

Social Networking Sites, Content Engagement, and Digital Content Sharing Practices among Students in Higher Education

Muhammad Shoaib (Corresponding Author)

Associate Professor, Department of Sociology,

University of Gujrat, Gujrat, Pakistan

Email: shoaibsoc@uog.edu.pk

Laiba Usman

M. Phil Scholar, Department of Sociology,

University of Gujrat, Gujrat, Pakistan

Email: laibamaliklaibamalik42@gmail.com

ABSTRACT

This study examined social networking sites, content engagement, and digital content sharing practices among students in higher education. A quantitative, cross-sectional survey design was employed at a public-sector university in Punjab, Pakistan. The target population comprised male and female students enrolled in BS programs within the Faculty of Social Sciences, representing the 1st, 3rd, 5th, and 7th semesters. A proportionate random sampling technique was used to ensure adequate representation across the participating departments. Using Yamane (1967) formula, a sample of 397 students was selected. Data were collected through a structured questionnaire administered in classrooms using a four-point Likert scale. A pilot study of 25 students established satisfactory instrument reliability, with Cronbach's alpha coefficients ranging from .708 to .867 and an overall reliability of .911. Data were analyzed using frequency distributions and percentages and presented in tabular form. The study provides an empirical understanding of students' use of social networking sites, their engagement with digital content, and their practices of sharing digital materials within the higher education context. The findings highlight the significance of digital platforms in contemporary student communication, interaction, and participation.

Keywords: Social Networking Sites, Content Engagement, Digital Content Sharing, Higher Education Students, Digital Practices

Introduction

Social networking sites have become an integral component of contemporary higher education, transforming how students communicate, access information, engage with digital content, and participate in online communities (Shoaib, Srosh, Mobeen, & Abdullah, 2026a, 2026b; Shoaib & Ullah, 2026). Platforms such as Facebook, Instagram, TikTok, YouTube, and other social media applications provide students

with opportunities to exchange ideas, share educational materials, express opinions, and maintain social relationships beyond conventional classroom environments (Shoaib, Shamraiz, Baneen, & Abdullah, 2026a, 2026b, 2026c, 2026d; Shoaib, Shamraiz, Noor, & Abdullah, 2026). Content engagement refers to students' active interaction with digital materials through viewing, commenting, reacting, discussing, and responding, whereas digital content sharing practices involve the creation, dissemination, and exchange of information through online platforms (Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a, 2026b; Shoaib, Shamraiz, Abbas, & Abdullah, 2026; Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026a, 2026b). These practices have important sociological implications because they influence patterns of communication, peer interaction, knowledge circulation, and participation among university students (Shoaib, Sarfraz, & Kausar, 2026a; Shoaib, Sarfraz, Kausar, & Abdullah, 2026a, 2026b). In higher education, students increasingly integrate social networking sites into both academic and everyday social activities (Shoaib, Noor, Ditta, & Baneen, 2026a, 2026b; Shoaib, Sarfraz, & Kausar, 2026b). Examining their networking behaviors, content engagement, and sharing practices therefore provide insights into changing forms of digital social interaction (Shoaib, Noor, & Ditta, 2026a, 2026b, 2026c, 2026d, 2026e). Hence, this study examines social networking sites, content engagement, and digital content sharing practices among students in higher education, emphasizing their role in contemporary student communication and digital participation.

Review of Literature

The studies had been conducted and found that social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Etim, Omole, & Araoye, 2022; Ezenwoke & Adigun, 2021; Santoso et al., 2024). In similar fashion, the argument of the study clinched that feminist attitudes had the ability to impact behaviors in the classroom, cooperative assignments, and kindness toward one another among all students through social media practices (Fatorachian & Kazemi, 2024; Shoaib, Nazir, & Sheraz, 2026a, 2026b; Shoaib, Noor, Iqbal, & Abdullah, 2026; Shoaib, Noor, Mir, & Abdullah, 2026). Correspondingly, the results of the study pointed out that feminist thinking had emphasized justice, respect, and equal involvement in educational settings at tertiary level (Sikombe & Phiri, 2021). Uniformly, the analysis of the study revealed that feminist reflections had enhanced tolerance and maintained relationships of trust in educational environment (Ayeni et al., 2018; Shoaib, Nazir, & Kausar, 2026; Shoaib, Nazir, & Mir, 2026; Shoaib, Nazir, & Rashid, 2026a, 2026b). Similarly, the study findings asserted that feminist students had planned events, spread knowledge, and promoted solidarity in higher education through social media technologies at tertiary level (Sharaf, 2022). Moreover, the study findings reported that students had the capacity to share their thoughts and regularly develop trust relations with their classmates due to social media practices (Moghrabi, 2022; Shoaib, Kausar, Sarfraz, & Abdullah, 2026a, 2026b, 2026c; Shoaib, Nazir, & Iqbal., 2026). Furthermore, the argument of the researcher conveyed that students' use of social media allowed them to support one another academically, shared confidence, and encouragement in groups at tertiary level (Edoziuno et al., 2020). Moreover, the study found that social media

platforms provided students with the opportunity to communicate oneself honestly and built relationships based on trust (Hassan, Michael, & Mrutu, 2018). For instance, the conclusion of the study mentioned that students were able to be built dependable, trustworthy relationships across activities, handled issues respectfully, and shared information effectively through technology in higher education (Othman, 2023; Shoaib, Iqbal, Iqbal, & Abdullah, 2026a; Shoaib, Iqbal, Baneen, & Abdullah, 2026a, 2026b, 2026c). Specifically, the study findings indicated that use of technology students were able to kept up a strong sense of confidence and unity within their academic institutions during difficult periods at tertiary level (Shoaib, Ahmed, Iqbal, & Abdullah, 2026b; Shoaib, Ali, Ditta, & Abdullah, 2026; Shoaib, Ali, Hassan, & Abdullah, 2026; Shoaib, Iqbal, Iqbal, & Abdullah, 2026b).

Social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shoaib, Abdullah, & Baneen, 2026a, 2026b; Shoaib, Ahmed, Iqbal, & Abdullah, 2026a, 2026c). In similar fashion, the argument of the study clinched that social media communications had fostered trust relationships in educational settings at tertiary level (Bishop, 2022). Correspondingly, the results of the study pointed out that working together posts had enhanced the level of trust relations through helping students to participate equitably and effectively in educational activities (Shoaib, Abbas, Ali, & Abdullah, 2026; Shoaib, Abbas, Shamraiz, & Abdullah, 2026; Shoaib, Abdullah, & Ali, 2026; Shoaib, Abdullah, & Baneen, 2026c). Uniformly, the analysis of the study revealed that in higher education females had used social media networks to effectively spread knowledge and consciousness at tertiary level (Gauthier, 2021). Similarly, the study findings asserted that social media platforms increased trust relationships by increasing equal treatment, respect for one another, and tolerant digital contribution at tertiary level (Sills et al., 2016). Moreover, the study findings reported that social media practices had built trust relations by encouraging thoughts and disciplined communication under pressure to perform well educationally in higher education (Shahzadi, Shoaib, Iqbal, & Abdullah, 2026; Shamraiz, Shoaib, Baneen, & Shahzadi, 2026a, 2026b). Furthermore, the argument of the researcher conveyed that access to equitable technologies for classroom and experimental settings facilitated fair use of social media practices in higher education (Hill, 2016). Moreover, the study found that social media assisted in raising information of educational activities at tertiary level (Sarfraz, Shoaib, & Sheraz, 2026a, 2026b; Shahzadi, Shoaib, & Abdullah, 2026; Shahzadi, Shoaib, Baneen, & Abdullah, 2026). For instance, the conclusion of the study mentioned that professional use of social media helped student's interactions and provided an environment of encouragement in higher education. Specifically, the study findings indicated that feminist reflections encouraged respectful conversations in educational settings at tertiary level (Noor, Shoaib, & Ditta, 2026; Sarfraz, Kausar, Shoaib, & Abdullah, 2026; Sarfraz, Sheraz, Shoaib, & Abdullah, 2026; Sarfraz, Shoaib, & Kausar, 2026; Sarfraz, Shoaib, Kausar, & Abdullah, 2026).

Data and Methods

This study employed a quantitative, cross-sectional survey design to examine social networking sites, content engagement, and digital content sharing practices among students in higher education. The study was conducted at a public-sector university in

Punjab, Pakistan. The target population comprised male and female students enrolled in BS programs within the Faculty of Social Sciences, representing students from the 1st, 3rd, 5th, and 7th semesters. A proportionate random sampling technique was employed to ensure appropriate representation across the participating departments. Using Yamane's (1967) formula, a sample of 397 students was selected and proportionately allocated according to departmental representation. Data were collected through a structured questionnaire administered in classrooms over approximately one month. The instrument consisted of items measuring social networking sites, content engagement, and digital content sharing practices, primarily using a four-point Likert scale ranging from strongly disagree to strongly agree. A pilot study involving 25 students was conducted to assess the reliability of the instrument. Cronbach's alpha coefficients for the individual constructs ranged from .708 to .867, whereas the overall reliability coefficient was .911, demonstrating satisfactory to high internal consistency. After data collection, responses were coded, screened, and prepared for analysis. Frequency distributions and percentages were calculated to summarize the data, and the findings were presented systematically in tables for interpretation.

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;

Content Engagement: Table 1 presented the response of students towards content engagement. The primary data dispersed the response of university students towards the students given in the table i.e. 'you read different contents on social media'. The analysis had been distributed with in different response of the students and indicated 94.2 percent of items as strongly agree with the items mentioned in the tables as 'you read different contents on social media'. Similarly, the response had also in favour of agree as 4.8 percent. It is noted that only 0.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you read different contents on social media'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you read different contents on social media'.

Table 1

Response of Students towards Content Engagement

SD=Strongly Disagree to SA=Strongly Agree

S. No.	Statement	SD % (f)	D % (f)	A % (f)	SA % (f)
i	You read different contents on social media	00.3 (01)	00.8 (03)	04.8 (19)	94.2 (374)
ii	You share learning posts on social media	00.0 (01)	00.8 (03)	04.8 (19)	94.5 (375)
iii	You follow social media pages for new knowledge	00.3 (01)	00.8 (03)	02.8 (11)	96.2 (382)

iv	Females follow fashion content on social media	00.3 (01)	01.0 (04)	04.8 (19)	94.0 (373)
v	Males follow political content on social media	00.3 (01)	00.8 (03)	04.0 (16)	95.0 (377)
vi	Females are engaged with cooking content on social media	00.0 (01)	00.5 (02)	05.5 (22)	94.0 (373)
vii	Fitness activities have been linked to males positively	00.3 (01)	01.3 (05)	07.1 (28)	91.4 (363)
viii	Females post beauty tips on social media	00.5 (02)	01.3 (05)	07.1 (28)	91.2 (362)

The primary data dispersed the response of university students towards the students given in the table i.e. 'you share learning posts on social media'. The analysis had been distributed with in different response of the students and indicated 94.5 percent of items as strongly agree with the items mentioned in the tables as 'you share learning posts on social media'. Similarly, the response had also in favour of agree as 4.8 percent. It is noted that only 0.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you share learning posts on social media'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you share learning posts on social media'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you follow social media pages for new knowledge'. The analysis had been distributed with in different response of the students and indicated 96.2 percent of items as strongly agree with the items mentioned in the tables as 'you follow social media pages for new knowledge'. Similarly, the response had also in favour of agree as 2.8 percent. It is noted that only 0.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you follow social media pages for new knowledge'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students "you follow social media pages for new knowledge".

The primary data dispersed the response of university students towards the students given in the table i.e. 'females follow fashion content on social media'. The analysis had been distributed with in different response of the students and indicated 94.0 percent of items as strongly agree with the items mentioned in the tables as 'females follow fashion content on social media'. Similarly, the response had also in favour of agree as 4.8 percent. It is noted that only 0.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'females follow fashion content on social media'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'females follow fashion content on social media'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'males follow political content on social media'. The analysis had been distributed with in different response of the students and indicated 95.0 percent of items as strongly agree with the items mentioned in the tables as 'males follow political content on social media'. Similarly, the response had also in favour of agree as 4.0 percent. It is noted that only 0.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'males follow

political content on social media'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'males follow political content on social media'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'females are engaged with cooking content on social media'. The analysis had been distributed with in different response of the students and indicated 94.0 percent of items as strongly agree with the items mentioned in the tables as 'females are engaged with cooking content on social media'. Similarly, the response had also in favour of agree as 5.5 percent. It is noted that only 0.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'females are engaged with cooking content on social media'. Consequently, the major proportion of the unity students had been in favour of agreement towards the 'females are engaged with cooking content on social media'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'fitness activities have been linked to males positively'. The analysis had been distributed with in different response of the students and indicated 91.4 percent of items as strongly agree with the items mentioned in the tables as 'fitness activities have been linked to males positively'. Similarly, the response had also in favour of agree as 7.1 percent. It is noted that only 0.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'fitness activities have been linked to males positively'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'fitness activities have been linked to males positively'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'females post beauty tips on social media'. The analysis had been distributed with in different response of the students and indicated 91.2 percent of items as strongly agree with the items mentioned in the tables as 'females post beauty tips on social media'. Similarly, the response had also in favour of agree as 7.1 percent. It is noted that only 0.5 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'females post beauty tips on social media'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'females post beauty tips on social media'.

Social Networking Sites: Table 2 indicated the response of students towards social networking sites. The primary data dispersed the response of university students towards the students given in the table i.e. 'you frequently exchange academic notes on WhatsApp'. The analysis had been distributed with in different response of the students and indicated 79.3 percent of items as strongly agree with the items mentioned in the tables as 'you frequently exchange academic notes on WhatsApp'. Similarly, the response had also in favour of agree as 13.6 percent. It is noted that only 2.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you frequently exchange academic notes on WhatsApp'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you frequently exchange academic notes on WhatsApp'.

Table 2

Response of Students towards Social Networking Sites

SD=Strongly Disagree to SA=Strongly Agree

S. No.	Statement	SD % (f)	D % (f)	A % (f)	SA % (f)
i	You frequently exchange academic notes on WhatsApp	02.3 (09)	04.8 (19)	13.6 (54)	79.3 (315)
ii	You use the LinkedIn network for searching contents	02.8 (11)	04.8 (19)	19.1 (76)	73.3 (291)
iii	You use Messenger for study-based conversations	02.0 (08)	05.8 (23)	16.4 (65)	75.8 (301)
iv	You upload academic achievements on Instagram	01.0 (04)	05.0 (20)	16.4 (65)	77.6 (308)
v	You watch TikTok videos to learn soft skills	02.8 (11)	04.8 (19)	17.4 (69)	75.1 (298)
vi	You forward study memories with friends on snapchat	02.5 (10)	05.3 (21)	18.4 (73)	73.8 (293)
vii	You share academic success on WhatsApp	02.8 (11)	05.5 (22)	19.9 (79)	71.8 (285)
viii	You get educational announcements on twitter	03.0 (12)	07.6 (30)	21.2 (84)	68.3 (271)

The primary data dispersed the response of university students towards the students given in the table i.e. 'you use the LinkedIn network for searching contents'. The analysis had been distributed with in different response of the students and indicated 73.3 percent of items as strongly agree with the items mentioned in the tables as 'you use the LinkedIn network for searching contents'. Similarly, the response had also in favour of agree as 19.1 percent. It is noted that only 2.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you use the LinkedIn network for searching contents'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you use the LinkedIn network for searching contents'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you use Messenger for study-based conversations'. The analysis had been distributed with in different response of the students and indicated 75.8 percent of items as strongly agree with the items mentioned in the tables as 'you use Messenger for study-based conversations'. Similarly, the response had also in favour of agree as 16.4 percent. It is noted that only 2.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you use Messenger for study-based conversations'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you use Messenger for study-based conversations'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you upload academic achievements on Instagram'. The analysis had been distributed with in different response of the students and indicated 77.6 percent of items as strongly agree with the items mentioned in the tables as 'you

upload academic achievements on Instagram'. Similarly, the response had also in favour of agree as 16.4 percent. It is noted that only 1.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you upload academic achievements on Instagram'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you upload academic achievements on Instagram'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you watch TikTok videos to learn soft skills'. The analysis had been distributed with in different response of the students and indicated 75.1 percent of items as strongly agree with the items mentioned in the tables as 'you watch TikTok videos to learn soft skills'. Similarly, the response had also in favour of agree as 17.4 percent. It is noted that only 2.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you watch TikTok videos to learn soft skills'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you watch TikTok videos to learn soft skills'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you forward study memories with friends on Snapchat'. The analysis had been distributed with in different response of the students and indicated 73.8 percent of items as strongly agree with the items mentioned in the tables as 'you forward study memories with friends on Snapchat'. Similarly, the response had also in favour of agree as 18.4 percent. It is noted that only 2.5 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you forward study memories with friends on Snapchat'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you forward study memories with friends on Snapchat'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you share academic success on WhatsApp'. The analysis had been distributed with in different response of the students and indicated 71.8 percent of items as strongly agree with the items mentioned in the tables as 'you share academic success on WhatsApp'. Similarly, the response had also in favour of agree as 19.9 percent. It is noted that only 2.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you share academic success on WhatsApp'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you share academic success on WhatsApp'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you get educational announcements on twitter'. The analysis had been distributed with in different response of the students and indicated 68.3 percent of items as strongly agree with the items mentioned in the tables as 'you get educational announcements on twitter'. Similarly, the response had also in favour of agree as 21.2 percent. It is noted that only 3.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you get educational announcements on twitter'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'You get educational announcements on twitter'.

Sharing of Contents: Table 3 asserted the response of students towards sharing of contents. The primary data dispersed the response of university students towards the students given in the table i.e. ‘you share educational materials with friends’. The analysis had been distributed with in different response of the students and indicated 83.9 percent of items as strongly agree with the items mentioned in the tables as ‘you share educational materials with friends’. Similarly, the response had also in favour of agree as 11.6 percent. It is noted that only 1.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as ‘you share educational materials with friends’. Consequently, the major proportion of the unity students had been in favour of agreement towards the students ‘you share educational materials with friends’.

Table 3

Response of Students towards Sharing of Contents

SD=Strongly Disagree to SA=Strongly Agree

S. No.	Statement	SD % (f)	D % (f)	A % (f)	SA % (f)
i	You share educational materials with friends	01.3 (05)	03.3 (13)	11.6 (46)	83.9 (333)
ii	You share academic posts with friends on Facebook	01.5 (06)	03.5 (14)	23.2 (92)	71.8 (285)
iii	You forward informational reels on Instagram	02.5 (10)	06.5 (26)	19.1 (76)	71.8 (285)
iv	You share YouTube channels link with friends	02.0 (08)	05.3 (21)	21.9 (87)	70.8 (281)
v	You discuss assignments topics through social media	01.8 (07)	06.5 (26)	22.4 (89)	69.3 (275)
vi	You share research articles on social media	01.0 (04)	03.8 (15)	20.9 (83)	74.3 (295)
vii	You forward educational videos with friends	01.8 (07)	04.5 (18)	22.7 (90)	71.0 (282)
viii	You provide knowledgeable updates through social media	02.3 (09)	07.3 (29)	23.9 (95)	66.5 (264)

The primary data dispersed the response of university students towards the students given in the table i.e. ‘you share academic posts with friends on Facebook’. The analysis had been distributed with in different response of the students and indicated 71.8 percent of items as strongly agree with the items mentioned in the tables as ‘you share academic posts with friends on Facebook’. Similarly, the response had also in favour of agree as 23.2 percent. It is noted that only 1.5 percent of the university students in favour of strongly disagree with the items mentioned in the table as ‘you share academic posts with friends on Facebook’. Consequently, the major proportion of the unity students had been in favour of agreement towards the students ‘you share academic posts with friends on Facebook’.

The primary data dispersed the response of university students towards the students given in the table i.e. ‘you forward informational reels on Instagram’. The analysis

had been distributed with in different response of the students and indicated 71.8 percent of items as strongly agree with the items mentioned in the tables as 'you forward informational reels on Instagram'. Similarly, the response had also in favour of agree as 19.1 percent. It is noted that only 2.5 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you forward informational reels on Instagram'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you forward informational reels on Instagram'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you share YouTube channels link with friends'. The analysis had been distributed with in different response of the students and indicated 70.8 percent of items as strongly agree with the items mentioned in the tables as 'you share YouTube channels link with friends'. Similarly, the response had also in favour of agree as 21.9 percent. It is noted that only 2.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you share YouTube channels link with friends'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you share YouTube channels link with friends'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you discuss assignments topics through social media'. The analysis had been distributed with in different response of the students and indicated 69.3 percent of items as strongly agree with the items mentioned in the tables as 'you discuss assignments topics through social media'. Similarly, the response had also in favour of agree as 22.4 percent. It is noted that only 1.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you discuss assignments topics through social media'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you discuss assignments topics through social media'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you share research articles on social media'. The analysis had been distributed with in different response of the students and indicated 74.3 percent of items as strongly agree with the items mentioned in the tables as 'you share research articles on social media'. Similarly, the response had also in favour of agree as 20.9 percent. It is noted that only 1.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you share research articles on social media'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you share research articles on social media'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you forward educational videos with friends'. The analysis had been distributed with in different response of the students and indicated 71.0 percent of items as strongly agree with the items mentioned in the tables as 'you forward educational videos with friends'. Similarly, the response had also in favour of agree as 22.7 percent. It is noted that only 1.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you forward educational videos with friends'. Consequently, the major proportion of the unity students had

been in favour of agreement towards the students 'you forward educational videos with friends'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you provide knowledgeable updates through media'. The analysis had been distributed with in different response of the students and indicated 66.5 percent of items as strongly agree with the items mentioned in the tables as 'you provide knowledgeable updates through media'. Similarly, the response had also in favour of agree as 23.9 percent. It is noted that only 2.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you provide knowledgeable updates through media'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you provide knowledgeable updates through media'.

Discussion

Content Engagement: The study summarized that university students read different contents on social media at tertiary level. Likewise, the study repeated that university students shared learning posts on social media at university level. Similarly, the study outlined that university students followed social media pages for new knowledge in higher education. Identically, the study findings pointed out that female students followed fashion content on social media at higher education level. Comparably, the study argued that male students followed political content on social media at tertiary level. Closely, the study revealed that females were engaged with cooking content on social media at university level. Uniformly, the study summarized that fitness activities had been linked to males positively in higher education. Correspondingly, the study found that females posted beauty tips on social media at higher education level. In similar fashion, the argument of the study clinched that disparity between male and female in the usage of modern technology at tertiary level had been highlighted the feminist reflections of internet based (Niemi, 2021). Uniformly, the analysis of the study revealed that instructors enabled students to use social media services carefully in class to stop misunderstandings and messiness in higher education (Mullen & Bartlett, 2024). Moreover, the study findings reported that feminist perspectives among male and female students in higher education had been altered by networking practices, patriarchal technological advances, and trust connections (Ofte, 2024). Moreover, the study found that social media engagement had become recognized by educational settings as a socially and integrity effective way to foster peaceful debate among every student at tertiary level (Leeman & Saharso, 2013). Specifically, the study findings indicated that students had utilized social media platforms for contrasting their university experiences with their fellows and other enrolled students across tertiary level (Levander, 2022).

Social Networking Sites: The study summarized that university students frequently exchanged academic notes on WhatsApp at tertiary level. Likewise, the study repeated that university students used the LinkedIn network for searching contents at university level. Similarly, the study outlined that university students used Messenger for study-based conversations in higher education. Identically, the study findings pointed out that university students uploaded academic achievements on Instagram at

higher education level. Comparably, the study argued that university students watched TikTok videos to learn soft skills at tertiary level. Closely, the study revealed that university students forwarded study memories with friends on Snapchat at university level. Uniformly, the study summarized that university students shared academic success on WhatsApp in higher education. Correspondingly, the study found that university students got educational announcements on twitter at higher education level. In similar fashion, the argument of the study clinched that divergent viewpoints had fostered relationships of trustworthiness throughout all educational institutions (Dovemark et al., 2018). Uniformly, the analysis of the study revealed that technology had to serve as compatible with gender offering equitable safety and esteem for the purpose to benefit male and female fairly in higher education (Marner, 2013). Moreover, the study findings reported that female students at tertiary level had less granted the same rights to access educational infrastructure as compared to male students (Sirkko & Takala, 2024). Moreover, the study found that feminist interventions had demonstrated differences in access to learning methods at tertiary level (Kanagasabai, 2025). Specifically, the study findings indicated that social media updates concerning academic successes had motivated students to achieve academic target in the university (Zambeta, 2014).

Sharing of Contents: The study summarized that university students shared educational materials with friends at tertiary level. Likewise, the study repeated that university students shared academic posts with friends on Facebook at university level. Similarly, the study outlined that university students forwarded informational reels on Instagram in higher education. Identically, the study findings pointed out that university students shared YouTube channels link with friends at higher education level. Comparably, the study argued that university students discussed assignments topics through social media at tertiary level. Closely, the study revealed that university students shared research articles on social media at university level. Uniformly, the study summarized that university students forwarded educational videos with friends in higher education. Correspondingly, the study found that university students provided knowledgeable updates through social media at higher education level. In similar fashion, the argument of the study clinched that social media networks gave incentives for students to engage in educational environments, learn in groups, and utilize critical thinking in educational settings. Uniformly, the analysis of the study revealed that availability of technologies had increased fair use of social media and fostered trust relations in both educational and empirical settings (Shoaib, 2021, 2023a, 2023b, 2023c). Moreover, the study findings reported that a variety of individuals enrolled in higher education were constrained in their accessible and acceptance of masculine-dominated technology (Shoaib, 2024a, 2024b, 2024c, 2024d, 2024e). Moreover, the study found that female in higher education got security, consideration, assistance, and leadership (Shoaib, 2025a, 2025b, 2025c; Shoaib & Abdullah, 2025). Specifically, the study findings indicated that feminist students had utilized social media applications along with additional services to plan gatherings, share information, and build unity in higher education (Thorpe, 2014).

Conclusion

The study concludes that social networking sites, content engagement, and digital content sharing practices constitute important dimensions of students' digital experiences in higher education. Social networking sites provide students with opportunities to communicate, maintain social connections, access information, and participate in digital communities. The findings indicate that content engagement is closely associated with students' interactions with diverse forms of digital content, including educational, social, and informational materials. Digital content sharing practices further demonstrate students' active participation in online environments through the exchange, dissemination, and discussion of digital materials. Overall, these dimensions reflect the growing integration of social media into students' academic and social lives. The study highlights the importance of understanding students not merely as passive users of digital platforms but as active participants who engage with and circulate digital content. Therefore, higher education institutions should recognize the sociological significance of students' digital practices and promote responsible, informed, and constructive engagement with social networking technologies.

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