"The Media' Gratification for Knowledge and Recreation Among Egyptian University Students"

Ms. Rana M. El-Kabany[*]

Professor Dr. Shaimaa Zoelfakar Zoghaib [**]

Dr. Mennat Allah A. Salem[***]

ABSTRACT

Background. Mass media have been widely developed since the introduction of the internet-based social networking sites. Social media platforms offered a tremendous reward for people in knowledge seeking and recreation. Youth and university students used to devour media contents to gratify their needs for getting any type of information and for entertainment. The current study was performed to investigate the relationships between the need for knowledge acquisition as well as for entertainment and social media interactions among Egyptian university students. Needs-based theories of "use and gratification theory" and "social cognitive theory" were employed as theoretical framework. **Method**. A survey was conducted for quantitative study on 200 students from Cairo University who regularly used social media. Self-rating questionnaires with literature-derived statements have been constructed in two independent variables (motives for seeking information and knowledge, along with motives for entertainment and relaxation) and one dependent variable (social media interactions). Mediators such as the gender, type of the study, year of the study, and GPA ranks were introduced. The survey was conducted through Google Forms and analyzed statistically by SPSS version 20 as well as StataMP software. **Results**. Most of the students spent more than 2 hours per day on social media platforms. "Facebook" was the mostly used platform for knowledge seeking and "TikTok" for recreation. Participants valued the issues of privacy and credibility on using media sites. Findings regarding "Pearson's correlation coefficients" as well as regression weights in "Structural

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[*] PhD Researcher at the Faculty of Mass Communication, Cairo University.

[**] Professor and the head of the Radio and TV department, Faculty of Mass Communication, Cairo University.

[***] Lecturer in the Radio and Television Department, Faculty of Mass Communication, Cairo University.

Equation Modeling" evidenced significant direct correlations and positive impacts of the motives for knowledge seeking and recreation on social media interaction. Furthermore, indirect positive impacts were added on the motives for knowledge seeking through "GPA ranks" and "year of the study", and on the motives for recreation through "GPA ranks" only. **Conclusion**. Motives for knowledge and information acquisition along with motives for recreation and entertainment drove Egyptian university students to overuse social media platforms. The "gender" and "type of the study" revealed no indirect effects while "GPA ranks" and "year of the study" showed positive indirect impacts of these needs on social media usage.

Keywords: Social media motives, Knowledge seeking, Information acquisition, Recreation, Entertainment, Uses and Gratification theory, Egyptian university students.

اشباع وسائل الاعلام للمعرفة والاستجمام بين طلاب الجامعة المصريين

أ.رنا مصطفى القباني*

إشراف :أ.د.شيماء ذو الفقار زغيب**

إشراف مشارك : د.منة الله عبد الحميد سالم***

الملخص

تطورت وسائل التواصل الاجتماعي سريعا مع وجود الانترنت وقدمت منصات التواصل فرص عديدة للتحصيل المعرفي والاستجمام وخاصة فئة الشباب طلاب الجامعة. تهدف الدراسة الحالية لإيجاد العلاقة بين دوافع استخدام وسائل التواصل الاجتماعي لدى طلاب الجامعة من أجل التحصيل المعرفي والاستجمام مع التفاعل مع تلك الوسائل. تم الحصول على عينة تتكون من 200 طالب وطالبة من جامعة القاهرة والذين يستخدمون وسائل التواصل الاجتماعي يوميا واستخدام التحليل الكمي على بيانات استبيانات تحتوي على عبارات حول دوافع استخدام مواقع التواصل الاجتماعي للإشباع المعرفي والتسلية. وقد تم استخدام برنامج التحليل الاحصائي (معامل بيرسون ونمذجة المعادلات الهيكلية) لدراسة العلاقة بين دافع التحصيل المعرفي ودافع الاستجمام كعاملين مستقلين والتفاعل مع وسائل التواصل الاجتماعي كعامل تابع وكذلك تأثير عوامل وسيطة مثل النوع والسنة الدراسية ونوع الدراسة والدرجة الدراسية. واوضحت النتائج أن معظم الطلاب يستخدمون وسائل التواصل لمدد طويلة تصل الى أكثر من ساعتين في اليوم. وظهر من التحليل الاحصائي لبيانات الاستبيانات الى أن الفيس بوك هو أكثر المنصات المستخدمة للتحصيل المعرفي وأن منصة التيك توك هي الأكثر للتسلية. وكذلك وجدت علاقة طردية بين كل من الدافعين واستخدام منصات التواصل الاجتماعي. أظهرت نمذجة المعادلات الهيكلية وجود تأثير ذو دلالة احصائية لتلك الدوافع على استخدام مواقع التواصل وظهور تأثير ايجابي غير مباشر للطلاب القدامى ذو الدرجات العالية في حالة دافع التحصيل المعرفي وهؤلاء ذو الدرجات العالية في حالة دافع الاستجمام لدى طلاب الجامعة المصريين.

الكلمات الدالة: دوافع استخدام وسائل التواصل الاجتماعي, دافع التحصيل المعرفي, دافع الاستجمام والتسلية, طلاب الجامعة المصريين.

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*باحثة دكتوراه بكلية الإعلام – جامعة القاهرة .

**الأستاذ بقسم الإذاعة والتليفزيون بكلية الإعلام – جامعة القاهرة .

***المدرس بقسم الإذاعة والتليفزيون بكلية الإعلام ـ جامعة القاهرة .

INTRODUCTION

Mass media have enormously been devolved in the late 20-century with a strong influence on how people acknowledge the world around them (Elejalde, Ferres and Herder, 2018). Approximately 5 billion persons are active consumers of social media in a world with 8 billion persons (Kepios, 2024). In Egypt, the country with

113.6 million inhabitants, about 45.4 million were social media users (DataReportal, 2024). Salem (2017) revealed that young individuals being 18-24 years were the largest group in accessing social media. Youth and university students used to use social networking sites for their academic along with non-academic aspects (Abdalla and Qashou, 2020). It was reported that the typical user spent in average 2 hours and 23 minutes per day (GlobalWebIndex, 2024). It was postulated that heavy users were those who spent 2 hours per day and the very heavy users were those who engaged within media for more than 4 hours per day (Marino et al., 2018).

The uses of social media in order to gratify personal needs essentially comprised drives and motivations for media exposure along with consumption of these media contents (Vincent and Basil, 2009). Many studies disclosed that the nature of human beings have the tendency to share and seek for new information most of the time (Osatuyi 2013; Yazdanpanah and Forouzani, 2015). Social cognition, seeking information and learning with posting and reposting links of sources are driven by the gratification of sharing information, convenience, and entertainment (Avery et al., 2014). People are exposed to all kinds of information and considered social media as an essential tool in getting knowledge, planning and carrying out their activities (Asemah, 2023). Media platforms facilitate the dissemination and accession of variable on-line information with subsequent use for education, marketing and getting jobs. Moreover, users became active rather to be passive in information society (Ghafar, 2024).

Furthermore, the introduction of Artificial Intelligence (AI) tools within social media affected our live and opened more opportunities for learning and interactions through social media. These tools

exhibited a significant impact on academic aspects of students who are participated within AI-enhanced social media sites. These students revealed higher performance in their study with improved skills and retention ability (Bashiri and Kowsari, 2024).

Gross, (2010) reported that people used to share knowledge through media platforms. About 81% of users look first for news of the weather, 73% for national news, 52% for sports and 41% for celebrities' news. Most of young people use accounts to follow news organization or journalists keeping TV for older audiences. Teenagers learn about current events from social media such as Facebook (Marchi, 2012). However, they read a set of news that is different from what is featured in newspapers (Bastos, 2014). Personalization of social media opened a big chance in selective exposure by which users favor information, which reinforces their attitudes, and reject information that opposes their attitudes (Tsahi and Tal, 2017).

The center of power in making news was shifted from media only to individuals and organization, where the influence of media is affected as the trust in information sources plays the utmost role in people's decision making. Information, especially personal one, was no longer private when it is shared in social media and can be easily accessed by third parties apart from the social media company (Jones and Soltren, 2005; Auer, 2011).

People use social media to fulfill different needs for them; one of the most common one was the need of entertainment. It was found that enjoyment, achievement and social interaction were motives to play online games via social media (Wu, Shu-Ching and Ho-Huang, 2010). Also, motivations for mood management and adjustment, gender socialization of emotions, affection disposition and excitation transfer drove people to use social media (Bartsch and Reinhold, 2010). Thus, entertainment was a crucial need for human existence that could be fulfilled by social media usage (Xiao and Zuang, 2014). It was found by Manasijevic et al. (2016) that Facebook is greatly used for the purpose of entertainment by people with different cultures and backgrounds. Many researches revealed that most of the time, social

network sites allows users to upload, view and download many kinds of music, movies and jokes (Chuang, 2015).

Kemp (2021) stated that social media were used mostly for entertainment as they were for social connection due to the engagement of platforms like TikTok. GlobalWebIndex report (2024) showed that about 52.3% of working-age survey respondents used social media as primary motivation for "watching videos, TV shows and movies" and 38.5% to "fill spare time".

The current study aimed to examine the needs for knowledge seeking and for recreations that drove Egyptian university students in order to interact with social media. This was done by investigating different variables that build the underlying motives for knowledge and information acquisition as well as for recreation and entertainment. A quantitative method approach was used to collect data on social media interactions driven by these two motives. The study targeted a selected sample of university students who were regularly consuming social media platforms. The results of this research were anticipated to add a comprehensive understanding and significant correlations as well as impacts of different social and psychological motives on social media interactions among a very important active sector of Egyptian population.

This study aimed to assess the relationships of the motives for knowledge seeking as well as the motives for recreation (as independent variables) on the social media interactions (as dependent variable) on students of Egyptian university. The mediation impacts of gender, type of the study, year of the study and GPA ranks have been investigated. Three hypotheses were derived from the literature keeping the proposed module structure (figure 1).

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

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

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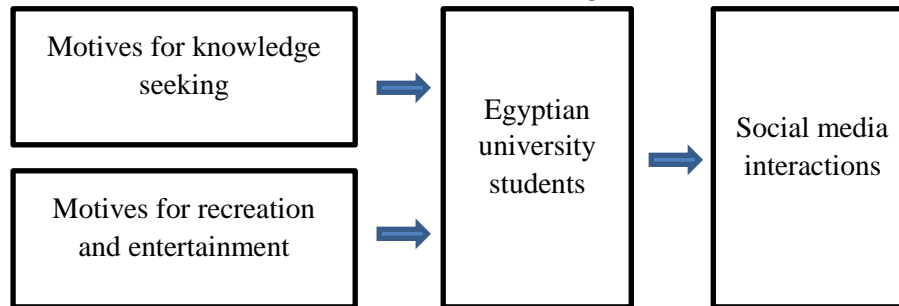

Figure (1): The hypothesized model.

METHODOLOGY

Research Design and Sampling

The present research employed a quantitative approach via an online survey to analyze the responses of 200 university students from Cairo University. Self-rating questionnaires utilizing 5-point Likert type ordinal measurement scale ranging from (1) "I don't agree at all" to (5) "I strongly agree" was used to assess the relationships as well as the impacts of the need for knowledge seeking and the need for recreation on the use of social media. Questionnaires have been distributed and responses have been collected through Google Forms. Total of 300 questionnaires were distributed till reaching 200 valid responses.

Measures

The questionnaires included numerous statements concerned with the motives for knowledge seeking and the motives for recreation as well as social media interactions. The participants were asked to indicate the level of agreement or disagreement on 8 items covering the social media interactions, 10 items covering motives for seeking knowledge and information along with 6 items covering motives for recreation and entertainment (table 1). Questions about the most used platforms for each motive were added. All students were verbally informed that the participation in this study was voluntary.

Data Analysis Techniques

Data have been analyzed statistically by "Statistical Package for Social Science, SPSS; version 20" and "StataMP" software. The three constructs were accomplished by related statements according to the literature in order to answer the proposed hypotheses. Internal consistency and reliability were assessed by Cronbach's alpha coefficient expecting values between 0 and 1. The questionnaires were considered stable when the values exceed 0.6 (Griethuijsen et al., 2015).

Confirmatory factor analysis for internal validity was employed in order to explore the relationships between variables. Factor loading reflected the strength of the relationships between each factor and the observed variables. Statements were considered to be loaded in the corresponding construct when it was exceeding 0.5. Assessment of normal distribution of the data was done according to Shapiro-Wilk test (1965 quoted in Taewoong and Seongbaek, 2023) as well as Kolmogorov-Smirnov tests (1936 quoted in Taewoong and Seongbaek, 2023) to perform parametric tests.

Correlation analysis

Correlations were determined using Pearson's correlation coefficients that indicated strengths and directions of the correlations as values ranged from -1.0 to $+1.0$. The correlations were considered weak if the absolute value was between 0 and 0.3, moderate if the value between 0.3 and 0.7, and strong if the value was greater than 0.7. The significant relationships at 95% confident was confirmed by p-value < 0.05.

Structural Equation Modeling (SEM)

A structural equation modeling (SEM) with graphical tool for the path analysis was employed to test the proposed hypotheses. The strengths of variables' impacts were estimated as indicated by the regression coefficients and their significances according to p-values. Maximum Likelihood (ML) estimate method as well as Asymptotically Distribution-Free method (ADF) was used. Furthermore, the efficiency of the model was examined by "goodness

of fit measures". They comprised Incremental Fit Index (IFI), Normal Fit Index (NFI), Relative Fit Index (RFI), Turker-Lewis Fit Index (TLI) Comparative Fit Index (CFI), as well as Root Mean Square Error of Approximation (RMSEA). Mediation outcomes were proved when a significant impact of the independent variable existed on mediator and a significant impact of mediator existed on the dependent variable.

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

Statements for social media interactions
1.1 I use social media to satisfy my need
1.2 I join a particular site because I want to be with my friend
1.3 I join a particular site because I heard about it and I found it is useful
1.4 I join a particular site because it is a new trend
1.5 Privacy setting is important while using social media
1.6 Credibility is important while using social media
1.7 My GBA/academic career is affected by my use of social media
1.8 What is the total number of hours spent using SM daily
Statements of motives for knowledge and information seeking
2.1 I use social media to get all what I need of information
2.2 I use social media for my academic study and research
2.3 I use social media to follow local and world news
2.4 I use social media to look for promotions and brands
2.5 I believe the contents of social media if I know the source
2.6 I believe the contents if the source has high number of followers
2.7 I authenticate information I see on social media before I believe it
2.8 I share/like the information on social media because I liked it
2.9 I share/like the information because its important in my view
2.10 I share/like the information to appear active and popular
Statements for motives for recreation and entertainment
3.1 I use social media to entertain myself
3.2 I seek entertainment in social media to relax in time of stress, boredom and depression
3.3 I seek entertainment in social media to distract myself and to escape form real world
3.4 I seek entertainment in social media to navigate profiles, reading and to watch jokes
3.5 I use social media for listening music or watching viral videos and clips
3.6 I enjoy following fashionable people and stories

RESULTS

Descriptive Results

The total number of collected valid responses was 200 out of 300 questionnaires which were distributed in bouts till getting the required number which exhibited response-rate about 66%. Socio-demographic

characteristics of the collected sample are outlined in table (2). It was noticed that female participants were more than male ones as 79.5% were females and 20.5% were males. Newcomers of students in first and second college year counted 56% of respondents while 44% of students were in third year and older. Moreover, most of the students (66.5%) were enrolled in practical-type studies where 33.5% of them were engaged in theoretical-type. An outstanding observation was that a great proportion of students (63%) had high GPA levels of "excellent" and "very good" ranks. In the present study, 97% of respondents used WhatsApp, Instagram, Facebook, TikTok and YouTube platforms where only 1% used X (Twitter) and 2% used others sites.

Table (2): Some characteristics of the 200 participants.

Variable	Frequency	Percentage
Gender		
male	41	20.5%
female	159	79.5%
Type of study		
Practical Major	133	66.5%
Theoretical Major	67	33.5%
Year of the study		
New (First or Second Year)	112	56%
Old (Third Year or Older)	88	44%
GPA ranks		
Excellent	39	19.5%
Very Good	87	43.5%
Good	56	28%
Satisfactory	14	7%
Weak	4	2%

Descriptive analysis of the construct "social media interactions" included 8 statements with average response indicated "near neutral" and "agree to strongly agree" as the mean values ranged between "2.43" and "4.14" (table 3). Only 27 out of the 200 participants (13.5%) used social media platforms for less than 2 hours per day where 86.5% of them spent more than 2 hours and 38.5% spent more than 4 hours (chart 1). Most of students (82%) agreed on the statement *"1.5 Privacy setting is important while using social media"* where 42% strongly agreed and 40% agreed on the priority of privacy setting while using social media. In addition, 85% of students agreed on the

statement *"1.6 Credibility is important while using social media"*; the statement which revealed the most homogeneous response and lowest variation of 22.9% coefficient of variation (COV). In spite of 82.5% of participants agreed on the statement *"1.2 I join a particular site because I want to be with my friend"*, this item demonstrated the least homogeneous one with highest variation of 45.6% coefficient of variation (COV). Conversely, 65.5% of the students did not agree on the statement *"1.4 I join a particular site because it is a new trend"* where 46.5% disagreed and 19% strongly disagreed on that.

Table (3): Descriptive analysis of "social media interactions" on the 200 students.

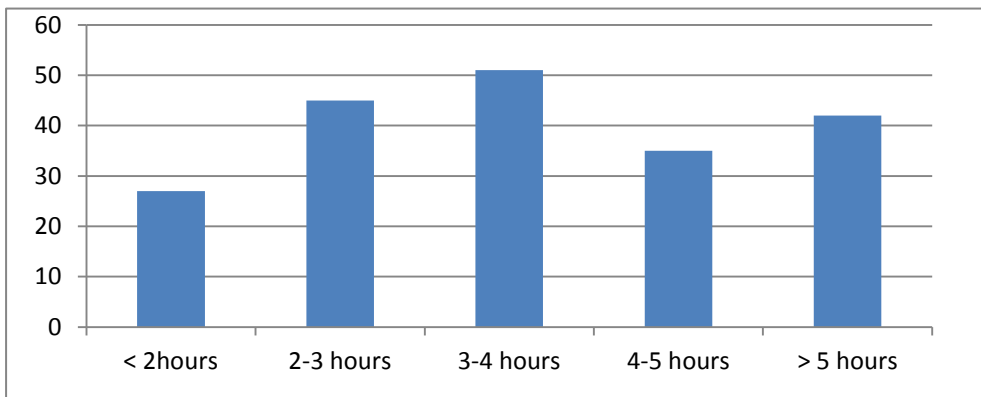| Question	Minimum	Maximum	Mean	Standard Deviation	COV
1.1	1	5	3.49	0.961	27.54%
1.2	1	5	3.82	0.901	23.59%
1.3	1	5	3.45	0.939	27.22%
1.4	1	5	2.43	1.109	45.64%
1.5	1	5	4.14	0.962	23.24%
1.6	1	5	4.07	0.932	22.90%
1.7	1	5	3.39	1.079	31.83%
1.8	1	5	3.10	1.334	43.03%
Social Media Interactions	2	5	3.4850	0.44439	12.75%

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

 Descriptive statistics of the construct including statements of motives for knowledge and information seeking are demonstrated in table (3). This construct   included 10 statements with average response tended

to be "near neutral" and "neutral to agree" as the mean values ranged between "2.38" and "3.90". The platform by which the students mostly used for knowledge seeking appeared to be Facebook (29% of participants).

The statement with the highest agreement (80%) was the statement "2.7 *I authenticate information I see on social media before I believe it*" where 59.5% agreed and 20.5% strongly agree on that item. This statement revealed the most homogeneous responses with lowest variation and 22.26% coefficient of variation (COV). The statement "*2.3 I use social media to follow local and world news*" revealed agreements by 79.5% of respondents where 60.5% and 19% agreed and strongly agreed respectively. Also, the statement "*2.1 I use social media to get all what I need of information*" received agreements by 77% of the students where 58% agreed and 19% strongly agreed on that respectively. More than two thirds of respondents (71.5%) agreed on the statement "*2.2 I use social media for my academic study and research*" where 55.5% agreed and 16% strongly agreed on it.

On the other hand, the statement with the highest disagreement (65%) was "*2.10 I share/like the information to appear active and popular*" where 46.5% and 18.5% of students disagreed and strongly disagreed respectively.

Table (4): Descriptive statistics of the motives for knowledge and information seeking among the 200 students.

Question	Minimum	Maximum	Mean	Standard Deviation	COV
2.1	1	5	3.80	0.965	25.40%
2.2	1	5	3.64	1.057	29.04%
2.3	1	5	3.81	0.986	25.88%
2.4	1	5	3.44	1.059	30.79%
2.5	1	5	2.93	1.136	38.77%
2.6	1	5	2.55	1.088	42.67%
2.7	1	5	3.90	0.868	22.26%
2.8	1	5	3.35	1.096	32.72%
2.9	1	5	3.46	1.060	30.64%
2.10	1	5	2.38	1.039	43.66%
The motive for information acquisition	1.30	4.50	3.3240	0.49604	14.92%

The construct of the needs for recreation and entertainment included 6 statements. Table (5) illustrates the descriptive statistical results of responses among the 200 students. The platform which was mostly used for recreation and entertainment appeared to be TikTok with relative frequency of 35% (70 out of 200 participants) followed by Instagram by 43 respondents (21.5%) and then Facebook by 39 respondents (19.5%).

The responses toward the motives for recreation and entertainment tended, on average, to be "neutral" and "agree" for the statements in that construct as the mean values were "3.06" and "4.03". The statement with the highest agreement (85.5% of students) was the statement "3.*2 I seek entertainment in social media to relax in time of stress, boredom and depression"* where 60% of students agreed and 25.5% strongly agreed respectively. This was the most homogeneous statement with lowest variance and coefficient of variation equaled 19.80%. Also, the statement *"3.1 I use social media to entertain myself"* revealed 74.5% with agreement where 53% agreed and 21.5% strongly agreed on that. Most of the students (64.5%) agreed on the statement *"3.4 I seek entertainment in social media to navigate profiles, reading and watch jokes"* with 55% and 9.5% agreed and strongly agreed respectively.

Table (5): Descriptive statistics of the motives for recreation and entertainment among the 200 students

Question	Minimum	Maximum	Mean	Standard Deviation	COV
3.1	1	5	3.86	0.888	23.01%
3.2	1	5	4.03	0.798	19.80%
3.3	1	5	3.42	1.200	35.09%
3.4	1	5	3.52	0.992	28.18%
3.5	1	5	3.36	1.190	35.42%
3.6	1	5	3.06	1.170	38.24%
The motive for entertainment	1.50	5	3.5392	0.67890	19.18%

Inferential Results

Correlation Analysis

The results of two normality tests; "Kolmogorov Smirnov and Shapiro-Wilk" revealed that the data of three constructs (two independent variables and one dependent variable) were not normally distributed. However, parametric statistical tests have been conducted as the research sample size was 200 (Sekaran, 2003).

 Pearson's correlation coefficient is tabulated in table (6). It was observed that there was a significant positive moderate correlation between the motives for information seeking and social media usage (correlation coefficient = 0.326 and p-value <0.05). Also, a significant positive weak correlation was observed between the motives for recreation and social media interactions (correlation coefficient = 0.200 and p-value <0.5). However, a significant positive weak correlation was detected between the motives for knowledge seeking and motives for recreation (correlation coefficient = 0.255 and p-value <0.01).

Table (6): Pearson's correlation coefficients.

Variables	Social Media Interactions	Motive for Knowledge Seeking	Motive for Recreation
Social Media Interactions	1	0.326**	0.200**
Motive for Knowledge Seeking	0.326**	1	0.255**
Motive for Recreation	0.200**	0.255**	1

** Correlation is significant at the 0.01 level (2-tailed).

A significant difference existed between variables of motives for knowledge and information seeking and "the year of the study". It was noticed that junior staff showed motives for information seeking more than senior students (p-value 0.023 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 recreation (p-values 0.880 and 0.188 respectively). Also,

no significant differences between "the type of the study" and social media interaction, motives knowledge seeking or motives for recreation (p-values 0.178, 0.090 and 0.309 respectively).

SEM Analysis and Testing Hypotheses

A structural equation modeling SEM was used to detect the impacts of the independent variables (motives for knowledge and information seeking, and motives for recreation) on the dependent one (social media interactions) via mediator variables (gender, type of the study, year of the study and GPA ranks) utilizing graphical tool "path analysis. A structural model was built as first step (figure 2). "Gender", "type of the study" and "GPA ranks", revealed no impacts of independent variables on social media interactions. However, "type of the study" demonstrated a direct strength on social media usage irrespective knowledge seeking or recreation (table 7). So, these paths have been removed from the model and the model was re-estimated in second path.
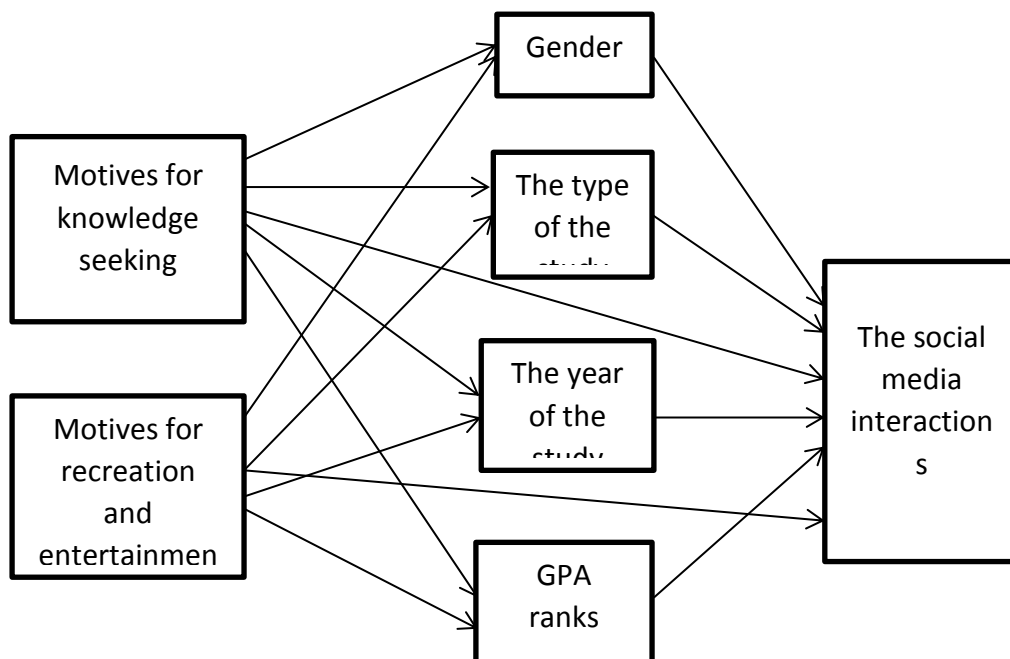
Figure (2): First path diagram.

Table (7): Regression weights in the first path analysis.

Path of variables			Estimate	Standard Error	P-value
Rank	<---	Knowledge seeking	0.868	0.119	0.001
Gender	<---	Knowledge seeking	0.043	0.046	0.35
Type_of_the_study	<---	Knowledge seeking	0.035	0.054	0.516
Year_of_the_study	<---	Knowledge seeking	0.117	0.057	0.041
Social_Media_Interactions	<---	Knowledge seeking	0.49	0.058	0.001
Rank	<---	Recreation	0.267	0.097	0.006
Gender	<---	Recreation	0.021	0.037	0.579
Type_of_the_study	<---	Recreation	0.045	0.044	0.303
Year_of_the_study	<---	Recreation	0.07	0.046	0.132
Social_Media_Interactions	<---	Recreation	0.225	0.043	0.001
Social_Media_Interactions	<---	Gender	0.103	0.079	0.197
Social_Media_Interactions	<---	Type_of_the_study	0.185	0.068	0.006
Social_Media_Interactions	<---	Year_of_the_study	0.186	0.064	0.004
Social_Media_Interactions	<---	Rank	0.102	0.03	0.001

The model was re-estimated after excluding "gender" and "type of the study" as mediators, keeping "GPA ranks" and "year of the study". Figure (3) illustrates the second path diagram.
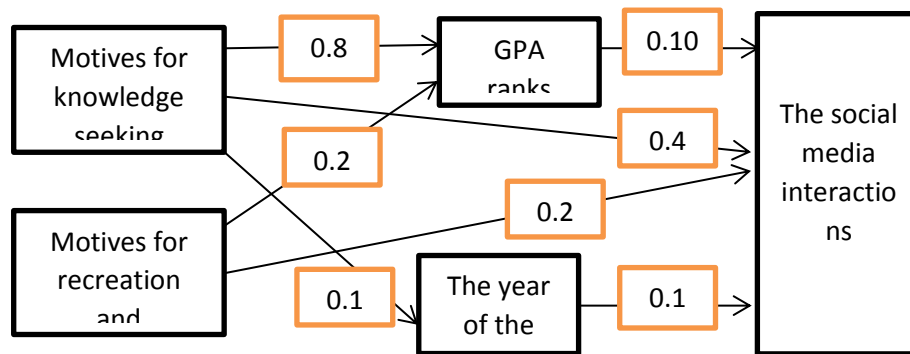

Figure (3): Second path diagram.

Regression weights in the second path revealed direct along with indirect impacts of motives for knowledge seeking and for recreation on the social media interactions among Egyptian university students (table 8).

Table (8): Regression weight in the second path

Path of variables			Estimate	Standard Error	P-value
Social media interactions	<---	GPA ranks	0.102	0.03	0.001
Social media interactions	<---	Year of the study	0.185	0.064	0.004
GPA ranks	<---	Knowledge seeking	0.868	0.119	0.001
Year of the study	<---	Knowledge seeking	0.117	0.057	0.041
Social media interactions	<---	Knowledge seeking	0.488	0.058	0.001
GPA ranks	<---	Recreation	0.267	0.097	0.006
Social media interactions	<---	Recreation	0.225	0.043	0.001

It was obvious that "GPA ranks" exhibited a significant direct positive influence on social media usage (regression weight = 0.102 with confident 95%). This means that increasing ranks of the student augmented the use of social media. Also, "year of the study" Demonstrated a significant direct positive impact on social media interactions (regression weight = 0.185 with confident 95%) which means that older students experienced higher social media usage than junior ones.

The current study revealed a significant direct positive impact of motives for seeking of knowledge and information on social media usage (regression weight = 0.488 with confident 95%). This means that there was a direct relationship and positive impact of motives for knowledge seeking on social media interactions among Egyptian university students and proves (H1). Furthermore, the present study evidenced a significant direct positive impact of motives for recreation and entertainment on the use of social media (regression weight 0.225 with confident 95%) which means that increasing the needs for recreation and entertainment will increase the use of social media. This indicates a direct relationship and positive impact of the motives for recreation on social media interactions among Egyptian university students and proves (H2). Although "gender" and "type of the study" showed no mediation effects on motives for knowledge acquisition and recreation on the use of social media, "GPA ranks" and "year of

the study" revealed positive indirect impacts and partially proved (H3) (table 9).

Table (9): Mediation effects of "GPA ranks" and "year of the study".

Model	Direct Effect	Indirect Effect	Total Effect	Interpretation
Social media interaction ← Rank ← Knowledge seeking	0.488	0.0877	0.6121	Partial Mediation
Social media interaction ← Year of the study ← Knowledge seeking		0.0364		Partial Mediation
Social media interaction ← Rank ← Recreation	0.224	0.028	0.252	Partial Mediation

 The needs for knowledge and information seeking demonstrated additional positive indirect impacts on the social media interactions via "GPA ranks" and "years of the study" with regression weights equaled 0.0877, and 0.0364 respectively. This verified that the effect of the motive for knowledge seeking on social media interactions was stronger for older students than new ones, and for those with higher ranks than lower performance. On the other hand, the needs for recreation revealed more positive indirect effect on the use of social media through "GPA ranks" by regression weight equaled 0.028. this indicated that students with higher "GPA ranks" were driven to use social media platforms for recreation.

 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 perspectives and behaviors as well as their attitude in life. In the current era of media saturation individuals used to access social media sites whenever internet is available through mobile smart phones or computers (Asemah, 2023). They can use social media to fulfill their needs for

knowledge seeking and information acquisition as well as for recreation, relaxation and entertainment especially among younger sectors (Ghafar, 2024). Roushdy and Sieverding (2015) published that about 62% of total population in Egypt was less than 29 years. The current study was conducted on Egyptian university students to correlate motives for knowledge seeking and motives for recreation with social media interactions based on Uses and Gratification theory and Social Cognitive theory. It was assumed that social media audiences can voluntary engage themselves in social media to meet their needs (Rousseau, Eggermont and Frison, 2017).

Discussion of findings

The current work hypothesized that the needs for knowledge seeking and needs for recreation drive Egyptian university students to use social media platforms. "Gender", "type of the study", "year of the study" and "GPA ranks" have impacts on these needs. The current study was carried out on 200 participants from Cairo University who used to use social media. A quantitative approach was adopted with self-rating questionnaires using 5-point Likert scale. Two independent constructs included statements of motives for knowledge seeking and for recreation as well as one dependent construct for social media interactions were employed. The statements were evaluated by experienced people and ended-up with final lists of questionnaires in English and Arabic. Collected data have been statistically analyzed by SPSS version 20 and StataMP software.

The reliability of our quantitative instrument revealed values of Cronbach's Alpha 0.720 for one independent indicator (motives for recreation) and 0.767 for the dependent indicator (social media interactions) which are higher than the minimum cutoff score of 0.7 (Nunnally and Bernstein, 1994). The second independent indicator (motives for knowledge seeking) exhibited Cronbach's Alpha about 0.624 which was also acceptable according to Griethuijsen et al. (2015). In addition, validity of the constructs revealed factor loadings more than 0.5 for all statements and AVE values more than 0.5 (Fornell and Larcker, 1981) which reflected high discriminant validity as well. These values are compatible with the described values

indicating accepted internal consistency and validity of scales under the current study (Kumar, 2011).

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.

It was observed that 97% of participants generally used to use WhatsApp, Instagram, Facebook, TikTok and YouTube in that decreasing order irrespective to their motives for social media usage where only 1% visited X (Twitter). This observation was in agreement with most researches denoting common used platforms among people. Generally, WhatsApp was the favored one in the present study. This was in contradiction with Chao and Keung (2017) and Kemp (2024) who established that Facebook was the most popular used platform. This may be due to the extensive use of WhatsApp for communication among the students or due to the general trend of decline in using Facebook as shown by Rampton (2019). Conversely, only 1% of our participants used X (Twitter). This was controversy to what shown by Subrahmanyam et al. (2008) and Junco (2012) who stated that Facebook and X (twitter) were the most used platforms among college students.

Most of responses (79.5%) came from female and those who were new in college in particular practical ones. Of interest, about 63% of participants had high "GPA ranks" being "very good" and "excellent". This can reflect that most of the students who used social media were positively affected by joining social media irrespective to time spent.

This finding was in concordance with Junco, Heiberger and Loken (2011) who revealed that students would discuss academic material with greater engagement and better performance. However, Munoz and Towner (2011) as well as Feng et al. (2019) found that the daily use of Facebook may distract students in their academic performance and hence their GPA ranks.

 In the current study, most of students (82%) of participants were aware of the privacy setting during social media usage. This result was in line with Jones and Soltren (2005) who found that information on social media are no longer private and should be of concern. However, many researchers stated that social media users might be unconcerned with privacy and did not realize that an external party would exist (Wang, Tchernev and Solloway, 2012). Moreover, some users don't care to check privacy setting particularly extroverted individuals (Hinds, Williams and Joinson, 2020).

Also, 85% of students under the current study concerned with the issue of credibility while using social media platforms. This agreed with Flanagin and Metzger (2008) who published that credibility was very important where inaccurate information can lead to many social and personal problems with other consequences. Social trust is crucial and based on the credibility of the provided knowledge and information (Trevor, Brian and Homero, 2015).

 In the present study, 86.5% of students spent more than 2 hours per day on social media which were considered as heavy users. Moreover, 17.5% spent more than 4 hours and emerged to be very heavy users (Marino et al.,2018). This was more than what reported in GlobalWebIndex (2024) denoting a typical user usually spends 2 hours and 23 minutes per day using social media. However, in South Africa, users may spend 9 hours and 24 minutes per day comparing with Japanese, who spend less than 4 hours (GlobalWebIndex, 2024).

It was evidenced in the present research that Facebook was the most used platform for knowledge and getting information through social media followed by other platforms which were not specified by the respondents. These results were concurring with most publication that

university students used social media like Facebook for academic achievement (Komarraju and Karau, 2005), raising the magnitude of participation and then the productivity (Sherer and Shea, 2011) and sharing knowledge (Fewkes and McCabe, 2012). Some researchers found that students mainly used X (Twitter) to discuss academic issues and to get up-to-date news (Junco, Heiberger and Loken, 2011). However, the use of X (Twitter) was very limited for getting knowledge and information in our study counting only 9% of responses.

In was noticed that 77% of students stated that they got what they need of knowledge and information from social media. About 79.5% of participants followed local and world news and 71.5% used social media for academic study. Having said that, most of the respondents (80%) showed that they authenticated the media' information before they believe them. These findings, are generally consistent with previous studies (Junco, Heiberger and Loken, 2011; Sherer and Shea, 2011; Fewkes and McCabe, 2012; Abdalla and Qashou, 2020).

 TikTok was the most used platforms for recreation and relaxation by the students under the study and followed by Facebook and Instagram. The apparent shift from Instagram to TikTok as an important site for entertainment was compatible with the findings of Kemp (2024) who revealed that a definite use-shift from Instagram to TikTok was noticed in Egypt. He reported that TikTok demonstrated about 32.94 million audience aged 18 years and above by January 2024. That was because users became active rather to be passive via sharing reels and short videos in TikTok (Ghafar, 2024).

Approximately, 75% of students used social media just to entertain themselves, 85% of them sought platforms in order to relax during time of stress and boredom and 65% navigated profiles and watched reels, videos and jokes. This pattern of response was identical to what was published by many authors. Kemp (2024) revealed that social media were used mostly for entertainment. Other researches verified that social network sites allowed people to upload, download and watch variable kinds of music, movies and jokes (Chuang, 2015). People used to seek platforms when they were overloaded and in need

of recreation and relaxation to get subjective happiness and neglecting responsibility (Brailovskaia et al., 2019).

Correlations and Impacts of Motives

The aim of the current study was to investigate the needs that drive the use of social media among Egyptian university students based on uses and gratification, and social cognitive theories as theoretical framework.

The results for normality distribution using Kolmogorov Smirnov and Shapiro-Wilk normality tests showed that data were not normally distributed in the three constructs. However, parametric tests have been employed for inferential analysis following Sekaran (2003) who revealed the possibility of applying parametric tests such as Pearson's correlation coefficient on researches with sample size above 30 to 50 participants.

In addition, testing the hypotheses was done using Structural Equation Modeling (SEM) was done through two paths analysis. The model was constructed using Maximum Likelihood (ML) estimate method and Asymptotically Distribution-Free method (ADF) (to avoid the non-normality of the data given). The efficacy of the model was checked and accepted by means of "goodness of fit measures". It was detected that "Gender" and "type of study" showed no significant impacts as mediators. Then, "gender" and "type of study" were removed from the first path and re-estimated model with a second path was made to assess direct and indirect influence of motives on social media interactions.

The correlation analysis evidenced a significant positive moderate correlation between needs for knowledge seeking and social media usage. In addition, the structural equation modeling (SEM) indicated a significant direct positive impact of knowledge seeking on the use of social media. Several studies supported the need for knowledge and information can be gratified by using social media which enabled dissemination and accession of knowledge (Avery et al., 2014; Eick and King, 2012; Ghafar, 2024).

Cognition is an intrinsic motive which is driven by the need to gain knowledge and to seek information (Ryan and Deci, 2000). A research was performed on college students at two universities in Texas to assess reasons for using social media platforms (Park, Kee and Valenzuela (2009). They found that getting knowledge was the most motive for using Facebook and X (Twitter). Social media were considered as a basic tool for planning and carrying out activities (Asemah, 2023).

Furthermore, the correlations' results of the current study showed a significant positive weak relationship between the motive for recreation and social media usage. The structural equation modeling (SEM) as well revealed a significant direct positive impact by the needs for recreation and entertainment on social media interactions. The positive correlation and the direct impact were compatible with many studies in the literature that related social media usages to gratify people' needs for creation and relaxation (Leung and Wei, 2000; Joinson, 2008; Grellhesl and Narissra, 2012; Whiting and Williams, 2013; Avery et al., 2014). People consumed media platforms to gratify different needs for them; one of the most common one was the need of recreation. Kemp (2024) published that social media were used mostly for entertainment particularly with the rise of entertaining platforms like TikTok. Needs and gratifications for relaxation, recreation and enjoyment, can be achieved through the use social media (Wu, Shu-Ching and Ho-Huang,2010).

No significant difference was noticed between the use of social media and "gender". Also, SEM showed no impact of gender on social media interaction. The absence of gender' difference was not on the same line of Self-Construct Theory of Gender (Krasnova et al., 2017). It was stated that the tendency attributed to girls in using media platforms is more for self-construct by maintaining the pre-existing relationships while boys are motivated by getting new relations. Gender' difference always exists concerning on-line and even off-line lives (Pertegal, Oliva and Rodriguez-Meirinhos, 2019).

The structural equation modeling evidenced partial mediations through indirect positive impacts of two mediators; "GPA ranks" and

"year of the study". This meant that being older in the college (third and fourth year in collages) with high rank scores (very good and excellent) pushed the students to use social media to get knowledge and information. This result reflected the positive effect of social media on knowledge acquisition and academic performance (Junco, Heiberger and Loken, 2011; Ghafar, 2024). Also, the presence of age-related difference agreed with Pertegal, Oliva and Rodriguez-Meirinhos (2019) who verified that older students used to use platforms to seek knowledge and information for academic studies. This may be attributed to the increased level of commitment and maturity at this age which positively influenced their GPA ranks.

Also, students with high "GPA ranks" in their studies consumed social media more for entertainment and relaxation due to the indirect positive impact of "GPA ranks" on motives for recreation on usage of social media platforms. This notion was explained by Leung (2013) who stated that social media is a way to vent during stress. Also, media platforms can help users to relax when they are overloaded and in need of recreation (Chuang, 2015; Brailovskaia et al., 2019).

Theoretical Implications

The essential contribution of the present study is that it proved the hypotheses proposed on the relationships between the use of social media and the needs for knowledge and information seeking as well as the needs for recreation and entertainment among Egyptian university students. The current results evidenced a lot of similarities with previous studies carried out on different cultural setting which established positive impact of the needs for knowledge seeking and the needs of recreation on the magnitude of social media interactions. Lastly the results of the present study help to the understanding the influence of social media usage on attitudes of Egyptian university students as a distinct population group. This may fill a gap of knowledge concerning a major subset of Egyptian youth.

Contributions of the Study
Regardless of limitations, the present results added more information to the bulk of the literature particularly on specific aspects of Egyptian

university students. This research should be considered as a pilot study which can be used as a basis for further researches interested in similar topics.

Limitations of the Study

It should be noted that the current study was done on a selected sample of university students. The results would have reflected a generalized view if the study was performed on samples from other demographics including youths not only the universities' candidates. Also, the self-rating type of questionnaires may be subjected to inherited self-selecting bias with some drawbacks of desirability in audiences' responses. Another point is the number of mediators which was limited and comprised four items only. Other factors like place of living, parents' education and family income among others can add different aspects in social media usages among Egyptian.

Recommendations for Further Study

Upon the present results of some correlation between independent variables; motives for knowledge seeking and entertainment; an extended study could be carried out. In addition, the cause-effect patterns of some correlations could be studied to magnitude the level of such relationships on Egyptian university students.

CONCLUSION

The present study demonstrated significant results and observations about the needs for knowledge and information acquisitions as well as motives for recreation and entertainment on social media interactions among Egyptian university students. Most of the university students heavily used social media for more than 2 hours per day. Facebook and TikTok were the mostly used platforms for knowledge seeking and for recreation respectively. Significant direct correlations and positive impacts were evidenced by motives for knowledge seeking as well as motives for recreation on the use of social media platforms. Over and above, "GPA ranks" and "year of the study" established additional positive indirect impacts on the magnitude of social media usage among Egyptian university students.

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COMPETING INTERESTS

No financial interest exists.

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