quarrels. By and by rest of the data is demonstrating generally indistinguishable characteristics against each one of the techniques for the two gatherings. It suggests that the data of FI = Funny Incidents; LSN = Live Shows News; SMD = Social Media Devices; MC = Multimedia Content; CSL = Comment, Share and Likes are sharing and exchanging data with moderately measure up to extent. No the estimation of the web based life compose exhibiting to some degree meaner in the female which is showing that 25-30 are more associated. The two practices FQ and AC were more found in 25-30 than in folks and a similar high esteem has additionally been seen in gadgets yet same for the two gatherings. It is showing that the comments, offers and likes are also made by the gathering of 18-25 and the gathering of 25-30 at the internet based life.

In the event that we take a gander at the table we can that 40 respondents are of the conclusion that they are doing remarks offer and likes at the entertaining recordings at normal level which is around 500 remarks, offer and likes. Presently 38 of the respondents are unequivocally concur with the numbering that they remark, offer and like around 100 as it were. Presently 39 respondents say that they are concur with the way that they remark offer and like entertaining recordings in excess of 1000 times. We finish up the outcomes that the greater part of the respondents is remarking, sharing and offering likes to live shows, news and bloopers at normal level which is around 500 times by means of Tablets and different devices.

On the off chance that we take a gander at the table we can that 40 respondents are of the conclusion that they are doing remarks offer and likes at the entertaining recordings at normal level which is around 500 remarks, offer and likes. Presently 38 of the respondents are firmly concur with the numbering that they remark, offer and like around 100 as it were. Presently 39 respondents say that they are concur with the way that they remark offer and like amusing recordings in excess of 1000 times. We finish up the outcomes that the vast majority of the respondents are remarking, sharing and offering likes to live shows, news and bloopers at normal level which is around 500 times by means of Tablets and different devices.

In the event that we take a gander at the table we can see that the vast majority of the respondents are 39 and 47 of the feeling that they are doing remarks offer and likes at the battling and fights at normal level or better than expected level means they are around 500, and 100+ remarks, offer and likes. Presently we take a gander at the table we can see that all respondents 19 of the respondents are unequivocally can't help contradicting the numbering that they remark, offer and like around 100 as it were. Presently 19 respondents say that they are concur with the way that they remark offer and like clever recordings in excess of 100 times.

40, 43 and 41 percent of the respondents are sharing pictures sounds and recordings and furthermore at equivalent proportion on the social media. It implies that beneath normal of the respondents are sharing information by means of sounds, recordings and pictures arrange by means of web based life. 44 percent are utilizing remarks and offer, yet 47 percent of the respondents are utilizing preferences of sound, video and pictures. They are around 500 remarks, offer or likes at amusing information, and furthermore at other information like battling and squabbles, News and bloopers, mischances and generally they are shared by means of pictures around 500 times and for the most part they are enjoyed around 500 times. And every one of the information mined is for the most part utilized by contraptions.

The present study aimed to explore the relationship between social media network, content mining and classification of data like mined by the social media users. These variables were then compared in between of the like, comment and shared data mined on the social media. Respondents are from different ages, genders, family systems and socio-economical statuses. The main aim was to provide enough data for Pakistan on the variables and their relationships with each other so that issues like these could come in notice and be addressed.

The first three hypotheses of this study were that there would be a significant relationship against the rated data mined at the social media. Cross-sectional research design will be used for this research. Purposive Sampling technique will be used. A sample of 100 respondents (50 males and 50 females) will be taken with an age range of 20 to 35 years. The sample will be collected from different areas of Lahore. Assessment Tools we used is the LiKert scale which is 5 point based scaled. The data will be statistically analyzed by using Pearson Product Moment Correlation and Independent Sample T-test and ANOVA.

The result of the analysis is showing that data classification based of student's behavior has negative relation with social media and content mining of the data and social media has positive but strong correlation with content mining which means that content increases if the social

media networks increases. It reflects the results that if the footage like and incident of Zainab kidnap is mined at the social media and a sort of negative content than it means there must be decrease in the content mining and social media network rating which is clearly giving spam reported data and results that likes, comments and shares will be decrease on the upload of the negative data of any social media platforms. Because most of the people reported this data as an irrelevancy and most of the people think that such data should have some securities and privacies. As some small aged peoples are also using social media.

You probably will not be surprised to hear that it does! Social has been actually impacting students as it has-been absolutely linked to stress control and reprieve from the indications of depression and anxiety in the Users. And may even act as a cushion between the case-by-case and the development of depression and anxiety disorders. Adequate data mining in the context of academic performance is related to higher first-year college grade point average (GPA), credits earned more, and higher retention rates, Even When social media user struggle with the stresses of social media lessen the usage of the social media. Although stress can hinder high achievement in social media user, high self-efficacy acts as a buffer and motivator, boosting social media user' academic success. Self-efficacy can also provide protection against negative data mined with the ravages of the high-stress situation.

[58] answered the Opinion Questions: Separating Facts from Opinions and Identifying the Polarity of Opinion Sentences for social media and content rated over social media usage in the students. In Proceedings of EMNLP, 2003 once there has been a question to know the extent to which multimedia effects on users of social media in the Society. But today the question is changed and now it is to investigate how media affects awareness which is mined in the environment of social media. However, learning is associated with thinking ability of individuals therefore, thinking ability of the personalities has been taken as the variable in this thesis. Thinking ability of the individuals has been defined previously and it is the ability of the persons to integrate lessons and experiences which are being faced currently and which have been faced previously. Therefore, background phase of the research lies in this questions as to how media affects or has the role in person thinking ability.

And he fined that increase in the usage increase social media networks and multi dimensions. However, availability and emergence of different forms of media has made this question important because it is well established fact. He has raised the queries against negative content like stolen from different social media platforms revealed a fact that most of the people are of the opinion that such data which is not for the young ages users and having negative impacts

should be reported spam or should have a securities or privacies enhanced at social media network.

We have applied the t-Test and show the mean, standard deviation and t values for male and female on content mining VS social media network. Independent sample t-test did not expose significant gender variances with orientation to content mining mean value of the males is 4.64 and for the females it is 4.89. Which is showing that both males and females are sharing and uploading data with almost equal ratio. Number of the value of the social media network showing a little meaner in the female which is showing that females are extra connected with the males. Both performances were more pragmatic in females than in males. It is showing that the comments, shares and likes are equally made by the males and the females at the social media.

In general, women appear to use Social Network Services more to clearly foster social influences students in both academically and personality wise [59]. A study accompanied by Pew research centers found that “women were more eager users of social media. In November 2010, the cavity between men and women was as great as 15%. Female members in a multi-stage study showed in 2007 to discover the inspirations of Facebook users recorded higher on scales for social construction and posting of snapshots.

Studies have also been showed on the differences between females and males students using social media with respects to blogging. The Pew Research Center originate that younger females are extra likely blog as compared to the males their own age, even males that are older. In the same way, in a study of blogs conserved in My Space, women were established to be more likely to not only in the case of writing blogs but also writing about their family, dreamy relationships, friendships, and health in those blogs.

A learning of Swedish SNS users initiate that female students were more prospective on social media to have expressions of friendship, precisely in the areas of (a) uploading pictures of their friends, (b) specially naming their finest friends, and (c) lettering poems to and almost their friends. Women were also more probable to have terms related to family relations and loving relationships. One of the key results of this investigation is that all the men which are having expressions of quixotic relationships in their profile had words just equally strong as the women. Nevertheless, the researcher wondered that this may be partially due to a desire to openly express heterosexual performances and mannerisms instead of purely expressing romantic moods.

Results of the analysis show that there is a significant effect of age on all the variables involved. If students using social media at age range of 20-25 we have total 6 no of people only with 3.4, 4.2 and 2.7 mean values and the deviations are 1.3, 2.0 and .414 which are showing that mean is low but deviation is high and showing comparatively and also the highest values of the standard error ranging from 50% to 82% means not a remarkable effect of these variables in this range but in comparison of the age range of 26-30. Which is showing mean values high 4.9, 5.4 and 2.1 with standard error ranging from 25% to .09% which is very low and showing a high effect of age range on all these variables. It means this is the mature range and they are all using social media with controlled way. And they are making less comments, likes and shares as compared to the youngster. Now the age range of 31-35 is showing that they are further less using social media and also making comments, shares and likes in a controlled way. So the highest rating is found in the youngsters only.

A large-scale learning of gender differences in at social media platform which is very famous in students “My Space” found that both men and women inclined to have a bulk of female Friends, and both men and women have a tendency to have a majority of female "Top" Friends in the place. An earlier study found women to author strangely many (public) comments in “My Space”, but an analysis into the role of sentiment in public “My Space” comments found that women both give and get stronger positive emotions. It was hypothesized that women are simply more actual at using social networking sites because they are well able to bind positive emotion.

A study targeted on the have an impact on of gender and persona on individuals’ use of on line social networking websites consisting of Facebook, pronounced that guys use social networking websites with the intention of forming new relationships, while, ladies use them more for relationship upkeep on the platforms used by university students [60].

Further to this, women are more likely to apply Facebook or my area to compare themselves to others and additionally to look for facts. Men, however, are much more likely to examine different human being’s profiles with in the intention to find pals [61]

5.2 Conclusion

The research that has been made to study was carried out in the different respondents of my city to check that which types of relationship that does exist between content mined at the social media users of the different. Correlation is showing that most of the users are of the young age. Females are a little more in the social media. And negative content has been reported to block and should be spam. And negative data like CCTV footage should have security or privacy applied by the students using more social media.

The results of the demography have been applied at education and ages of the respondents and found that education has not a specific impact on the respondents' usage regarding social media and data mined at different sites. But ages have showed that there is a significant relationship between these variables. And young peoples are found keener in the usage of the social media and making more comments, likes and shares on the social media.

5.3 Limitations

There is nothing perfect other than Allah almighty so does this study. Some limitations also applied to this research, one of the major disadvantages of the study is nothing in the world is perfect and so does this study. There are some limitations to this as well. One of the major drawbacks of the study is that the social media against content mined surveyed among all the respondents are educated that are able to use computer easily. Data was collected only from social media users living only in Pakistan which can create the issue of limited generalization of results. Only males and females have participated in this research with the age range of 20 to 35 years. Users above age 35 and users except Social Media are excluded.

5.4 Implications of study

As, by now, it is understood that negative data mined at social media is not appreciated and most of the users. Although young users are of the opinion to use privacies and securities especially at the students of social media user of my country. And this issue needs to be addressed. This research has opened a gateway to further research on the variables which could later help institutes build programs fighting against these issues. This research has also provided a guide for the counselors to help resolve social media users issue to lessen their stress.

	Punjab and Sindh		KPK and Baluchistan	
	F	Sig.	F	Sig.
SM	.648	.422	1.317	.258
ANX	.499	.481	2.017	.164
DEP	12.831	.000	4.981	.032

Table16: Provinces Comparison Tables

As per above table only depression has been showing sig value < 0.05 which means depression has been found to be most common among all the students regardless of their province. Rest of the values has been showing non-significant. It means provinces has not been showing any differences all of them has been showing almost same values.

References

- [1] T. A. El-Badawy and Y. Hashem, " The impact of social media on the academic development of school students," *International Journal of Business Administration*, 6(1), p. 46, 2015.
- [2] F. Parveen, "mpact Of Social Media Usage On Organizations.," *PACIS*, p. 192, 2012.
- [3] L. Iandoli, S. Primario and G. Zollo, "The impact of group polarization on the quality of online debate in social media: A systematic literature review.," *Technological Forecasting and Social Change*, 170,, p. 120924., 2021.
- [4] A. Ampountolas, G. Shaw and S. James, "The role of social media as a distribution channel for promoting pricing strategies.," *Journal of Hospitality and Tourism Insights.*, 2019.
- [5] A. Nikolaidou and P. Papaioannou, "Utilizing social media in transport planning and public transit quality: Survey of literature," *Journal of Transportation Engineering, Part A: Systems*, 144(4), 2018.
- [6] S. M. Azizi, A. Soroush and A. Khatony, "The relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-sectional study.," *BMC psychology*, 7(1),, 2019.
- [7] U. Gündüz, "The effect of social media on identity construction," *Mediterranean Journal of Social Sciences*, 8(5),, 2017.
- [8] S. Khan, K. A. Shakil and M. Alam, "Big data computing using cloud-based technologies, challenges and future perspectives," *arXiv preprint arXiv:1712.05233.*, 2017.

- [9] O. Tenenboim, News engagement logics: examining practices of media outlets and their audiences on social networking sites, (Doctoral dissertation)., 2020.
- [10] J. A. Naslund, S. J. Kim, K. A. Aschbrenner, L. J. McCulloch, M. F. Brunette, J. Dallery and L. A. Marsch, "Systematic review of social media interventions for smoking cessation," *Addictive behaviors*, 73,, pp. 81-93, 2017.
- [11] Y. Zhang, D. Shah, J. Foley, A. Abhishek, J. Lukito, J. Suk and C. Garlough, "Whose lives matter? Mass shootings and social media discourses of sympathy and policy, 2012–2014.," *Journal of Computer-Mediated Communication*, 24(4), pp. 182-202., 2019.
- [12] A. Virtanen and P. Tynjälä, " Factors explaining the learning of generic skills: a study of university students' experiences," *Teaching in Higher Education*., 2018.
- [13] A. G. Bus, S. B. Neuman and K. Roskos, "Screens, apps, and digital books for young children: The promise of multimedia," *AERA open*, 6(1), 2020.
- [14] V. E. Greenwood, Navigating media literacy: A pedagogical tour of Disneyland., Stylus Publishing, LLC, 2020.
- [15] S. Brooks, "Does personal social media usage affect efficiency and well-being?," *Computers in Human Behavior*, 46, pp. 26-37, 2015.
- [16] R. Hobbs, Media literacy in action: Questioning the media, Rowman & Littlefield Publishers., 2021.
- [17] P. A. Torres-Martínez, C. A. Barrios-Penna, J. F. Fonseca-Molina, V. P. Díaz-Narváez and S. A. González-Cruz, "Levels of empathy in dental students at Universidad San Sebastián in Concepción, Chile (Chile)," *Revista de la Facultad de Medicina*., 2017.

- [18] C. Chung-PuiTai, "Types of social media activities and Hong Kong South and Southeast Asians Youth's Chinese language learning motivation," *System*, vol. 97, pp. 102-432, 2021.
- [19] Y. Hashem, "The Impact of Social Media on the Academic Development of School Students," *International Journal of Business Administration*, vol. 6, no. 1, pp. 46-56, 2015.
- [20] Andrea and Ruppert, "Influences on Teachers' Decisions About Literacy for Secondary Students With Severe Disabilities," *SAGE, Volume: 81(Issue: 2)*, pp. 209-226, 2015.
- [21] J. Abbas, J. Aman, M. Nurunnabi and S. Bano, "The impact of social media on learning behavior for sustainable education: Evidence of students from selected universities in Pakistan.," *Sustainability*, 11(6), p. 1683, 2019.
- [22] P. J. Dauenhauer, "Expand Your Academic Impact with Social Media Best Practices," *Matter*, vol. Volume 2, no. 4, pp. 789-793, 2020.
- [23] A. Akakandelwa, "Students' Social Media Use and its Perceived Impact on their Social Life: A Case Study of the University of Zambia," *Journal of African Interdisciplinary Studies*, pp. 1-14, 2018.
- [24] D. Rambabu Lavuri, D. Navulla and P. Yamini, "Effect of social media networks on academic performance of Indian students," *Journal of Critical Reviews*, 6(4),, 2019.
- [25] M. Chau, S. Ramdan and F. Aziz, "Impact of Social Media Mentions on the Academic Citations Three Years After Publication in a Vascular Surgery Journal," *Journal of Vascular Surgery*, vol. 72, no. 1, pp. 230-231, 2020.
- [26] V. Benson, C. Hand and R. Hartshorne, "How compulsive use of social media affects performance: insights from the UK by purpose of use," *Behaviour & Information Technology*, 38(6), pp. 549-563, 2019.

- [27] S. Brooks, "Does personal social media usage affect efficiency and well-being?," *Computers in Human Behavior*, pp. 26-37, 2015.
- [28] J. Richards, *Extremism, radicalization and security: An identity theory approach*, Springer., 2017.
- [29] O. PETER, "Social Media And Academic Performance Of Students," Department Of Educational Administration, Faculty Of Education, University Of Lagos., 2015.
- [30] K. Denecke, P. Bamidis, C. Bond, E. Gabarron, M. Househ, A. Y. S. Lau and M. Hansen, "Ethical Issues of Social Media Usage in Healthcare," *Yearbook of medical informatics*, 24(01), vol. 24, no. 01, pp. 137-147, 2015.
- [31] R. A. J. Sangwaan, "Use of social media in education: Positive and negative impact on the students," *International Journal on Transformations of Media, Journalism & Mass Communication (Online ISSN: 2581-3439)*, 4(2)., 2019.
- [32] H. Anksorusa and C. L. Bradley, "Using social media and focused learning activities to impact self-efficacy of empathy," *Currents in Pharmacy Teaching and Learning*, vol. 12, no. 6, pp. 741-750, 2020.
- [33] S. M. Coyne, A. A. Rogers, J. D. Zurcher, L. Stockdale and M. Booth, "Does time spent using social media impact mental health?: An eight year longitudinal study," *Computers in Human Behavior*, vol. 104, pp. 106-160, 2020.
- [34] C. Maitland, J. Granich, R. Braham, A. Thornton, R. Teal, G. Stratton and M. Rosenberg, "Measuring the capacity of active video games for social interaction: The Social Interaction Potential Assessment tool.," *Computers in Human Behavior*, 87, pp. 308-316, 2018.
- [35] P. Fine, A. H. Danek, K. Friedlander, I. Hocking and W. F. Thompson, "NOVEL APPROACHES FOR STUDYING CREATIVITY IN CREATIVE COGNITION,

ARTISTIC PERFORMANCE AND ARTISTIC PRODUCTION,"

researchers.mq.edu.au, 2020.

- [36] A. Levenson and A. Fink, "Human capital analytics: too much data and analysis, not enough models and business insights.," *Journal of Organizational Effectiveness: People and Performance*, 2017.
- [37] T. Schaefer, T. Falk, A. Kumar and J. Schamari, "More of the same? Effects of volume and variety of social media brand engagement behavior," *Journal of Business Research*, vol. 135, pp. 285-294, 2021,.
- [38] A. M. F. O. B. Abbas Fadhil Aljuboori, "The impacts of social media on University students in Iraq," *Egyptian Informatics Journal*, vol. 21, no. 3, pp. 139-144, September 2020.
- [39] W. W. Lau, "Effects of social media usage and social media multitasking on the academic performance of university students," *Computers in Human Behavior*, vol. 68, pp. 286-291, 2017,.
- [40] B. B. Nouma, "Pattern Classification by the Hotelling Statistic and Application to Knee Osteoarthritis Kinematic Signals.," 768-784. 20189. [Online]. Available: <https://www.mdpi.com/2504-4990/1/3/45>.
- [41] D. Rozgonjukab, C. Sindermann Jon and C. Montag, "Fear of Missing Out (FoMO) and social media's impact on daily-life and productivity at work: Do WhatsApp, Facebook, Instagram, and Snapchat Use Disorders mediate that association?," *Addictive Behaviors*, vol. 110, p. 106487, 2020,.
- [42] A. Frederick and Y. Run, " Social Media Usability among University Student: A Case Study of Jiangsu University-China," *Global Media Journal*, 16(31), pp. 1-8, 2018.

- [43] L. Doliab, S. Primario and G. Zollob, "The impact of group polarization on the quality of online debate in social media: A systematic literature review," *Technological Forecasting and Social Change*, vol. 170, pp. 120-924, 2021.
- [44] A. K. Ajay M.Bhandarkara, "Impact of social media on the academic performance of undergraduate medical students," *Medical Journal Armed Forces India*, vol. 77, no. 1, pp. 37-41, FEB 2021.
- [45] C. i. H. Behavior, "The impact of social media use on appearance self-esteem from childhood to adolescence – A 3-wave community study," *Computers in Human Behavior*, vol. 114, pp. 106-528, 2021.
- [46] S. Ahmed, M. Ramzan, A. Sheikh and A. Ali, " Impact of students personality traits on social networking sites usage, benefits and risks," *Global Knowledge, Memory and Communication.*, 2020.
- [47] S. Stoyanov, *An Analysis of Abraham Maslow’s A Theory of Human Motivation.*, Macat Library, 2017.
- [48] I. Bou-Hamad, "The impact of social media usage and lifestyle habits on academic achievement: Insights from a developing country context," *Children and Youth Services Review*, vol. 118, pp. 1-16, 2020.
- [49] Z. Longxi, "Western theory and Chinese reality," *Critical Inquiry*, 19(1), , pp. 105-130, 1992.
- [50] P. Mihailidis and S. Viotty, "Spreadable spectacle in digital culture: Civic expression, fake news, and the role of media literacies in “post-fact” society," *American behavioral scientist*, 61(4), pp. 441-454, 2017.

- [51] C. G. Christians, "The Ethics of Human Dignity and Freedom of Expression.," in *Al Jazeera in the Gulf and in the World* , Palgrave Macmillan, Singapore., 2019, pp. 221-252).
- [52] United Nations. General Assembly., Universal declaration of human rights (Vol. 3381), Department of State, United States of America., 1949.
- [53] S. M. Butler, "What Everybody Needs to Know About Photographs/Images in Health Care Facilities Part 2: How Does Social Media Impact This?," *Journal of Radiology Nursing*, 39(1), 2020.
- [54] R. Nevzat, "Reviving Cultivation Theory for Social Media," *The Asian Conference on Media, Communication & Film Conference.*, 2018.
- [55] E. Pelzer and P. Raemy, "What shapes the cultivation effects from infotaining content? Toward a theoretical foundation for journalism studies," *Journalism.*, 2020.
- [56] A. L. LANDO, L. MUTHURI, E. A. OTIENO, J. W. MACHARIA, S. NSUBUGA, M. MWENGAH and P. R. ODIRA, "RETESTING CULTIVATION THEORY ON THE ORIGINS, CAUSES, AND PREDICTORS OF AGGRESSION: THE CASE OF PRE- AND POST-GENOCIDE RWANDA," *KOMMUNIKÁCIÓ, MÉDIA, GAZDASÁG*, 5., 2016.
- [57] N. M. Anspach, "The new personal influence: How our Facebook friends influence the news we read," *Political Communication*, 34(4), pp. 590-606, 2017.
- [58] H. Yu and V. Hatzivassiloglou, "Towards answering opinion questions: Separating facts from opinions and identifying the polarity of opinion sentences.," in *Proceedings of the 2003 conference on Empirical methods in natural language processing*, 2003.
- [59] J. Ahn, The influence of social networking sites on high school students' social and academic development, University of Southern California., 2010.

- [60] T. A. Pempek, Y. A. Yermolayeva and S. L. Calvert, "College students' social networking experiences on Facebook," *Journal of applied developmental psychology*, 30(3), pp. 227-238., 2009.
- [61] B. Nazir, "Gender patterns on Facebook: A sociolinguistic perspective," *International Journal of Linguistics*, 4(3), p. 252, 2012.