

The Impacts of Needs for Social Communication and Self-Satisfaction on Social Media Usage among Egyptian University Students

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ABSTRACT

Background. Mass media exhibited a huge power on people attitudes and behaviors. Many platforms were issued on the internet-based social media for audience in order to gratify their needs socially and psychologically. University students used to consume social media extensively for academic as well as non-academic objectives. Engagement within social media is usually driven by different motives such as social communications, keeping in touch, creating relations and for self-satisfaction. The present study was conducted on Egyptian university students to verify the impacts of needs for social communication and self-satisfaction on the usage of social media. applying “Use and Gratification theory” as a theoretical framework.

Method. A quantitative study on 200 participants applying self-rating questionnaires concerning two independent constructs (motive for social communications and motives for self-satisfaction) and one dependent construct (social media interaction) was employed. Four mediators (gender, the year of the study, the type of study and GPA ranks) were included. The survey’s questionnaires were distributed and collected through Google Forms and statistically analyzed by SPSS version 20 and StataMP software.

Results. About 86.5% of students spent more than 2 hours per day on media platforms. WhatsApp was the most media site used by them particularly for communication and to keep-in-touch while X (Twitter) was the least platform to be used. Respondents valued the issues of

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The Impacts of Needs for Social Communication and Self-Satisfaction on Social Media Usage among Egyptian University Students

privacy and credibility on social media. Findings regarding “Pearson’s correlation coefficients” and regression weights in “Structural Equation Modeling” demonstrated significant positive correlations and direct positive impacts of motives for social communications on social media interaction. However, a negative direct impact of motives for self-satisfaction on social media usage was observed. The “year of the study” demonstrated a negative indirect impact of social communication on social media interactions.

Conclusion. Motives for social communications drove Egyptian university students to overuse social media. Motives for self-satisfaction shows no role on social media use. While “gender”, “type of the study” and “GPA ranks” revealed no indirect impacts, “the year of the study” established a negative indirect impact of the needs for social communication on the use of social media.

Keywords: Social media motives, Social communications, Self-satisfaction, uses and gratification theory, Egyptian university students.

أثر الاحتياج للتواصل المجتمعي والرضا النفسي على استخدام وسائل التواصل الاجتماعي بين طلاب جامعة مصريين

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المخلص

التواصل الاجتماعي عبر الانترنت أصبح ذو أثر شديد على اتجاهات الناس وسلوكياتهم. يستخدم العديد من الناس منصات التواصل الاجتماعي من أجل إشباع احتياجاتهم الاجتماعية والنفسية وخاصة الشباب طلاب الجامعة في الجوانب الدراسية والاجتماعية. يعد دافع التواصل المجتمعي وإقامة الصداقات ومساعدة الآخرين والرضا عن النفس من الدوافع المهمة لدى الشباب المصري والذي يحتل نسبة عالية من التعداد السكاني. تقوم الدراسة الحالية على 200 طالب وطالبة من جامعة القاهرة مستخدمين مواقع التواصل الاجتماعي بصفة يومية وذلك عن طريق توزيع استبيانات تضم عبارات حول الدوافع للتواصل المجتمعي ورغبات الرضا عن النفس عبر وسائل التواصل الاجتماعي. تم اتباع التحليل الكمي باستخدام برامج التحليل الاحصائي (معامل بيرسون ونمذجة المعادلات الهيكلية) لدراسة العلاقة بين عاملين مستقلين (دافع التواصل المجتمعي ودافع الرضا النفسي) وعامل تابع (استخدام وسائل التواصل الاجتماعي) خلال تأثير عوامل وسيطة (النوع والسنة الدراسية ونوع الدراسة والدرجة الدراسية). وأوضحت النتائج أن معظم الطلاب تستخدم وسائل التواصل الاجتماعي بكثرة تصل الى أكثر من ساعتين في اليوم وكذلك في وجود علاقة طردية وتأثير ايجابي لدافع التواصل المجتمعي مع استخدام الوسائل الاجتماعية وخاصة الواتس اب ويقل الاستخدام متأثرا بالسنة الدراسية حيث يقل الاستخدام مع الطلبة القدامى ولا يوجد تأثير لدافع الرضا النفسي على استخدام وسائل التواصل الاجتماعي.

الكلمات الدالة: دوافع استخدام وسائل التواصل الاجتماعي، التواصل المجتمعي، الرضا النفسي، طلاب الجامعة المصريين.

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INTRODUCTION

Tremendous social impacts have been introduced by social media which affected individuals' attitude, behaviors and perspective of life. The advanced development of technology in digital communication established an era of media saturation that structured our lives (Asemah, 2023). Everyone can access digital media anytime, anywhere to get in touch and to satisfy himself (Ghafar, 2024). A lot of platforms have been issued as social networking sites in order to fulfill the different needs of people. About 5 billion persons are active users of social media platforms in a world with 8 billion inhabitants (Kepios, 2024). In Egypt, a country with 113.6 million individuals, approximately 45.4 million were social media users (DataReportal, 2024). Salem (2017) attributed youth being 18-24 years as the largest age group in accessing social media. Youth and university students use social networking sites widely for their academic as well as non-academic aspects (Abdalla and Qashou, 2020). A typical user spent 2 hours and 23 minutes per day in average in early 2024 (GlobalWebIndex, 2024). Heavy users spent 2 hours per day and very heavy users consumed more than 4 hours per day (Marino et al., 2018).

Social and emotional motivations drive people to use social media platforms to communicate and to keep in touch with others, to find old friends, to make new friends, to feel connected and to amuse themselves (Raacke and Jennifer, 2008). Marchi (2012) stated that social media can improve the feeling of connectedness with communities and many users engaged in more than one platform for communication with friends and families.

Social communication could be private or public that show similar attitude and behavior equivalent to face-to-face interactions. Communication through social media became a definite surrogate to physical face-to-face connections (Baym, Zhang and Lin, 2004). Also, social relationships encompass variable activities of social connectedness, belonging, emotional support in addition to the initiation of new relationships or making friends (Pempek, Yermolayeva and Calvert, 2009). Social media may provide width in

relationships but not in depth. A type of shallow friendships is produced via digital devices through sharing or commenting not through talking or engaging with each other (Turkle, 2012). It was argued that social platforms can build social capital for users who are away from hometown (Vincent, 2015; Lu, Lin and Lu, 2016; Woo and Lee, 2017).

Social media provide users a sense of belonging and a subjective well-being. Media utilization may also be associated with lower levels of anxiety, depression and feeling of loneliness (Grieve, 2013). In addition, different interactions on platforms such as “likes”, “sharing” and positive “comments” can have definite impacts on needs of self-esteem and belongingness irrespective to the person who gives the “likes” or the “comments” (Reich, Schneider and Heling, 2018).

Moreover, self-presentation on one’s platforms such as Facebook and Instagram can help individuals in expressing themselves through pictures, posts or friend lists (Boyd and Ellison, 2008). Users can adopt a dialect to make images and symbolic interaction with others (Caglar and Alver, 2015). Leung (2013) described social media as one-way street to vent users’ negative feelings. Men preferred to show themselves independent, strong and powerful where they perceive a positive psychological well-being (De Vies and Peter, 2013). Girls interact differently in presenting themselves where they frequently change their profile photos and showing emotional posts (Oberst, Chamarro and Renau, 2016).

This study aimed to assess the relationships of the motives for social communication as well as the motives for self-satisfaction (as independent variables) on social media interactions (as dependent variable) on Egyptian university students. The mediation impacts of “gender”, “year of the study”, “type of the study” and “GPA ranks” as mediators will be studied. Three hypotheses were derived from the literature keeping the module structure (figure 1).

H1: A positive relationship exists between the motives for social communication and the social media interaction among the Egyptian university students.

H2: A positive relationship exists between the motives for self-satisfaction and the social media interactions among the Egyptian university students.

H3: Significant impacts of gender, the type of the study, the year of the study and GPA ranks on the usage of social media.

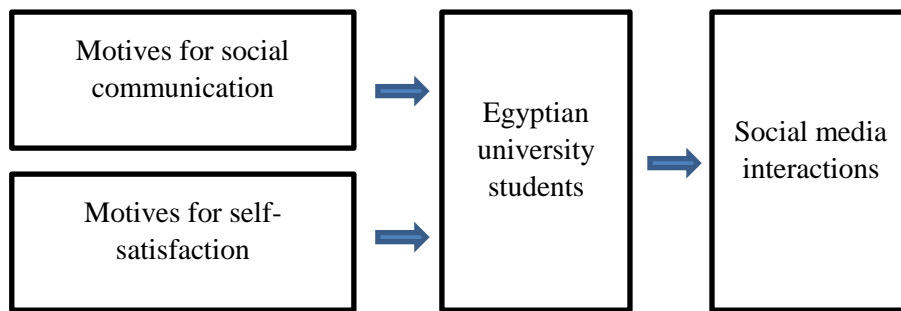


Figure (1): The hypothesized model

METHODOLOGY

Research Design and Sampling

The present study employed a quantitative research approach through an online survey to analyze the responses of 200 university students from Cairo University. Self-rating questionnaires using 5-point Likert type ordinal measurement scale [ranging from (1) “I don’t agree at all” to (5) “I strongly agree”] was conducted to assess the relationships and the impacts of the need for social interaction and the need for self-satisfaction on social media usage. Questionnaires were distributed and data were collected through Google Forms. A total of 300 survey questionnaires were sent in bouts till reaching 200 samples and after exclusion of 25 invalid incomplete responses.

Measures

The questionnaires consisted of numerous statements revolving around the needs for social interaction, the needs for self-satisfaction and social media platforms. The respondents were asked to indicate their level of agreement or disagreement on 8 items covering social media interactions, 17 items covering social communications and 11 items covering self-satisfaction (table 1). Questions about the most

used platforms for keeping in touch, for making friends, for helping others and for self-satisfaction were employed. All respondents have been verbally informed that their participation in the study was voluntary and considered this as consent.

Data Analysis Techniques

Data have been analyzed by “Statistical Package for the Social Science, SPSS, version 20” and “StataMP” software. Three constructs were built by related statements according to the literature in order to answer the hypotheses. Internal consistency and reliability were tested by Cronbach’s alpha coefficient which takes values between 0 and 1. The questionnaires were considered stable as the values exceeded 0.7 (Nunnally and Bernstein, 1994).

Confirmatory factor analysis for internal validity was made to explore the interrelationships between variables. Factor loading described the relationships between each factor and the observed variables in order to understand the strength of relationships between each variable and the factor. Items were considered to be loaded in their constructs when it was greater than 0.5. The assessment of normal distribution of data was done according to Shapiro-Wilk test (1965 quoted in Taewoong and Seongbaek, 2023) and Kolmogorov-Smirnov tests (1936 quoted in Taewoong and Seongbaek, 2023) to apply parametric tests.

Correlation analysis

Correlation analyses were measured using Pearson correlation coefficients which indicated the strengths and the directions of the correlations. Values ranged from minus 1.0 to plus 1.0. The correlation was considered weak if the absolute value of the coefficient was between 0 and 0.3, moderate if the value was between 0.3 and 0.7, and strong if the value was greater than 0.7. The significant relationship at 95% confident is determined by $p\text{-value} < 0.05$.

Structural Equation Modeling (SEM)

A structural equation modeling (SEM) using graphical tool for “path analysis” was used to test the stated hypotheses. The strength of

The Impacts of Needs for Social Communication and Self-Satisfaction on Social Media Usage among Egyptian University Students

variables' impacts was estimated according to the regression coefficients and the significances according p-values. Maximum Likelihood (ML) estimate method and Asymptotically Distribution-Free method (ADF) were applied. Also, the efficiency of the model was checked by "goodness of fit measures" which included Normal Fit Index (NFI), Incremental Fit Index (IFI), Relative Fit Index (RFI), Comparative Fit Index (CFI), Turker-Lewis Fit Index (TLI) as well as Root Mean Square Error of Approximation (RMSEA). Mediation effects were established when a significant impact of the independent variable existed on the mediator and a significant impact of the mediator existed on the dependent variable.

Table (1): Statements in the three constructs under the study

<p><u>Statements to measure social media interactions</u></p> <p>1.1 I use social media to satisfy</p> <p>1.2 I join a particular site because I want to be with my friend</p> <p>1.3 I join a particular site because I heard about it and I found it is useful</p> <p>1.4 I join a particular site because it is a new trend</p> <p>1.5 Privacy setting is important while using social media</p> <p>1.6 Credibility is important while using social media</p> <p>1.7 My GBA/academic career is affected by use of social media</p> <p>1.8 What is the total number of hours spent using social media daily</p> <p><u>Statements to measure social interaction</u></p> <p>2.1 I use social media for building relationships</p> <p>2.2 I use social media to keep in touch with my family and close friends</p> <p>2.3 Social media help the sense of social belongs</p> <p>2.4 I need social media to make new friendships</p> <p>2.5 I make friendship in SM by accepting friendship requests</p> <p>2.6 I make friendship to someone who accepts my friendship requests</p> <p>2.7 I make friendship to someone who likes my posts and end up writing me</p> <p>2.8 I seek new relations looking for dating with unknown</p> <p>2.9 Friendships through social media are of weak bond</p> <p>2.10 Social media help social and family connectedness</p> <p>2.11 I join social groups as observer to listen to other's opinion</p> <p>2.12 I don't like to join groups</p> <p>2.13 I share moments to show up my social rank</p> <p>2.14 I share moments to let friends know what I do</p> <p>2.15 I share moments to enhance my self-esteem levels</p> <p>2.16 It is important to have a lot of followers or friends on SM</p> <p>2.17 It is important to use social media to help others</p> <p><u>Statements to measure self-satisfaction</u></p> <p>3.1 I use social media to be self-satisfied</p>
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The Impacts of Needs for Social Communication and Self-Satisfaction on Social Media Usage among Egyptian University Students

- 3.2 Receiving “many likes” uplifts the mood
- 3.3 Receiving “many likes” reflects the good relations with others
- 3.4 Receiving “many likes” increases my popularity
- 3.5 I feel disappointed if I received “no likes” or “negative comments”
- 3.6I don’t concern social comparison in social media
- 3.7 Evaluation versus whom is better than me in social media leave negative feeling
- 3.8 I determine my own worth, intelligence and success through social media
- 3.9 My mental health and my self-esteem is affected by using social media
- 3.10 Social comparison can cause feeling of envy and regret
- 3.11 The use of social media is a source of inspiration and creativity

RESULTS

Descriptive Results

The total number of valid responses was 200 out of 300 questionnaires which have been distributed in bouts with response-rate about 66%. Socio-demographic features of the collected sample are outlined in table (2). It was observed that female responded to the survey were more than male students where 79.5% were female and 20.5% were male. Students in first and second year in their colleges constituted 56% of respondents while 44% were in third year and older. Also, most of the respondents (66.5%) were from colleges with practical-type of study where 33.5% were from colleges enrolled in theoretical study. A noticeable observation was that a great proportion of respondents (63%) showed GPA ranks of “excellent” and “very good”. In the current study, about 97% of the students used WhatsApp, Instagram, Facebook, TikTok and YouTube platforms while only 1% used X (Twitter) besides 2% used other platforms.

Table (2): Socio-demographic characteristics of respondents.

Variable	Frequency	Percentage
Gender		
male	41	20.5%
female	159	79.5%
Educational level		
New (First or Second Year)	112	56%
Old (Third Year or Older)	88	44%
Type of study		
Practical Major	133	66.5%
Theoretical Major	67	33.5%

The Impacts of Needs for Social Communication and Self-Satisfaction on Social Media Usage among Egyptian University Students

Variable	Frequency	Percentage
Rank		
Excellent	39	19.5%
Very Good	87	43.5%
Good	56	28%
Satisfactory	14	7%
Weak	4	2%
The most social platform used		
WhatsApp	59	29.5%
Instagram	48	24%
Facebook	42	21%
TikTok	35	17.5%
YouTube	13	6.5%
Other	2	1
X (Twitter)	1	0.5%

Descriptive analysis of the construct made for social media interactions included 8 statements with average responses pointed to “near neutral” and “agree to strongly agree” as the mean values ranged between “2.43” and “4.14” (table 3). Only 27 out of 200 participants (13.5%) used social media for less than 2 hours per day while 86.5% spent more than 2 hours of which 38.5% spent more than 4 hours (chart 1). About 82% of respondents agreed on the statement “1.5 Privacy setting is important while using social media” where 42% were strongly agreed and 40% agreed on the importance of privacy setting during social media usage. Furthermore, 85% agreed on the statement “1.6 Credibility is important while using social media” which exhibited the most homogeneous statement with lowest variance of 22.9% coefficient of variation. Although, 82.5% agreed on the statement “1.2 I join a particular site because I want to be with my friend”, this statement was the least homogeneous one that revealed highest variation with 45.6% coefficient of variation. On the other hand, 65.5% of respondents did not agree on the statement “1.4 I join a particular site because it is a new trend” where 46.5% and 19% disagreed and strongly disagreed on that respectively (65.5% disagreement).

The Impacts of Needs for Social Communication and Self-Satisfaction on Social Media Usage among Egyptian University Students

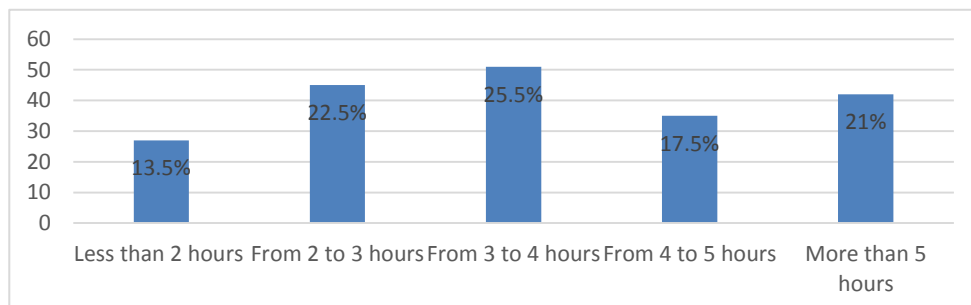


Chart (1): Number of hours spent on social media.

Table (3): Descriptive analysis of Social Media Interactions.

Question	Sample Size	Minimum	Maximum	Mean	Standard Deviation	COV
2.1	200	1	5	3.49	0.961	27.54%
2.2	200	1	5	3.82	0.901	23.59%
2.3	200	1	5	3.45	0.939	27.22%
2.4	200	1	5	2.43	1.109	45.64%
2.5	200	1	5	4.14	0.962	23.24%
2.6	200	1	5	4.07	0.932	22.90%
2.7	200	1	5	3.39	1.079	31.83%
2.8	200	1	5	3.10	1.334	43.03%
Social Media Interactions	200	2	5	3.4850	0.44439	12.75%

Descriptive analysis of the construct made for motives for social communications included 17 statements with average responses pointed to “don’t agree” and “neutral to agree” as the mean values ranged between “2.11” and “3.83” (table 4).

It was found that 83% of students agreed on the statement “2.2 *I use social media to keep in touch with my family and close friends*” where 68.5% of participants agreed and 14.5% strongly agreed on this item which was the most homogeneous statement with least variance about 23.1% coefficient of variation. Also 65% of them agreed on the statement “2.9 *Friendships through social media are of weak bond*” where 37.5% and 27.5% agreed and strongly agreed respectively. The statement “2.17 *It is important to use social media to help others*” showed 57.5% of agreement with 49% and 8.5% of participants pointed to “agree” and “strongly agree” respectively.

The Impacts of Needs for Social Communication and Self-Satisfaction on Social Media Usage among Egyptian University Students

On the other hand, most of the remaining statements were responded by consensus disagreement. Mostly, 75% disagreed on the statement “2.13 I share moments to show up my social rank” where 46% and 29% of students did not agree and strongly did not agree respectively. Also, 74.5% of them disagreed on the statement “2.8 I seek new relations looking for dating with unknown” where 42% and 32.5% disagreed and strongly disagreed respectively. In addition, 63.5% of participants did not agree on the statement “2.7 I make friendship to someone who likes my posts and end up writing me” where 42% and 21.5% disagreed and strongly disagreed respectively. The statement “2.14 I share moments to let friends know what I do” was responded by 64% disagreement where 39% and 25% of students disagreed and strongly disagreed respectively and the statement “2.4 I need social media to make new friendships” revealed 63% of disagreement where 38.5% and 24.5% disagreed and strongly disagreed respectively.

Table (4): Descriptive analysis of the motives for social interaction.

Question	Sample Size	Minimum	Maximum	Mean	Standard Deviation	COV
5.1	200	1	5	2.59	1.143	44.13%
5.2	200	1	5	3.83	0.888	23.19%
5.3	200	1	5	2.59	1.224	47.26%
5.4	200	1	5	2.36	1.126	47.71%
5.5	200	1	5	2.46	1.129	45.90%
5.6	200	1	5	2.53	1.116	44.11%
5.7	200	1	5	2.39	1.107	46.32%
5.8	200	1	5	2.11	1.068	50.62%
5.9	200	1	5	3.71	1.137	30.65%
5.10	200	1	5	2.57	1.226	47.70%
5.11	200	1	5	3.23	1.175	36.38%
5.12	200	1	5	3.16	1.132	35.823%
5.13	200	1	5	2.14	1.052	49.16%
5.14	200	1	5	2.38	1.172	49.24%
5.15	200	1	5	2.59	1.273	49.15%
5.16	200	1	5	2.46	1.164	47.32%
5.17	200	1	5	3.46	0.955	27.60%
The motive for social interactions	200	1.59	4	2.7394	0.55133	20.13%

It was observed that 66.5% of the students used WhatsApp as the most favorable platform for communication and to keep in touch

The Impacts of Needs for Social Communication and Self-Satisfaction on Social Media Usage among Egyptian University Students

followed by 17.5% who used Facebook. Those who agreed to use social media for making friends appeared to use Facebook with relative frequency 33% followed by Instagram with 25% of respondents. More than one third of participants (37%) used Facebook to help and safe others followed by 22.5% who used WhatsApp.

Descriptive analysis of the construct made for motives for self-satisfaction included 11 statements with average responses pointed to “don’t agree to neutral” and “near to agree” as the mean values ranged between “2.26” and “3.67” (table 5). Most of the students (70%) agreed on the statement “3.6 *I don’t concern social comparison in social media*” where 50% agreed and 20% strongly agreed on this statement which revealed the most homogeneous responses with 29.9% coefficient of variation. However, 70.5% of respondents disagreed on the statement “3.8 *I determine my own worth, intelligence and success through social media*” where 45% disagreed and 25.5% strongly disagreed. Also, 64.5% of them disagreed on the statement “3.7 *Evaluation versus whom is better than me in social media leave negative feeling*” with 38.5% and 26% disagreed and strongly disagreed respectively. Near two third of responses (64%) did not agree on the statement “3.1 *I use social media to be self-satisfied*” where 43.5% of them disagreed and 20.5% strongly disagreed. A sort of general disagreement was noticed on the rest of the statements. It is worth to notice that the students did not choose a particular platform that mostly used for self-satisfaction where 27% pointed to others (not specified) followed by 19.5% chose Instagram and 16.5% chose Facebook.

Table (5): Descriptive analysis of the motives for self-satisfaction

Question	Sample Size	Minimum	Maximum	Mean	Standard Deviation	COV
6.1	200	1	5	2.41	1.117	46.35%
6.2	200	1	5	3.03	1.188	39.21%
6.3	200	1	5	2.92	1.173	40.17%
6.4	200	1	5	2.88	1.224	42.5%
6.5	200	1	5	2.92	1.228	42.05%
6.6	200	1	5	3.67	1.098	29.92%
6.7	200	1	5	2.38	1.197	50.30%
6.8	200	1	5	2.26	1.103	48.81%

The Impacts of Needs for Social Communication and Self-Satisfaction on Social Media Usage among Egyptian University Students

Question	Sample Size	Minimum	Maximum	Mean	Standard Deviation	COV
6.9	200	1	5	2.76	1.266	45.87%
6.10	200	1	5	3.37	1.183	35.10%
6.11	200	1	5	3.30	0.993	30.10%
The motive for self-satisfaction	200	1.27	4.73	2.9018	0.65151	22.45%

Inferential Results

Correlation Analysis

The results of the two tests, Kolmogorov Smirnov and Shapiro-Wilk revealed that the data of “*the motives for self-satisfaction*” was normally distributed while data of other two constructs were not normally distributed. However, according to Sekaran (2003), parametric statistical tests have been performed as the research sample size was 200.

Pearson’s correlation coefficient is tabulated in table (6). It was observed that there was a significant positive weak correlation between the motives for social communications and the use of social media (correlation coefficient = 0.286 and p-value <0.05). Also, a significant positive weak correlation was observed between the motives for self-satisfaction and the social media interactions (correlation coefficient = 0.164 and p-value <0.5). However, a significant positive nearly strong correlation was detected between the motives for social communications and the motives for self-satisfaction (correlation coefficient = 0.654 and p-value <0.01).

Table (6): Pearson's correlation coefficients.

Constructs	Social Media Interactions	Motive for Social Interactions	Motive for Self-Satisfaction
Social media interactions	1	0.286	0.164*
Motives for social communications	0.286	1	0.654
Motives for self-satisfaction	0.164	0.654	1

A significant difference existed between variables of motives for social interaction and “the year of the study”. It was noticed that junior staff had motives for social communication more than senior

students (p-value 0.003 with confident 95%). However, no significant differences have been observed between the use of social media and “gender” of the participants (p-value = 0.202) as well as between “the year of the study” and social media interaction or motives for self-satisfaction (p-values 0.880 and 0.131 respectively). Also, no significant differences between “the type of the study” and social media interaction, motives social communications or self-satisfaction (p-values 0.178, 0.424 and 0.146 respectively).

SEM Analysis and Testing Hypotheses

A structural equation modeling SEM was used to assess the impacts of the independent variables (motives for social communications and motives for self-satisfaction) on the dependent one (social media interactions) as well as mediator variables (gender, type of the study, year of the study and GPA ranks) using graphical tool “path analysis. A structural model was initiated as first step (figure 2). Gender, type of study and GPA ranks, revealed no impacts of independent variables on social media interactions (table 7).

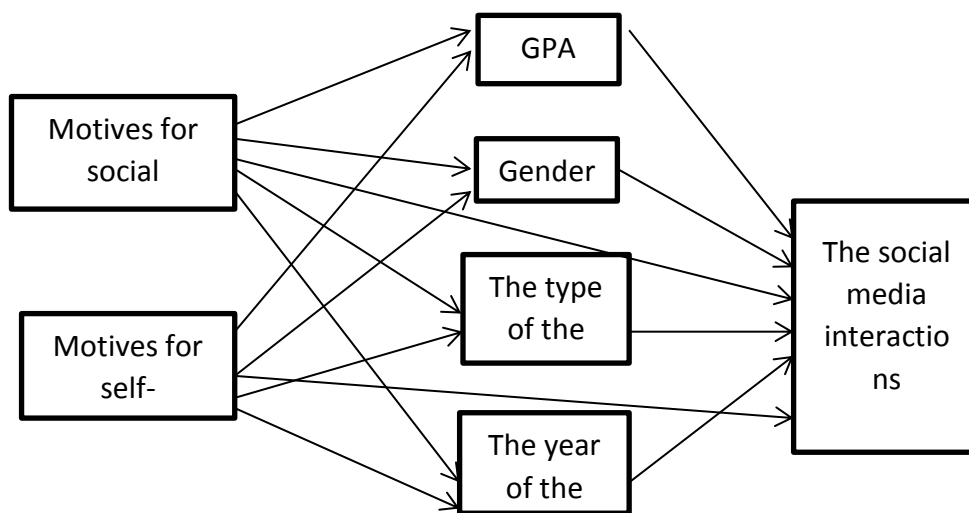


Figure (2): First path diagram

The Impacts of Needs for Social Communication and Self-Satisfaction on Social Media Usage among Egyptian University Students

Table (7): Regression weights in the first path

Path of variables		Estimate	P-value
Rank	← Social communication	-0.15	0.216
Gender	← Social communication	0.005	0.916
The type of the study	← Social communication	0.084	0.125
The year of the study	← Social communication	-0.141	0.015
The social media interactions	← Social communication	0.295	0.001
Rank	← Self-satisfaction	0.078	0.458
Gender	← Self-satisfaction	-0.011	0.784
The type of the study	← Self-satisfaction	-0.063	0.182
The year of the study	← Self-satisfaction	0.059	0.237
The social media interactions	← Self-satisfaction	-0.108	0.018
The social media interactions	← Rank	0.102	0.001
The social media interactions	← Gender	0.103	0.197
The social media interactions	← The type of the study	0.185	0.006
The social media interactions	← The year of the study	0.186	0.004

Non-significant paths were removed from the model and re-estimated in a second step (figure 3). The model was re-estimated keeping only the year of the study as a mediator for the motives of social interaction (table 8).

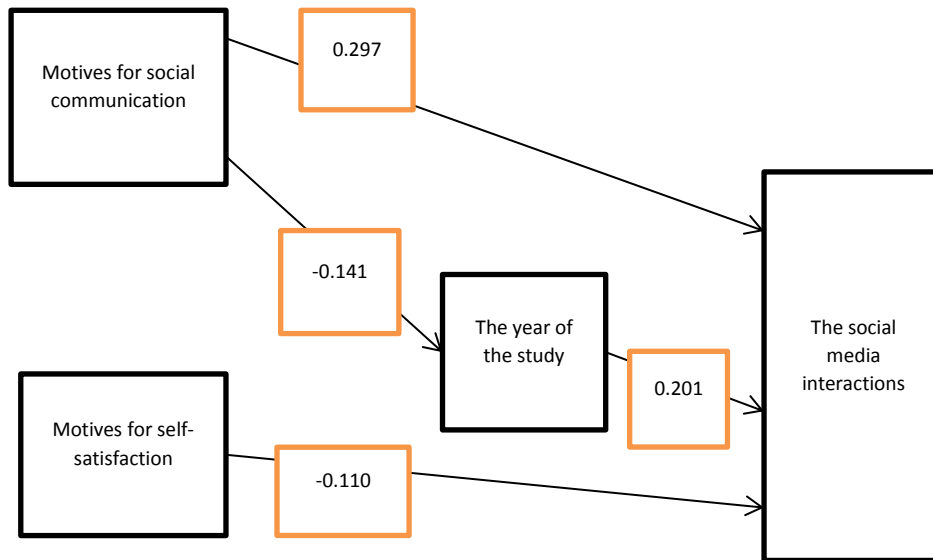


Figure (3): Second path diagram

The Impacts of Needs for Social Communication and Self-Satisfaction on Social Media Usage among Egyptian University Students

Table (8): Regression weight in the second path

Paths of variables			Estimate	P-value
The year of the study	←	Social communication	-0.141	0.015
Social media interactions	←	Social communication	0.297	0.001
Social media interactions	←	The year of the study	0.201	0.002
Social media interactions	←	Self-satisfaction	-0.110	0.016

It was found that “year of the study” had a significant direct positive impact (regression coefficient = 0.201 with confident 95%) on the social media usage. This means that older students had higher social media interactions than new ones. Motives for social communications had a significant direct positive impact on social media interactions (0.297 with confident 95%) which means that the motives for social communications would increase usage of social media and proved (H1). The motives for self-satisfaction demonstrated negative direct impact on social media interaction (Regression coefficient = -0.110 with confident 95%) and rejected (H2). Although, “gender”, “type of the study” and GPA rank” exhibited no mediation effect in the current study, a negative indirect impact of “year of the study” was found on the need for communications for social media usage (regression coefficient = -0.013 confident 95%) which partially prove (H3) where older students were negatively affected to use media for social communications.

Efficiency of the models was checked by “goodness of fit” measure which demonstrated that all indicators were at acceptable limits for Normal Fit Index (0.946), Relative Fit Index (0.937), Incremental Fit Index (0.982), Turker-Lewis Fit Index (0.915) and Comparative Fit Index (0.930) which are all close to one (more than 0.90). In addition, the value of Root Mean Square Error of Approximation equaled 0.047 (< 0.05).

DISCUSSION

Social media have an outstanding impact on people attitude and behaviors as well as perspective of life. In the era of media saturation users can access social media whenever internet is available through

mobile smart phones or personal computers (Asemah, 2023). They use social media to fulfill their needs for social communications and self-satisfaction in addition to get information and to entertain themselves particularly among younger sectors (Ghafar, 2024). Roushdy and Sieverding (2015) showed that about 62% of total population in Egypt was below 29 years. The present study has been conducted on Egyptian university students to correlate motives for social communication and self-satisfaction with social media interaction based on Uses and Gratification theory and Social Cognitive theory. It was assumed that social media users engaged themselves in social media to meet their needs (Rousseau, Eggermont and Frison, 2017).

The current work hypothesized that the need for social communications (H1) and for self-satisfaction (H2) drives Egyptian university students to use social media platforms. "Gender", "the year of the study", "the type of the study" and "GPA ranks" have impacts on these needs (H3). The study was carried out on 200 participants from Cairo University who used to use social media sites. A quantitative technique was adopted with self-rating questionnaires using 5-point Likert type. Two independent variables included statements of motives for social interactions and for self-satisfaction as well as one dependent variable for social media interactions were constructed. The statements have been evaluated by experienced persons ended-up with final list of questionnaires in English and Arabic. Collected data have been statistically analyzed by SPSS version 20 and StataMP software.

In the current study, about 97% of the students used WhatsApp, Instagram, Facebook, TikTok and YouTube platforms while only 1% used X (Twitter) besides 2% used other platforms. This finding was consistent with most of researches concerning commonly-used platforms. However, Chao and Keung (2017) and Kemp (2024) showed that Facebook, not WhatsApp, was the most popular used platform. The apparent discordance may be due to the general trend of decline in Facebook usage (Rampton, 2019) or may reflects the common use of WhatsApp for communication by the students under the study. Furthermore, only 1% of our respondents used X (Twitter)

which was controversy to what was shown by Subrahmanyam et al. (2008) and Junco (2012) who considered Facebook and X (twitter) as the most used platforms among college individuals.

Most of responses (79.5%) were made by female students particularly new in college. In addition, 63% of participants got high ranks of “excellent” and “very good” in their GPA ranks. This may reflect that most of the students who used social media were positively affected by joining social media irrespective to time spent. This observation agreed with Junco, Heiberger and Loken (2011) who found that students can discuss academic material with better performance. However, Munoz and Towner (2011) and Feng et al. (2019) showed that the heavy use of Facebook would distract students affecting their academic performance resulting in lower GPA.

Responses to the statements concerning social media interaction revealed some interesting features. It was found that 82% of students were aware of the privacy setting during using social media platforms. This observation concurred with Jones and Soltren (2005) who stated that data via social media were no longer private. On the other hand, other researchers found that users of social media were unconcerned with privacy setting ignoring that a third party can exist (Wang, Tchernev and Solloway, 2012). Moreover, extroverted out-going users don't care for privacy setting (Hinds, Williams and Joinson, 2020). Most of participants (85%) considered the importance of credibility issue in using social media sites; the finding which was in parallel with Flanagin and Metzger (2008) who stated that credibility was very important where inaccurate information can result in serious personal, social and educational attitudes. Social trust is essential and is based on the credibility of the provided knowledge (Trevor, Brian and Homero, 2015).

In the present study, 86.5% of students spent more than 2 hours on social media per day with 17.5% engaged in media platforms for more than 4 hours. According to Marino et al. (2018), most of our participants were considered heavy and very heavy users. This was exceeding the average time of 2 hours and 23 minutes that reported in GlobalWebIndex (2024).

More than two thirds of participants used social media for communications and to keep in touch with friends and families where WhatsApp was the platform mostly used for that purpose. Recent data from GlobalWebIndex (2024) showed that 56.6% of respondents used social media just for communication and to be in touch. Marchi (2012) demonstrated that 52% of teenagers used more than two platforms for communication. An outstanding change in communication among people was introduced by social media (Kietzmann and Kristopher, 2011). Communication, online-chatting as well as messaging gratified the needs for sociability and belonging (Leung, 2001). O'Keefe and Clarke-Pearson (2011) emphasized that social media communication was more private than real situations. However, Cummings, Butler and Kraut (2002) stated that internet-based communication was worse than phone calls or face-to-face contacting and Munoz and Towner (2011) viewed that communication through social media was distractive and time-wasting.

In the current research friendships via social media was not a favor matter for the students. It was found that only 33% of them utilized Facebook and 25% used Instagram to make friendships. Flanagin and Metzger (2008) revealed that colleges' students used Facebook mostly for making friendships. Having said that 63% of our participants refused to start friendships via platforms and 74.5% did not seek relations or dating with unknown people. These findings were inconsistent with most studies. Wellman (2012) showed that social media platforms permit people to advertise themselves and to initiate relationships while Binsahl, Chang and Basua (2015) emphasized that social media made it easier for individuals to make friendships than offline connection. In addition, Thurairaj et al. (2015) revealed that different platforms offered a better place to meet for like-minded persons having similar interests.

Some interesting findings explained why our participants refused to make friendships via social media. Most of the students (65%) considered that online friendship was of weak bond and fragile. This was compatible with Chua and Chang (2016) who published that friendship in virtual life was oxymoron and was different from that in

real life. Real friendship was defined as a real relationship that involves sharing of interests, reciprocity, trust and revelation of personal details over time in context of culture and society. Furthermore, Baym, Zhang and Lin (2004) found that social media exhibited negative impacts on real relations. Moreover, Chao and Keung (2017) stated that opinions on platforms could ruin weak relationships by times with eventual blocking or deletion of the insulting one.

The current study did not reveal a particular platform to be used by the students for self-satisfaction. They pointed to “other” sites rather than that commonly used ones. This was inconsistent with Alhabash and Ma (2017) who showed that Instagram was the most platform to be used for self-expression, sharing pictures and self-satisfaction followed by Snapchat. These platforms might have been intended in the option of “other” in the present study.

Near two thirds (64%) of students did not agree to be satisfied by social sites and 70.5% refused to get their own worth or success via social media. This was in challenging with Prohaska et al. (2012) who revealed that getting “Likes” and positive “comments” during social media usage could fulfill the needs of self-satisfaction. Girls for instances, gained acceptance and regards with feeling of beauty and self-esteem by self-presentation in social media such as Instagram (Chua and Chang, 2016).

Most of respondents in the current study (70%) did not concern with social comparison on social media and 64.5% did not develop negative feeling in comparing with people better than them. This was in challenging with many studies in the literature about social comparison. Quan-Haase and Young (2010) showed that self-comparison on media platforms can lead to physical as well as mental problems. Also, Vogel et al. (2015) revealed a negative effect on ones’ self-esteem during social comparison orientation. Hence, individuals with higher social orientation engaged within media platforms more often than those with lower orientation. There is a relationship between disappointments and upward social-comparison (Holland and Tiggerman, 2016). When people show-up themselves on social media,

others may be affected by less-satisfaction of their lives, depression and worse self-esteem (Hawi and Samaha, 2017).

The current study revealed a significant positive relationship between motives for social communications and social media interaction. This was emphasized by the significant direct positive impact verified by structural equation modeling. These positive correlation and direct impact proved (H1) and in agreement with most studies in literature. The motives for communication, to make friends and to get the sense of connectedness are important for humans that can be fulfilled by the use social media (Subrahmanyam et al. 2008; Blais et al., 2008; Junco 2012; Davies, 2012; Binsahl, Chang and Basua, 2015; Schneider, Vorderer and Kromer, 2016).

In spite of the weak positive correlation revealed by Pearson's correlation test, between the motives for self-satisfaction and social media interaction, the negative impact detected by SEM was confirmed, Structural equation modeling is a confirmatory approach (hypothesis-testing) of causal relationship among latent constructs (structural theory) (Byrne, 2001). This finding did not prove (H2) as the students did not use social media as a surrogate for self-satisfaction. This would be explained and be in parallel with Chen (2015) who stated that, the more time on social media, the less the satisfaction users will feel. The online criticism, bullying as well as aggression can lead to negative feelings. Davis (2015) reported that the prolonged use of digital media may cause a lot of stress than that of academic exams.

In addition, the current results stood against numerous studies that showed media platforms as self-presentation channels (Boyd and Ellison, 2008; Oberst, Chamarro and Renau, 2016), or ways to vent negative energy (Leung, 2013) or even methods for acceptance, earning regard and achieving feelings of beauty (Chua and Chang, 2016).

The current results could not completely support (H3). No significant correlation or impact was observed between the use of social media and gender (p -value = 0.202). The absence of gender

difference argued with Self-Construct Theory of Gender (Krasnova et al., 2017). It was stated that the tendency of girls in using social media was mostly for self-construct by maintaining the pre-existing relationships which was different from boys who were motivated by making new relationships. Typically, a gender difference exists regarding online and offline life (Pertegal, Oliva and Rodriguez-Meirinhos, 2019).

On the other hand, the structural equation modeling revealed that “the year of the study” was a significant mediator between the motive for social communications and social media interaction. A negative partial mediation was noticed by older students on the impact of the motive for social communication due to the presence of indirect negative effect of “the year of the study”. This may reveal a wiser personality of older individuals than younger ones. Older students may use media sites for social communication less than junior staffs. Orchard et al. (2014) found that age may predict a lower need for establishing new online relations. Also, Sutikno and Basit (2023) revealed that the use of social media demonstrate a complex impact on students’ social interactions . They stated that the unbalanced unwise usage of digital media can interfere with face-to-face communication and real-life relations.

It is worth noticed that there was an unexpected significant strong correlation between the needs for social interaction and the needs for self-satisfaction via social media usage. This means that students were satisfied by social communications as the more the social communications, the more the students were satisfied and/or the more they needed to satisfy-themselves the more they socially communicated through social media.

Theoretical Implications

The basic contribution of the current study is that it answered the hypotheses’ questions on the type of relationships that found between the use of social media and the need for social communications as well as the need for self-satisfaction by Egyptian university students. The current results revealed some similarities with previous studies

made on different cultural setting concerning positive impact of social communication on social media usage. Furthermore, the present results are in contrast with previous researches concerning the need for self-satisfaction. Lastly the results of the current study help to the understanding the patterns of social media usage of Egyptian university students as a population group. This may fill a gap concerning an important sector of Egyptian youth.

Contributions of the Study

Regardless of some limitations, the current results added information to the literature particular specific aspects of Egyptian university students. This research can be considered as a pilot study which serves as a basis for further studies interested in similar topics.

Limitations of the Study

It should be noticed that the research was done on a sample of university students. The results would have shown a generalized profile if the study had done on samples from other youths not only universities' candidates. Another limitation is the self-rating type of questionnaires that may include a self-selecting bias and drawbacks of desirability in their responses. Limited mediators with only four items may be another drawback. More factors like place of living, parent education as well as family income among other might have added some differences in social media usages.

Recommendations for further study

Upon the current results of some correlation between both motives, more extended studies could be done. Also, the cause-effect patterns of some psychological aspects like anxiety and depression could be studied to magnitude the level of such ailments on Egyptian university students.

CONCLUSION

The present study demonstrated significant results and observations about the needs for social communications as well as self-satisfaction among Egyptian university students. Most of students heavily used social media for more than 2 hours per day. A significant positive

**The Impacts of Needs for Social Communication and Self-Satisfaction on Social
Media Usage among Egyptian University Students**

correlation exists between the motives for social communication and social media interactions. WhatsApp is the most platforms for communication. On the other hand, there is a negative influence of the need for self-satisfaction and social media usages.

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COMPETING INTERESTS

No financial interest exists.

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**The Impacts of Needs for Social Communication and Self-Satisfaction on Social
Media Usage among Egyptian University Students**

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**The Impacts of Needs for Social Communication and Self-Satisfaction on Social
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