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EXPLORING SOCIAL MEDIA ENGAGEMENT OF UNIVERSITY STUDENTS IN ANDHRA PRADESH : A DEMOGRAPHIC ANALYSIS

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Abstract: The study aims to explore the relationship between demographic factors and impact of social media usage. The objectives of the study are to understand the demographic characteristics and how these independent variables i.e. gender, age, region, marital status and social media literacy impact the social media usage variables with respect to university students. The researcher used a convenience sampling technique to select the 463 sample respondents among the university students. The data has been analyzed by applying simple frequency distribution, independent sample t-test and One-Way ANOVA. Understanding all aspects, the respondents as well as the academic institutions should formulate the strategies that can enhance the communication, collaboration, and engagement within the academic community.

Keywords - Social Media, University Students, Demographics, Impacting and Usage.

I. INTRODUCTION

Social media has become a big part of our life. Students in particular prefer using online media technologies to learn more about their instructional circumstances. (Ahmad Salih Alnaser. et.al., 2020). Social media usage among students is mostly determined by demographic factors, which also suggest that the objective of social media use is primarily educational (Ali, 2018). Studies also demonstrated that the main demographic factor influencing students' use of social media is their age (Pfeil et al., 2009). Similarly, numerous studies show that over 90% of students use social media sites with personal accounts. (Barker et al., 2013; ComScore, 2011; Lenhart et al., 2007).

The majority of Internet users are teenagers, particularly students, who spend up to 10 hours a week on social media sites and use them frequently. (Karpinski et al., 2013; Manjunatha, 2013). (Mohammadreza, 2012) He discovered that students' decisions about how to use social media are primarily influenced by their age and gender. As a result, we can state with confidence that demographic factors are strongly correlated with attitudes and beliefs about social media usage and the decision-making process. These factors aid users in identifying perceived risks and then selecting a course of action that best suits their needs based on factors like gender, age, marital status, region and social media literacy. (Lennon et al., 2016)

Impact of Social Media Usage on University Students Study Variables

Physical Health: Excessive use of social media often leads to a sedentary lifestyle, as students may spend extended periods sitting while engaging with digital devices. This sedentary behavior is associated with health issues such as obesity, decreased overall physical fitness, sleep disruption, poor sleep habits, immune function, impaired cognitive performance and posture and musculoskeletal health. Even students may experience neck and back pain, headaches, and disrupted circadian rhythms, eyestrain, and other physical discomforts associated with prolonged screen time

Mental Health: Social media can contribute to negative social comparison, where students compare their lives, achievements, and appearance to others. This can lead to feelings of inadequacy, jealousy, and lowered self-esteem. Poor sleep quality is linked to various mental health issues, including anxiety and depression.

Emotional Health: Exposure to negative news, distressing content or graphic images on social media can contribute to emotional distress. Continuous exposure to such content may lead to feelings of sadness, anxiety, or desensitization. Students may struggle to distinguish between the online personas and real-life experiences of their peers, leading to feelings of inadequacy or disillusionment.

Interpersonal Relations: Students may prioritize having a large number of online connections, but these connections may lack depth and genuine engagement. Excessive use of social media may lead to a reduction in face-to-face interactions. Students may prefer online communication over in-person conversations, impacting the development of strong interpersonal skills and the depth of personal relationships.

Addiction: Social media platforms are designed to be engaging, and students may find themselves spending excessive amounts of time scrolling through feeds, watching videos, or engaging in other online activities. Prolonged screen time can contribute to addiction-like behaviors. Addiction to social media may interfere with real-life interactions, as students may prioritize online engagement over face-to-face communication.

Academic Performance: Social media platforms are designed to be engaging, and students may succumb to the temptation of procrastination by spending significant amounts of time on these platforms instead of focusing on their academic responsibilities. Excessive use of social media can lead to a reduction in dedicated study time. Constant notifications and the allure of social media may divert students' attention away from their coursework, resulting in inadequate preparation for exams and assignments.

Empowerment: Social media platforms serve as valuable sources of information, enabling students to stay updated on current events, industry trends, and relevant news. This access to information empowers students with knowledge beyond their academic curriculum. It facilitates networking with peers, alumni, and professionals in various fields. The collaborative environment fosters a sense of teamwork and empowerment.

Self Development: Social media platforms provide access to a wealth of information and educational content. Following pages, channels, or groups related to academic interests allows students to stay informed and continuously learn beyond the classroom. Engaging in professional conversations and following relevant industry updates contributes to career development. Students can use platforms like YouTube or LinkedIn Learning to acquire new skills, whether related to their academic discipline or personal interests.

II. REVIEW OF LITERATURE

Frison and Eggermont. (2016) The study investigated that the connections between the negative moods of male and female students and the various ways in which Facebook is used, as well as the perceived social support that social media provides. The researchers discovered a positive correlation between depression and both passive and active Facebook use. It was also discovered that this association was moderated by the social media's perceived social support. Furthermore, it was discovered that gender was the other element mediating this association.

Iwamoto and Chun. (2020). These researchers investigated the emotional effects of social media in higher education and found that the socially supportive role of social media was overshadowed in the long run in university students' lives and, instead, fed into their perceived depression, anxiety, and stress.

Yan H. et.al. (2017). The study described how different metrics of social media activity, including the user's number of social media accounts and frequency of social media checking, were significantly correlated with higher levels of anxiety.

Woods HC. (2016). The paper demonstrated the implication of sleep within this relationship: increased nighttime-specific social media use resulted in later bedtimes and poor sleep, which ultimately led to increased anxiety.

Keles B. (2019). Other phenomena have also been implicated within this relationship, including time spent, addiction, and emotional investment.

J Madhu Babu. et. al. (2017). There are many media outlets in Andhra Pradesh, such as newspapers, magazines, radio, television, movies, and the internet. Each and every racial and socioeconomic group in the state, as well as every region, rely on one of these media for their educational and entertainment needs. However, because they are often inexpensive and easily accessible, most people in Andhra Pradesh utilize a combination of all of these media more regularly. The following study was conducted to find out more about the media consumption habits of Scheduled Tribe (ST) students at Acharya Nagarjuna University (ST) in Guntur, Andhra Pradesh. The following study examined ST students' interest in media consumption patterns. With the study's objectives in mind, the survey approach was employed to gather the necessary data for the investigation. There are 30 in the questionnaire. There were three sections to it. The questionnaire asked 7 demographic questions about gender and age, 21 about media consumption, and 2 about the attitudes of ST students about media.

III. RESEARCH METHODOLOGY

A survey method was employed by the researcher through questionnaire and interviewing the study respondents. The study has been conducted among the campus students of the Acharya Nagarjuna University at Nagarjuna Nagar, Guntur District in Andhra Pradesh. The population of the study includes both male and female students of different courses who are at age group of 18-37 years. A convenience sampling technique, which is a non-probability sampling method, is used for the research. The researcher decided to consider 463 responses i.e. 10% as sample size of the study. The data was gathered by the researcher using a survey approach from primary and secondary sources.

A 5-point Likert scale questionnaire has been designed in two parts. Part-A is about socio-demographic factors i.e. Gender, Age, Region, Marital Status, and Social media literacy are considered as Independent factors. Part-B is about impact of social media usage variables i.e. Physical Health, Mental Health, Emotional Health, Addiction, Interpersonal Relations, Academic Performance, Empowerment and Self-Development. Out of eight variables, first six are negative impacting and last two are positive impacting variables and are considered as dependent variables of the study. Under each variable/item, there are fifteen questions related to impact of social media usage. The data has been done through both the qualitative and quantitative data. The analysis was performed using IBM SPSS Version 26.0. The statistical tools used are Simple Frequency Distribution Table, Independent Sample T-Test and One-Way ANOVA.

IV. OBJECTIVES

1. To investigate the demographic factors of the respondents for the initial understanding of social media usage.
2. To know the impact of social media usage on demographic factors of the respondents
3. To offer suggestions to minimize the impact of social media usage on the respondents

V. HYPOTHESES

1. H_1: There is a statistically significant gender wise impact of social media usage on the respondents.
2. H_2: There is a statistically significant region wise impact of social media usage on the respondents.
3. H_3: There is statistically significant marital status wise impact of social media usage on the respondents.
4. H_4: There is statistically significant social media literacy wise impact of social media usage on the respondents.
5. H_5: There is statistically significant age wise impact of social media usage on the respondents.

VI. DATA ANALYSIS AND INTERPRETATION

Table – 6.1. Demographic factors of the Respondents

S.No.	Demographic Factors	Particulars	Frequency	Total (In Percent %)
1	Gender of the Respondents	Male	255	55.1
		Female	208	44.9
2	Age of the Respondents	18 – 22 years	245	52.9
		23 - 27 years	144	31.1
		28 - 32 years	47	10.2
		33 – 37 years	27	5.8
3	Region of the Respondents	Rural	178	38.4
		Urban	285	61.6
4	Marital Status of the Respondents	Unmarried	359	77.5
		Married	104	22.5
5	Social Media Literacy	Fully Literate	134	28.9
		Partially Literate	329	71.1

Interpretation:

Table – 6.1. Demographic factors of the respondents shows that 255 (55.1%) are male and 208 (44.9%) are female respondents. Age of the respondents depicts that 18 – 22 years of respondents are 245 (52.9%), 23 - 27 years of respondents are 144 (31.1%), 28 - 32 years of respondents are 47 (10.2%) and 33 – 37 years of respondents are 27 (5.8%). Region of the respondents shows that 178 (38.4%) and 285 (61.6%) respondents are from rural and urban region respectively. Marital Status of the respondents exhibits that 359 (77.5%) are unmarried and 104 (22.5%) are married respondents.

Table – 6.2. Descriptive Statistics and Independent Samples T Test for Gender and Impact of Social Media variables on the respondents

Impact of social media variables	Gender	Mean	F	t	df	Sig. (2-tailed)
Physical Health	Male	3.4397	4.486	-9.693	461	.000
	Female	3.8369				
Mental Health	Male	3.8489	21.228	-1.389	461	.165
	Female	3.9311				
Emotional Health	Male	3.4353	1.572	-8.513	461	.000
	Female	3.8042				
Addiction	Male	3.7244	13.221	.793	461	.428
	Female	3.6840				
Interpersonal Relations	Male	3.6784	.099	-5.301	461	.000
	Female	3.9016				
Academic Performance	Male	3.8622	2.222	-1.059	461	.290
	Female	3.9093				
Empowerment	Male	3.7456	.021	-2.537	461	.012
	Female	3.8519				

Self Development	Male	3.4894	4.857	-5.447	461	.000
	Female	3.7378				

H_0: There is no statistically significant gender wise impact of social media usage on the respondents.

H_1: There is statistically significant gender wise impact of social media usage on the respondents.

Interpretation

Table – 6.2. Descriptive Statistics and Independent Sample T Test for demographic factors of Gender and Impact of Social Media variables on the respondents illustrates that:

Physical Health where t461 = -9.639, p=.000 < 0.05 with mean difference (t-value) is -.39712.

Emotional Health where t461 = -8.513, p=.000 < 0.05 with mean difference (t-value) is -.36887.

Interpersonal Relations where t461 = -5.301 p=.000 < 0.05 with mean difference (t-value) is -.22317.

Empowerment where t461 = -2.537, p=.012 < 0.05 with mean difference (t-value) is -.10630.

Self Development where t461 = -5.447, p=.000 < 0.05. with mean difference (t-value) is -.24841.

In the above variables, the p value is less than 0.05 so the null hypothesis (H0) is rejected. Hence, there is statistically significant gender wise impact of social media usage on the respondents.

Mental Health where t461 = -1.389, p=.165 > 0.05 with mean difference (t-value) is -.08220.

Addiction where t461 = .793, p=.428 > 0.05 with mean difference (t-value) is -.04047.

Academic Performance where t461 = -1.059, p=.290 > 0.05 with mean difference (t-value) is -.04707.

In the above variables, the p value is greater than 0.05 so the null hypothesis (H0) is failed to reject. Hence, there is no statistically significant gender wise impact of social media usage on the respondents.

Table – 6.3. Descriptive Statistics and Independent Samples T Test for Region and Impact of Social Media variables on the respondents

Impact of social media variables	Region	Mean	F	t	df	Sig. (2-tailed)
Physical Health	Rural	3.5978	.082	-.721	461	.471
	Urban	3.6309				
Mental Health	Rural	3.8719	.682	-.373	461	.710
	Urban	3.8945				
Emotional Health	Rural	3.5858	1.579	-.520	461	.604
	Urban	3.6105				
Addiction	Rural	3.5727	8.710	.003	-4.239	461
	Urban	3.7897				
Interpersonal Relations	Rural	3.6655	.123	-4.225	461	.000
	Urban	3.8494				
Academic Performance	Rural	3.8618	.445	-.771	461	.441
	Urban	3.8968				
Empowerment	Rural	3.7401	.012	-2.016	461	.044
	Urban	3.8267				
Self Development	Rural	3.5547	6.704	.010	-1.569	461
	Urban	3.6299				

H_0: There is no statistically significant region wise impact of social media usage on the respondents.

H_2: There is statistically significant region wise impact of social media usage on the respondents.

Interpretation
Table – 6.3. Descriptive Statistics and Independent Samples T Test for Region and Impact of Social Media variables on the respondents explores that
Addiction where t461 = -4.239, p=.000 < 0.05 with mean difference (t-value) is -.21705.
Interpersonal Relations where t461= -4.225, p=.000 < 0.05 with mean difference (t-value) is -.18381.
Empowerment where t 461= -2.016, p=.044 < 0.05 with mean difference (t-value) is -.08659
In the above variables, the p value is less than 0.05 so the null hypothesis (H0) is rejected. Hence, there is statistically significant region wise impact of social media usage on the respondents.
Physical Health where t 461= -721, p=.471 > 0.05 with mean difference (t-value) is -.03312.
Mental Health where t 461= -.373, p= .710 > 0.05 with mean difference (t-value) is -.02259.
Emotional Health where t 461= -.520, p=.604 > 0.05 with mean difference (t-value) is -.02476
Academic Performance where t 461= -.771, p=.441 > 0.05 with mean difference (t-value) is -.03504
Self Development where t 461= -1.569, p=.117 > 0.05 with mean difference (t-value) is -.07526
In the above variables, the p value is greater than 0.05 so the null hypothesis (H0) is failed to reject. Hence, there is no statistically significant region wise impact of social media usage on the respondents.

Table – 6.4. Descriptive Statistics and Independent Samples T Test for Marital Status and Impact of Social Media variables on the respondents

Impact of social media variables	Region	Mean	F	t	df	Sig. (2-tailed)
Physical Health	Unmarried	3.6325	.039	1.195	461	.233
	Married	3.5686				
Mental Health	Unmarried	3.8776	.532	.466	-.516	461
	Married	3.9141				
Emotional Health	Unmarried	3.5879	3.117	.078	-1.049	461
	Married	3.6462				
Addiction	Unmarried	3.7136	.003	.954	.541	461
	Married	3.6808				
Interpersonal Relations	Unmarried	3.7419	.482	-3.206	461	.001
	Married	3.9058				
Academic Performance	Unmarried	3.9209	3.783	3.184	461	.002
	Married	3.7538				
Empowerment	Unmarried	3.8163	2.185	2.042	461	.042
	Married	3.7141				
Self Development	Unmarried	3.5454	5.993	-4.511	461	.000
	Married	3.7929				

H_0: There is no statistically significant marital status wise impact of social media usage on the respondents.

H_3: There is statistically significant marital status wise impact of social media usage on the respondents.

Interpretation
Table – 6.4. Descriptive statistics and Independent Samples T Test for marital status and Impact of Social Media variables on the respondents explores that
Interpersonal Relations where t461= -3.206, p=.001 < 0.05 with mean difference (t-value) is -.16389.
Academic Performance where t 461= 3.184, p=.002 > 0.05 with mean difference (t-value) is -.16705
Empowerment where t 461= 2.048, p=.042 < 0.05 with mean difference (t-value) is .10224
Self Development where t 461= -4.511, p=.000 > 0.05 with mean difference (t-value) is -.24754
In the above variables, the p value is less than 0.05 so the null hypothesis (H0) is rejected. Hence, there is statistically significant marital status wise impact of social media usage on the respondents.

Physical Health where t 461= 1.195, p=.233 > 0.05 with mean difference (t-value) is -.06391.
Mental Health where t 461= -.516, p= .606 > 0.05 with mean difference (t-value) is -.03648.
Emotional Health where t 461= -1.049, p=.296 > 0.05 with mean difference (t-value) is -.05822
Addiction where t461 = .541, p=.589 < 0.05 with mean difference (t-value) is -.03288.
In the above variables, the p value is greater than 0.05 so the null hypothesis (H0) is failed to reject. Hence, there is no statistically significant marital status wise impact of social media usage on the respondents.

Table – 6.5. Descriptive Statistics and Independent Samples T Test for Social Media Literacy and Impact of Social Media variables on the respondents.

Impact of social media variables	Region	Mean	F	t	df	Sig. (2-tailed)
Physical Health	Fully Literate	3.6204	.028	-.220	461	.026
	Partially Literate	3.6113				
Mental Health	Fully Literate	3.8886	.387	.059	461	.953
	Partially Literate	3.8847				
Emotional Health	Fully Literate	3.5557	.225	-1.249	461	.012
	Partially Literate	3.6195				
Addiction	Fully Literate	3.7234	.005	.430	461	.667
	Partially Literate	3.6993				
Interpersonal Relations	Fully Literate	3.7567	.041	-.650	461	.516
	Partially Literate	3.7876				
Academic Performance	Fully Literate	3.9363	1.496	1.531	461	.027
	Partially Literate	3.8618				
Empowerment	Fully Literate	3.8353	.005	1.278	461	.002
	Partially Literate	3.7763				
Self Development	Fully Literate	3.5607	3.337	-1.101	461	.272
	Partially Literate	3.6174				

H_0: There is no statistically significant social media literacy wise impact of social media usage on the respondents.

H_4: There is statistically significant social media literacy wise impact of social media usage on the respondents.

Interpretation
Table – 6.5. Descriptive statistics and Independent Samples T Test for social media literacy and Impact of Social Media variables on the respondents explores that
Physical Health where t 461= -220, p=.026 > 0.05 with mean difference (t-value) is -.01083.
Emotional Health where t 461= -1.249, p=.012 > 0.05 with mean difference (t-value) is -.06373
Academic Performance where t 461= 1.531, p=.027 > 0.05 with mean difference (t-value) is .07451
Empowerment where t 461= 1.278, p=.002 > 0.05 with mean difference (t-value) is .05903
In the above variables, the p value is less than 0.05 so the null hypothesis (H0) is rejected. Hence, there is statistically significant social media literacy wise impact of social media usage on the respondents.
Mental Health where t 461= -.059, p= .953 > 0.05 with mean difference (t-value) is -.00386.
Addiction where t461 = .439, p=.667 > 0.05 with mean difference (t-value) is .02409
Interpersonal Relations where t461= -.650, p=.516 > 0.05 with mean difference (t-value) is -.03092

Self Development where t 461= -1.101, p=.272 > 0.05 with mean difference (t-value) is -.05673
In the above variables, the p value is greater than 0.05 so the null hypothesis (H0) is failed to reject. Hence, there is no statistically significant social media literacy wise impact of social media usage on the respondents.

Table – 6.6. Descriptive Statistics and One-Way ANOVA for Age and Impact of Social Media variables on the respondents

Impact of social media variables	Region	Mean	F	df	Sig. (2-tailed)
Physical Health	18 - 22 years	3.6629	2.960	3 459	.032
	23 - 27 years	3.6148			
	28 - 32 years	3.4567			
	33 – 37 years	3.5111			
Mental Health	18 – 22 years	3.8180	2.654	3 459	.048
	23 - 27 years	4.0046			
	28 - 32 years	3.8780			
	33 – 37 years	3.8815			
Emotional Health	18 – 22 years	3.6329	1.009	3 459	.388
	23 - 27 years	3.5870			
	28 - 32 years	3.5106			
	33 – 37 years	3.5432			
Addiction	18 – 22 years	3.6824	4.643	3 459	.003
	23 - 27 years	3.8208			
	28 - 32 years	3.5007			
	33 – 37 years	3.6691			
Interpersonal Relations	18 – 22 years	3.6917	12.109	3 459	.000
	23 - 27 years	3.8991			
	28 - 32 years	3.6766			
	33 – 37 years	4.1037			
Academic Performance	18 – 22 years	3.9301	4.315	3 459	.005
	23 - 27 years	3.8778			
	28 - 32 years	3.8184			
	33 – 37 years	3.6025			
Empowerment	18 – 22 years	3.8329	3.738	3 459	.011
	23 - 27 years	3.8060			
	28 - 32 years	3.6567			
	33 – 37 years	3.6049			
Self Development	18 – 22 years	3.5347	13.145	3 459	.000
	23 - 27 years	3.5569			
	28 - 32 years	3.8184			
	33 – 37 years	4.0593			

H_0: There is no statistically significant age wise impact of social media usage on the respondents.

H_5**:** There is statistically significant age wise impact of social media usage on the respondents.

Interpretation

Table – 6.6. Descriptive Statistics and One-Way ANOVA for Age and Impact of Social Media variables on the respondents

Physical Health where F(3, 459) = 2.960, p=.032 < 0.05.
Mental Health where F (3, 459) = 2.654, p=.048 < 0.05.
Addiction where F (3, 459) = 4.643, p=.003 < 0.05.
Interpersonal Relations where F(3, 459) = 12.109, p=.000 < 0.05.
Academic Performance where F (3, 459) = 4.315, p=.005 < 0.05.
Empowerment where F(3, 459) = 3.738, p=.011 < 0.05.
Self Development where F (3, 459) = 13.145, p=.000 < 0.05.
In the above variables, the p value is less than 0.05 so the null hypothesis (H0) is rejected. Hence, there is statistically significant age wise impact of social media usage on the respondents.
Emotional Health where F(3, 459) = 1.009, p=.388 > 0.05.
In the above variable, the p value is greater than 0.05 so the null hypothesis (H0) is failed to reject. Hence, there is no statistically significant age wise impact of social media usage on the respondents.

VII. FINDING AND DISCUSSIONS

1. The majority are male (55.1%) respondents
2. The majority of (52.9%) respondents are of at age group 18 – 22 years.
3. The majority of 285 (61.6%) respondents are from urban region.
4. The majority of 359 (77.5%) respondents are unmarried.
5. The majority of 329 (71.1%) respondents are partially literate about access of social media
6. The Independent Sample T Test for gender and impact of social media usage, the null hypothesis (H0) is rejected for these variables Physical Health, Emotional Health, Interpersonal Relations, Empowerment, and Self-Development. Null hypothesis (H0) is failed to reject for these variables Mental Health, Addiction, and Academic Performance. Hence, there is a more negative impact on female gender as the mean values are slightly greater for female respondents compared to male respondents.
7. The Independent Sample T Test for region and impact of social media usage, the null hypothesis (H0) is rejected for these variables Addiction, Interpersonal Relations, and Empowerment. Null hypothesis (H0) is failed to reject for these variables Physical Health, Mental Health, Emotional Health, Academic Performance and Self-Development. There is impact of social media usage on in urban region respondents as their mean values are higher than rural region respondents.
8. The Independent Sample T Test for marital status and impact of social media usage, the null hypothesis (H0) is rejected for these variables Interpersonal Relations, Academic Performance, Empowerment and Self Development. Null hypothesis (H0) is failed to reject for these variables Physical Health, Mental Health, Emotional Health and Addiction. There is an impact of social media usage on both unmarried and married respondents.
9. The Independent Sample T Test for social media literacy and impact of social media usage, the null hypothesis (H0) is rejected for these variables Physical Health, Emotional Health, Academic Performance, and Empowerment. Null hypothesis (H0) is failed to reject for these variables Mental Health, Addiction, Interpersonal Relations and Self Development. There is an impact of social media usage on both social media literate and partially literate respondents.
10. The One-Way ANOVA for age and impact of social media usage, the null hypothesis (H0) is rejected for these variables Physical Health, Mental Health, Addiction, Interpersonal Relations, Academic Performance, Empowerment, and Self-Development. Null hypothesis (H0) is failed to reject for the variable Emotional Health. There is an impact of social media usage on all the age groups of the study.

VIII. SUGGESTIONS

• In order to emphasize the value of interpersonal relationships in fostering empathy in interpersonal, social, and online interactions, respondents especially those who are new to using social media—should incorporate improvements in digital etiquette, social skills, and communication.
• In order to improve focus, the respondents should take the initiative to reduce addiction by designating specific locations or times such as study rooms, bedrooms, bathrooms, and libraries where no electronic device, particularly social media, is allowed.
• The respondents should participate in emotional intelligence training programs to help them gain the ability to recognize, comprehend, control, and manage their own emotions as well as those of others. This will be helpful in both their personal and professional lives as well as when using social media platforms.
• To encourage positive social media behaviors, the respondents ought to take the initiative on their own by choosing peer leaders. Peer-led initiatives have the potential to provide significant effects since respondents may be more open to receiving guidance from their peers.

IX. CONCLUSION

The findings reveal notable variations in social media engagement across different demographic groups. Factors such as gender, age, region, marital status, and social media literacy are majors that have demonstrated distinct influences on the frequency and types of social media variables among university students. Different cultural norms and values may impact how respondents engage with social media, potentially leading to misunderstandings or conflicts. Younger students may be more susceptible to cyberbullying, harassment, or exposure to inappropriate content on social media platforms. Both genders can experience cyberbullying, affecting mental health and well-being.

Married individuals, particularly those with families, may find it challenging to balance social media usage with family responsibilities. Younger students might not fully grasp the importance of privacy settings, making them more vulnerable to potential security risks and identity theft. Lack of awareness about healthy social media habits may contribute to addiction, affecting academic performance and overall well-being. Understanding all aspects, the respondents as well as the academic institutions should formulate the strategies that can enhance the communication, collaboration, and engagement within the academic community.

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