Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 4, Issue 3 (2026)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

Gender, Technology, and Digital Sociality: An Empirical Analysis of Social Media Practices, Trust Relations, and Feminist Reflections among Students in Pakistan

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ABSTRACT

This study examined the relationship between social media practices, gendered technology, trust relations, and feminist reflections among higher education students in Punjab, Pakistan. A quantitative, cross-sectional survey design was employed at a public-sector university. The study population comprised male and female students enrolled in BS programs across economics, education, history and Pakistan studies, political science and international relations, psychology, and sociology. Using Yamane (1967) formula, a sample of 397 students from the 1st, 3rd, 5th, and 7th semesters were selected through proportionate random sampling. Data were collected using a structured questionnaire comprising measures of social media practices, gendered technology, trust relations, and feminist reflections. A pilot study with 25 students demonstrated acceptable internal consistency, with Cronbach's alpha coefficients ranging from .708 to .867 and an overall reliability of .911. Descriptive statistics and chi-square tests were employed for data analysis. The findings indicate that feminist reflections are associated with students' content engagement, social networking, content sharing, social interaction, gendered norms, narratives, representations, impacts, individual rights and opportunities, social structures, social media practices, gendered technology, and trust relations. The study highlights digital platforms as important social spaces for negotiating gender-related ideas and experiences in higher education.

Keywords: Social Media Practices, Gendered Technology, Trust Relations, Feminist Reflections, Higher Education

Introduction

It has been recognized that trust is essential in the world of technology (Bender, 2011). It has been linked with the students being more likely to participate in social

Online ISSN 3007-3197
Print ISSN 3007-3189

media practices, share intelligence, or use advanced technologies on a routine basis (Sreelakshmi & Sanny, 2022). Similarly, it identifies applications that are convenient to use, and content technologies encourage students to generate original material for educational and academic goals (Shunqing & Shishi, 2023). It has also been reported that these days it's ordinary to hack social media accounts, identity theft, and unauthorized use of social media photographs (Mondal, Datta, & Mondal, 2015). It has been linked that students have opportunity to acquire more trust in their studies using network project demos, webinars, and conceptual discussions of education (Shoaib, Srosh, Mobeen, & Abdullah, 2026a, 2026b; Shoaib & Ullah, 2026). It has also been linked that students felt under scrutiny for posting their opinions and sensitive data on social platforms such as Facebook, Instagram, and relationships of trust has been destroyed (Narayanan et al., 2022; Shoaib, Shamraiz, Baneen, & Abdullah, 2026c, 2026d; Shoaib, Shamraiz, Noor, & Abdullah, 2026). It has been identifying that social media practices in education are impact on gendered technologies and trust relations among students (Mamta et al., 2012; Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026b; Shoaib, Shamraiz, Baneen, & Abdullah, 2026a, 2026b). It has been revealed that social media platforms help students to interact fairly, trustworthy, and joyful digital wellness (Chaturvedi, Kumar, & Satya, 2009; Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a; Shoaib, Shamraiz, Abbas, & Abdullah, 2026; Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026a). It has been noticed that social media use builds trust relations as students interact with teachers in pleasant ways, get fair remarks, and participate equally in classroom (Wali, Datta, Shrestha, & Shrestha, 2016). It has been showed that students are the opportunity to gain more trust in their education with social networking exhibitions, and seminars (Nunes et al., 2023; Shoaib, Shahzadi, Iqbal, & Abdullah, 2026; Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026b, 2026c). It has been identifying that trust relations on social media are promoting feminist thoughts by promoting mutual respect, enhancing communication between students (Piernik et al., 2017; Shoaib, Sarfraz, Kausar, & Abdullah, 2026a, 2026b; Shoaib, Shahzadi, & Abdullah, 2026). It has been observed that gendered technologies are promoting trust relations and support equal use of social media in education (Shoaib, Noor, Ditta, & Baneen, 2026a; Shoaib, Sarfraz, & Kausar, 2026a, 2026b). Furthermore, it has been acknowledged that social media participation in education has change the level of trust relations and gender roles among students from social, economic and cultural backgrounds (Mao et al., 2021; Shoaib, Noor, & Ditta, 2026a, 2026b, 2026c, 2026d, 2026e; Shoaib, Noor, Ditta, & Baneen, 2026b). It has been accepted that social networking sites build confidence in learning interactions and generated concerns about inequalities in education (Chanratana et al., 2018; Shoaib, Nazir, & Sheraz, 2026a, 2026b; Shoaib, Noor, Iqbal, & Abdullah, 2026; Shoaib, Noor, Mir, & Abdullah, 2026). It has been observed that social media practices help students to improve their abilities, expertise, sharing of information, and technical skills competency in education (Nematpour, Eshghizadeh, & Abraheh, 2020; Shoaib, Nazir, & Kausar, 2026; Shoaib, Nazir, & Mir, 2026; Shoaib, Nazir, & Rashid, 2026a, 2026b). It has been mentioned that social media use is improving the capacity of students to participate, build trust relations, engage digitally and technically in the classroom (Cui, Zhang, Sun, Chen, & Feng, 2018; Shoaib, Kausar, Sarfraz, & Abdullah, 2026a, 2026b, 2026c; Shoaib, Nazir, & Iqbal.,

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http://amresearchreview.com/index.php/Journal/about
Volume 4, Issue 3 (2026)

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

2026). Moreover, it has been found that unequal gendered technologies, internship possibilities and trust relations among students in education (Sharma, Mukhopadhyay, & Jassal, 2011). It has also been observed that unequal access of social networking, inequalities of student's enrolment, opportunities, trust relations, information and technological advances among students in education (Mousavi Shalmani et al., 2023; Shoaib, Iqbal, Iqbal, & Abdullah, 2026a; Shoaib, Iqbal, Baneen, & Abdullah, 2026a, 2026b, 2026c). Therefore, the main objective of this study is to empirically examine the relationships among gender, technology, social media practices, trust relations, and feminist reflections among higher education students in Pakistan, with particular emphasis on how gendered technological experiences and digital sociality shape trust relations and feminist perspectives.

Review of Literature

It had been asserted that social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Bojin, 2013; Hartmann-Villalta, 2025; Kanagasabai, 2023; Nandagiri, Senderowicz, & Sigle, 2025). In similar fashion, the argument of the study clinched that social media activities promoted supportive activism in the community and gave attention to female issues at tertiary level (Khader, 2020). Correspondingly, the results of the study pointed out that digital intervention contributed to getting significant points about equal rights for male and female students in higher education (Barbabela & Villalba, 2022; Shoaib, Ahmed, Iqbal, & Abdullah, 2026b; Shoaib, Ali, Ditta, & Abdullah, 2026; Shoaib, Ali, Hassan, & Abdullah, 2026; Shoaib, Iqbal, Iqbal, & Abdullah, 2026b). Uniformly, the analysis of the study revealed that social media had made students more aware of the rights of females by making content easy to find in educational settings (Mullings & Mukherjee, 2018). Similarly, the study findings asserted that feminist posts supported equality by speaking out towards false presumptions in the present day at tertiary level (Nagar, 2013; Shoaib, Abdullah, & Baneen, 2026a, 2026b; Shoaib, Ahmed, Iqbal, & Abdullah, 2026a, 2026c). Moreover, the study findings reported that feminist authors and creators told stories to assist individuals understand the challenges female faced in everyday life in educational environment (Harvey et al., 2016; Shoaib, Abbas, Ali, & Abdullah, 2026; Shoaib, Abbas, Shamraiz, & Abdullah, 2026; Shoaib, Abdullah, & Ali, 2026; Shoaib, Abdullah, & Baneen, 2026c). Furthermore, the argument of the researcher conveyed that the lack of female counsellors in higher education, hierarchical regimes, and educational materials all had an influence on gendered technologies (Shahzadi, Shoaib, Baneen, & Abdullah, 2026; Shahzadi, Shoaib, Iqbal, & Abdullah, 2026; Shamraiz, Shoaib, Baneen, & Shahzadi, 2026a, 2026b; Tejani, 2019). Moreover, the study found that feminist reflections between male and female students in higher education had been influenced by social media practices, gendered technology, and trust relations (Esteban, 2023; Sarfraz, Shoaib, Kausar, & Abdullah, 2026; Sarfraz, Shoaib, & Sheraz, 2026a, 2026b; Shahzadi, Shoaib, & Abdullah, 2026). For instance, the conclusion of the study mentioned that social media interactions on feminism motivated students to speak out against unjust societal standards at tertiary level (Leffler, Svedberg, & Botha, 2010; Nazir, Shoaib, & Mubeen, 2026; Noor, Ditta, & Shoaib, 2026; Noor, Shoaib, & Ditta, 2026; Sarfraz, Kausar, Shoaib, & Abdullah,

Online ISSN 3007-3197
Print ISSN 3007-3189

2026; Sarfraz, Sheraz, Shoaib, & Abdullah, 2026; Sarfraz, Shoaib, & Kausar, 2026). Specifically, the study findings indicated that gendered technology had put females at a competitive disadvantage as technologies were developed without taking account of their privacy issues or security requirements from digital learning resources (Arnesen, 2011).

It had also been found that social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Larijani, Shoaib, & Abedi, 2026; Nazir, Adnan, & Shoaib, 2026; Nazir, Shoaib, & Bukhari, 2026; Nazir, Shoaib, & Kausar, 2026). In similar fashion, the argument of the study clinched that females build networks of assistance, told stories, enhanced wellness, and build strength in the face of social expectations and demands in higher education (Ali, Abdullah, & Shaoib, 2026; Ali, Abdullah, & Shoaib, 2026a, 2026b; Ali, Shoaib, Shamraiz, & Abdullah, 2026; Ditta, Noor, Shoaib, & Baneen, 2026a, 2026b; Hajisoteriou & Neophytou, 2022). Correspondingly, the results of the study pointed out that feminist movements had promoted peace, achieved justice, and persuaded students to respect females in all spheres of life at tertiary level (Schwartz, 2014). Uniformly, the analysis of the study revealed that social media campaigns had motivated polite behavior and productive conversation among students in educational settings (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Ahmed, Shoaib, Iqbal, & Abdullah, 2026a, 2026b; Darmanin, 2013; Waris, Shoaib, Sharif, & Abdullah, 2025a, 2025b, 2025c). Similarly, the study findings asserted that females used social media platforms in higher education to securely raise awareness and knowledge at tertiary level (Pirttimaa, Takala, & Ladonlahti, 2015). Moreover, the study findings reported that equitable participation of females in higher education had been promoted by social media practices (Ongowo, 2022; Shoaib, Waris, Zaman, & Abdullah, 2025a, 2025b; Shoaib & Zaman, 2025; Shoaib, Zaman, & Abdullah, 2025; Waris, Shoaib, Iqbal, & Abdullah, 2025). Furthermore, the argument of the researcher conveyed that gender technology had restricted female students in higher education from getting an equivalent right in educational institutions (Graham, 2025). Moreover, the study found that in higher education reliability was a requirement for students to collaborate and express themselves academically on social media practices (Kanyemba, Dzinomwa, & Sony, 2023; Shoaib, Waris, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Waris, & Iqbal, 2025a, 2025b; Shoaib, Waris, Iqbal, & Abdullah, 2025). For instance, the conclusion of the study mentioned that professionally using social media had promoted interactions between students and had built an enjoyable learning atmosphere in higher education (Samadi & Kollathodi, 2023; Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Tariq, & Iqbal, 2025a, 2025b; Shoaib, Tariq, Rasool, & Iqbal, 2025). Specifically, the study findings indicated that students had the opportunity to gain more trust in their education with social networking, exhibitions, webinars, and conceptual talks (Divayana, 2018; Shoaib, Rasool, & Zaman, 2025a, 2025b, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025; Shoaib, Rasool, Zaman, & Ahmed, 2025).

Social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shoaib, Rasool, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Rasool, Iqbal, & Abdullah, 2025a, 2025b; Shoaib, Rasool, Kalsoom, & Ali, 2025). In similar fashion, the argument of the study

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http://amresearchreview.com/index.php/Journal/about
Volume 4, Issue 3 (2026)

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

clinched that relationships of trust on social media had promoted feminist reflections by building esteem for one another, better interpersonal interaction, and providing accessible platforms for exchange of information at tertiary level (Mukhamediev et al., 2024; Shoaib, 2025a, 2025b, 2025c; Shoaib & Abdullah, 2025; Shoaib, Ahmed, & Usmani, 2025a, 2025b). Correspondingly, the results of the study pointed out that feminist researchers had worked together with trust, shared their findings, and effectively expanded gender equality campaigns in higher education (Davidsson, 2023). Uniformly, the analysis of the study revealed that feminist reflection was helped with relevant conversation, privacy preservation, fair advocacy, and collaborative educational opportunities on social media (Barraood, Mohd, & Baharom, 2022). Similarly, the study findings asserted that trust relations had an impacted-on feminist thought through mutual responsibility, secure environments, and strong academic interactions at tertiary level (Ezenwoke & Adigun, 2021). Moreover, the study findings reported that positive impacts of social media networking among students had been limited by hierarchical dynamics, societal prejudices, and disparities in access to academic information in higher education (Fatorachian & Kazemi, 2024). Furthermore, the argument of the researcher conveyed that analytical thinking in higher education as a lack of guideline had led students to encounter misleading data about feminist philosophy on the internet at tertiary level (Shoaib, 2021, 2023a, 2023b, 2023c, 2024a, 2024b, 2024c, 2024d, 2024e). Moreover, the study found that modifications to legislation related to technological education at the tertiary level had reflected feminist perspectives (Chawki, 2024). For instance, the conclusion of the study mentioned that students were encouraged to participate in class activities, participate in small groups, and engage their analytical skills on social media platforms at tertiary level (Othman, 2023). Specifically, the study findings indicated that students' involvement with social media about their academic performance had motivated them to establish goals for their further education at tertiary level (Majrashi, 2018).

Data and Methods

The study employed a quantitative, cross-sectional survey design to examine social media practices, gendered technology, trust relations, and feminist reflections among higher education students. The study was conducted at a public-sector university in Punjab, Pakistan. The target population comprised male and female students enrolled in BS (4 Year) programs in economics, education, history and Pakistan studies, political science and international relations, psychology, and sociology, with students from the 1st, 3rd, 5th, and 7th semesters serving as the unit of analysis. Using Yamane’s (1967) formula, a sample of 397 students was selected through proportionate random sampling. Data were collected through a structured questionnaire administered in classrooms over one month. The instrument included socio-demographic, social media practices, gendered technology, trust relations, and feminist reflections sections, primarily measured on a four-point Likert scale. A pilot test with 25 students established acceptable reliability (α = .708–.867; overall α = .911). Data were coded, screened, and analyzed using descriptive statistics and chi-square tests.

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 4, Issue 3 (2026)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

Results and Discussion

This section presents the results of the primary data collected from the students enrolled in public sector university in the Punjab, Pakistan. The details are as followings;

Table 1
Descriptive Statistics of the Data

Variables	Range	Min.	Max.	Mean	Std. Dev.	Variance
Content Engagement	9	23	32	31.40	1.310	1.715
Social Networking Sites	16	16	32	29.13	2.872	8.250
Sharing of Contents	13	19	32	29.10	2.367	5.603
Social Interaction on Media	15	17	32	28.62	2.552	6.513
Content Performance	13	19	32	28.69	2.572	6.617
Reflection of Gendered Norms	16	16	32	28.49	2.854	8.144
Reflection of Gendered Path Structures	14	18	32	28.27	2.762	7.629
Language Use and Technology	13	19	32	28.45	2.460	6.051
Gendered Narratives	13	19	32	28.47	2.756	7.593
Gendered Representations	12	20	32	28.35	2.550	6.502
Gendered Impacts	15	17	32	28.52	2.661	7.078
Individual Rights	13	19	32	28.52	2.662	7.089
Individual Opportunities	55	17	72	28.30	3.563	12.697
Social Structures	14	18	32	28.05	2.648	7.010
Gendered Concerns	13	19	32	28.19	2.594	6.728
Social Media Practices	39	121	160	146.95	6.803	46.283
Gendered Technology	38	58	96	85.21	6.011	36.127
Trust Relations	32	64	96	85.34	5.828	33.962
Feminist Reflections	81	87	168	113.06	7.836	61.405

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 4, Issue 3 (2026)

Online ISSN 3007-3197
Print ISSN 3007-3189

http://amresearchreview.com/index.php/Journal/about

Table 1 revealed the descriptive statistics of the variables it presented. In the table, the value of range, minimum, maximum, mean, standard deviation, and variance had been provided. The analysis of the descriptive statistics asserted the values of content engagement as 9 range, 23 minimum score, 32 maximum score, 31.40 mean value, 1.310 standard deviation, and 1.715 variance. The analysis of the descriptive statistics asserted the values of social networking sites as 16 range, 16 minimum score, 32 maximum score, 29.13 mean value, 2.872 standard deviation, and 8.250 variance. The analysis of the descriptive statistics asserted the values of sharing of contents as 13 range, 19 minimum score, 32 maximum score, 29.10 mean value, 2.367 standard deviation, 5.603 variance. The analysis of the descriptive statistics asserted the values of social interaction on media as 15 range, 17 minimum score, 32 maximum score, 28.62 mean value, 2.552 standard deviation, and 6.513 variance. The analysis of the descriptive statistics asserted the values of content performance as 13 range, 19 minimum score, 32 maximum score, 28.69 mean value, 2.572 standard deviation, and 6.617 variance. The analysis of the descriptive statistics asserted the values of reflection of gendered norms as 16 range, 16 minimum score, 32 maximum score, 28.49 mean value, 2.854 standard deviation, and 8.144 variance. The analysis of the descriptive statistics asserted the values of reflection of gendered path structures as 14 range, 18 minimum score, 32 maximum score, 28.27 mean value, 2.762 standard deviation, and 7.629 variance. The analysis of the descriptive statistics asserted the values of gendered impacts as 15 range, 17 minimum score, 32 maximum score, 28.52 mean value, 2.661 standard deviation, and 7.078 variance. The analysis of the descriptive statistics asserted the values of gendered narratives as 13 range, 19 minimum score, 32 maximum score, 28.47 mean value, 2.756 standard deviation, and 7.593 variance. The analysis of the descriptive statistics asserted the values of gendered representations as 12 range, 20 minimum score, 32 maximum score, 28.35 mean value, 2.550 standard deviation, and 6.502 variance. The analysis of the descriptive statistics asserted the values of gendered impacts as 15 range, 17 minimum score, 32 maximum score, 28.52 mean value, 2.661standard deviation, and 7.078 variance. The analysis of the descriptive statistics asserted the values of individual rights as 13 range, 19 minimum score, 32 maximum score, 28.52 mean value, 2.662 standard deviation, and 7.089 variance. The analysis of the descriptive statistics asserted the values of individual opportunities as 55 range, 17 minimum score, 72 maximum score, 28.30 mean value, 3.563 standard deviation, and 12.697 variance. The analysis of the descriptive statistics asserted the values of social structures as 14 range, 18 minimum score, 32 maximum score, 28.05 mean value, 2.648 standard deviation, and 7.010 variance. The analysis of the descriptive statistics asserted the values of gendered concerns as 13 range, 19 minimum score, 32 maximum score, 28.19 mean value, 2.594 standard deviation, and 6.728 variance. The analysis of the descriptive statistics asserted the values of social media practices as 39 range, 121 minimum score, 160 maximum score, 146.95 mean value, 6.803 standard deviation, and 46.283 variance. The analysis of the descriptive statistics asserted the values of gendered technology as 38 range, 58 minimum score, 96 maximum score, 85.21 mean value, 6.011 standard deviation, and 36.127 variance. The analysis of the descriptive statistics asserted the values of trust relations as 32 range, 64 minimum score, 96 maximum score, 85.34 mean value, 5.828 standard deviation, and 33.962

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 4, Issue 3 (2026)

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

variance. The analysis of the descriptive statistics asserted the values of feminist reflections as 81 range, 87 minimum score, 168 maximum score, 113.06 mean value, 7.836 standard deviation, and 61.405 variance.

Table 2
Chi-Square Test (Dependent Variable: Feminist Reflections)

Sr. No.	Independent Variables	Chi-Square Value	Df	Asymp. Sig. (2-sided)
i	Content Engagement	730.857[a]	315	.000
ii	Social Networking Sites	860.455[a]	490	.000
iii	Sharing of Contents	1142.499[a]	420	.000
iv	Social Interaction on Media	980.525[a]	455	.000
v	Content Performance	980.525[a]	455	.000
vi	Reflection of Gendered Norms	932.348[a]	525	.000
vii	Reflection of Gendered Path Structures	932.348[a]	525	.000
viii	Language Use and Technology	932.348[a]	525	.000
ix	Gendered Narratives	932.348[a]	525	.000
x	Gendered Representations	932.348[a]	525	.000
xi	Gendered Impacts	473.074[a]	420	.037
xii	Individual Rights	473.074[a]	420	.037
xiii	Individual Opportunities	473.074[a]	420	.037
xiv	Social Structures	473.074[a]	420	.037
xv	Gendered Concerns	473.074[a]	420	.037
xvi	Social Media Practices	1476.359[a]	1085	.000
xvii	Gendered Technology	1070.410[a]	980	.023
xviii	Trust Relations	1555.424[a]	1260	.000

Table 2 presented the Chi-square test and feminist reflections as dependent variable. It is worth to mention here that there had an association (Chi-Square value = 730.857) between content engagement and feminist reflections. It is worth to mention here that there had an association (Chi-Square value = 860.455) between social networking sites and feminist reflection. It is worth to mention here that there had an association

Annual Methodological Archive Research Review
http://amresearchreview.com/index.php/Journal/about
Volume 4, Issue 3 (2026)

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

(Chi-Square value = 1142.499) between sharing of contents and feminist reflections. It is worth to mention here that there had an association (Chi-Square value = 980.525) between social interaction on media and feminist reflection. It is worth to mention here that there had an association (Chi-Square value = 980.525) between content performance and feminist reflections. It is worth to mention here that there had an association (Chi-Square value = 932.348) between reflection of gendered norms and feminist reflection. It is worth to mention here that there had an association (Chi-Square value = 932.348) between reflection of gendered path structures and feminist reflections. It is worth to mention here that there had an association (Chi-Square value = 932.348) between language use and technology and feminist reflection. It is worth to mention here that there had an association (Chi-Square value = 932.348) between gendered narratives and feminist reflections. It is worth to mention here that there had an association (Chi-square value = 932.348) gendered representations between and feminist reflections. It is worth to mention here that there had an association (Chi-Square value = 473.074) between gendered impacts and feminist reflections. It is worth to mention here that there had association (Chi-Square value = 473.074) between individual rights and feminist reflection. It is worth to mention here that there had an association (Chi-Square value = 473.074) between individual opportunities and feminist reflections. It is worth to mention here that there had an association (Chi-Square value = 473.074) between social structures and feminist reflection. It is worth to mention here that there had an association (Chi-Square value = 473.074) between gendered concerns and feminist reflections. It is worth to mention here that there had an association (Chi-Square value = 1476.359) between social media practices and feminist reflection. It is worth to mention here that there had an association (Chi-Square value = 1070.410) between gendered technology and feminist reflections. It is worth to mention here that there had an association (Chi-Square value = 1555.424) between trust relations and feminist reflection.

Conclusion

The study concludes that feminist reflections among higher education students are closely associated with their experiences of social media practices, gendered technology, and trust relations. The chi-square analysis examined the relationship between feminist reflections as the dependent variable and a range of independent variables, including content engagement, use of social networking sites, sharing of contents, social interaction on media, content performance, reflection of gendered norms, gendered path structures, language use and technology, gendered narratives, gendered representations, gendered impacts, individual rights, individual opportunities, social structures, gendered concerns, social media practices, gendered technology, and trust relations. Collectively, these dimensions indicate that students' engagement with digital platforms provides an important context for understanding how gender-related ideas, experiences, and concerns are reflected and negotiated. Social media practices facilitate interaction, content sharing, and exposure to diverse perspectives, whereas gendered technological experiences shape students' perceptions of norms, opportunities, rights, and social structures. Similarly, trust relations influence how students engage with and interpret digital content. The findings therefore highlight the relevance of examining digital environments as social spaces

Online ISSN 3007-3197
Print ISSN 3007-3189
http://amresearchreview.com/index.php/Journal/about

in which gendered narratives and representations are produced, encountered, and reflected upon. The study contributes to understanding the intersection of social media, technology, gender, and feminist consciousness in higher education and provides a basis for further empirical research on gendered digital experiences among university students.

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