

EFFECTS OF SOCIAL MEDIA ON SOCIAL CAPITAL FORMATION AMONG UNIVERSITY STUDENTS IN PUNJAB, PAKISTAN

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2013-GCUF-05645

Thesis submitted in partial fulfillment of
the requirements for the degree of

DOCTOR OF PHILOSOPHY
IN
SOCIOLOGY



DEPARTMENT OF SOCIOLOGY
GOVERNMENT COLLEGE UNIVERSITY, FAISALABAD

2023

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH, THE MOST GRACIOUS, THE MOST MERCIFUL

DECLARATION

The work reported in this dissertation was carried out by me under the supervision of **Dr. Muhammad Shabbir Ch.**, Ex-Associate professor of Sociology, Department of Sociology Government College University, Faisalabad, Pakistan.

I hereby declare that the title of dissertation, **"Effects of Social Media on Social Capital Formation among University Students in Punjab, Pakistan"** and the contents of dissertation are the product of my own research and no part has been copied from any published source (except the references, standard mathematical or genetic models/equations/formulas/protocols etc.) I further declare that this work has not been submitted for award of any other degree/diploma. The University may take any action if the information provided is found inaccurate at any stage.



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DEDICATION

To Allah

*Who is the most Merciful and who gave me more
then I deserve*

*I dedicate this humble effort, the fruit of my
Thought and study to my affectionate parents,
who inspired me to higher ideals of life and want
to see me as Doctor*

Special Thanks

To

*My Sisters and Wife who always encouraged me
and pray for my success*

*At the end it is dedicated to My Beloved Children
who are inspiration for me and make me more
optimistic for future*

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ABBREVIATION AND ACRONYMS

AM	Arithmetic Mean
DAIs	Degree Awarding Institutions
FGD	Focus Group Discussion
ICT	Internet Communication Technologies
MDGs	Millennium Development Goals
OECD	Organization of Economic Cooperation & Development
OLS	Ordinary Least Square
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences/Statistical Product Services & Solutions
SDGs	Sustainable Development Goals
SNSs	Social Networking Sites

ACKNOWLEDGEMENTS

I am immeasurably indebted to **ALMIGHTY ALLAH**, Who gives and forgives, the propitious, the benevolent and sovereign whose blessing and glory flourished my thoughts and thrived my ambitions to have the desired fruit of my modest effort in the form of this manuscript. With profound gratitude, I wish to thank some marvellous people who have encouraged and helped me through their being presence.

I wish to express my special thanks to my worthy Supervisor **Dr. Muhammad Shabbir Ch.**, Ex-Associate Professor, Department of Sociology, Government College University, Faisalabad, for his research expertise, guidance, and consistent demand for a quality work. His kind support, understanding, and patience were of immense help to me. In spite of his busy assignments he guided me and provided his valuable suggestions, skilful supervision and constructive criticism in the completion of research and thesis work. I would also like to avail this opportunity to offer my deepest thanks to members of supervisory committee **Prof. Dr. Zahira Batool**, Professor, Department of Sociology and **Dr. Sadaf Mahmood**, Assistant Professor Department Sociology, Government College University, Faisalabad, for providing their support and scholastic thoughts that are reflected in this research. I am also thankful to the **Chairperson** Department of Sociology **Prof. Dr. Zahira Batool**, for her support and patience throughout the degree. At end I am also grateful to the Dean faculty of Arts and Social Sciences.

I am also thankful to the Universities Administration for allowing me for the collection of data. I am also thankful to my team of data collection that is always with me for the entire data collection procedure. I deeply value the sincere contribution and support extended by my family in completion of this modest work. My heartfelt gratitude is for my parents, Sister and especially my brother Muhammad Ali Raza Mushtaq and to my wife, who have provided me the emotional and physical support to me in accomplishing this task. Finally researcher is also grateful to all persons who helped his in completion of this dissertation.

MUHAMMAD ARQAM MUSHTAQ

ABSTRACT

The present study has been designed to explore the effects of social media on the social capital formation among university students in Punjab Pakistan. Information and Communication Technologies (ICTs) have been considered as a fundamental source on which societies are constructed. The emergence and widespread adoption of ICTs have brought about remarkable changes in contemporary societies. As the use of ICTs integrates into everyday life of the individuals, the nature of social interaction has been transformed into weak or improvised social interaction. However, the advantage of the diffusion and the use of technological advancements depend upon the use of information and communication technology itself. Use of digital media has rapidly spread in Pakistan especially in urban areas, and in all social classes. The use of new media in 2013-14 reached about 60 percent in Pakistan. However, Internet users are still only about 13-18% of the total population in Pakistan. In Pakistan, social networking sites (SNSs) have become an essential ingredient for fun, excitement, and adventure for many, more than 8 million. People who can't catch up with their family members and friends in a face-to-face setting can greet them online. Sociability is essential for the development and maintenance of a network. A person's social behavior may be altered by the usage of digital media, which may make it easier for them to create virtual relationships, which may have negative consequences for their social capital. Even though computer-dependent communication might help people make virtual relationships, it has the opposite effect of increasing interpersonal and face-to-face conversation. In the world of globalization internet particularly social media increase the human interaction across the globe. People develop social relationship with different people and form their online social capital. It is possible that using social networking services for the maintenance and growth of social capital would be extremely beneficial to those who have a social capital investment. Social capital is most typically acquired through intimate relationships with family, close friends, and coworkers, among other things. The main objective of study is to study the basic social media profile and the socio-economic characteristics and its relationship with the social capital formation. Present study was conducted in Universities in Punjab, Pakistan. It is combination of qualitative and quantitative research. The study was conducted in large scale universities of Punjab province. Representative Sample of 520 was randomly with the help of Taro Yamani Formula. Data was collected with the help of a questionnaire and analyzed by using SPSS. Chi-Square, Gamma Test and Correlation and Linear regression as well as Logistic Regression test was applied to check the relationship between variables. On the other hand qualitative information gathered through focus group interview and analyze through thematic analysis technique by using NVIVO, and it was concluded that social media helpful in the formation on online social capital formation that ultimately leads towards the offline bonding and bridging. Findings depicts that students spent very much time on the social media. Majority of the respondents use Facebook, Snapchat, and Youtube. More than 50 percent of the respondents use social media for sharing and seeking information, entertainment and develop online bounding and bridging social capital. The inferential statistics illustrates the significant association between social media usage and social capital formation. It was concluded that social media help the students to learn, understand and make networks online that are very helpful for their future career development, help and overall well-being.

Chapter 1

INTRODUCTION

The advancement of digital technologies has expedited societal transformation, altering people's communication habits and lifestyles. People are increasingly turning to digital media to meet their social and psychological needs. Social media use strengthens people's virtual connections while depleting their social capital. People who use social media frequently are more likely to get separated from their physical social networks. Social media can cause isolation, as well as a decrease in family, social, and outdoor activities (Attewell, et. al., 2003).

Many people today utilize the internet to develop and sustain social contacts through creating online profiles, making online friends, commenting on friends' websites, and tracking other people's online behavior (Giannakos, et. al., 2013; Pfeil, et. al., 2009; Powell, 2009; Stevens & Morris, 2007; Cohen, 2009).

People can form and maintain relationships because social network systems (SNSs) allow people to interact, communicate, and exchange with others. SNSs enable users to acquire and store social capital for future use (D'Angelo, & McLeod, 2013; Kwon et al., 2013; Powell, 2009).

The concept of social capital has gained widespread acceptance in the social sciences. Lin (2001), Burt (2000), Coleman (1988), and Bourdieu (1985) were influential in popularizing this concept in sociology. Social capital research has also been undertaken in domains other than sociology. In the subject of economics, Fukuyama (1995) examines the importance of social capital for the growth of any nation's economy. Putnam (1995), a social scientist, is believed to be the greatest theorist for clarifying social capital. Social scientists have investigated various aspects of social capital (Adler & Kwon, 2002).

Social capital is defined by academics as "all resources (virtual or tangible) acquired through diverse social connections and interactions" (Burton, 2010). It is assumed that social capital is generated by social relationships formed through social interaction and structured social networks. Bourdieu and Wacquant (1992); Islam et al. (2006) state, "Researchers have begun to approach the concept of social capital at the individual level as opposed to the community level, and the virtual world as opposed to the corporeal, and to differentiate

between two distinct types of social capital at the individual level." Social capital is valued by students for a variety of reasons, including having fun, organizing activities, and making new friends (Giannakos, et al., 2013).

Although many academics have attempted to define the term "social capital," Putnam (1993, 1995, 2000) is recognized as one of the leading social capital researchers of the modern era. According to him (1995), social capital is comprised of "properties of social organisation such as networks, norms, and social trust that promote coordination and collaboration for mutual benefit." He (2000) asserts that the concept of social capital's core element is people's engagement in social activities.

Building and preserving social capital depend on sociability. Digital media use has the potential to alter a person's social behavior, make it easier for them to form virtual relationships, and disrupt social capital. Although computer-dependent communication can be utilized to strengthen virtual relationships, it also weakens face-to-face and interpersonal contact (Granovetter, 1973; Resnick, 2001, Riphagen & Kanfer, 1997).

Numerous studies have been conducted to examine the effect of new media use on social capital, and it has been discovered that heavy new media users are more likely to be disconnected from traditional social ties. According to Moody (2001), excessive use of new media reduces and replaces social activities because users spend so much time online. A person's hectic schedule and excessive use of virtual contacts may diminish the benefits of face-to-face interaction (Kraut et al., 1998). Other studies have found that excessive use of social networks and digital media contributes to loneliness and depression (Nie & Erbring, 2000; Young, 2009).

By creating online profiles, making online friends, commenting on friends' websites, and monitoring the online activity of others, the internet is used by a large number of people to establish and maintain social connections (Ellison, et., al., 2007; Stevens & Morris, 2007). This study is interdisciplinary in that it draws on information systems, psychology, and sociology, and the data generated is intended to guide research across disciplinary boundaries. Social network systems (SNSs) provide people with additional opportunities to interact, communicate, and share, allowing them to form and maintain relationships. SNSs enable users to acquire and store social capital for future use (Kwon, et., al., 2013; Powell, 2009).

According to Kwon et al. (2013), social capital refers to all actual and virtual resources amassed through various connections and social interactions. It is "outstanding for interdisciplinary research" (Burton, et., al., 2010). As a result of social contact through structured social networks, social relationships are regarded as a byproduct of social capital. Researchers have begun to distinguish between two types of social capital at the individual level and to approach the concept of social capital at the individual level as opposed to the community level and the virtual world as opposed to the physical world. Students value social capital for numerous reasons, such as recreation, activity planning, and making new friends (Giannakos, et., al., 2013).

As the popularity of social networking services has increased over the past decade, some researchers have examined the connections between social capital and these services. According to Steinfield et al. (2009), the intensity of social networking services is closely correlated with making new acquaintances and strengthening social ties. On social networking sites, building and expanding social capital was compared to an online bowling game. This argument contradicts Putnam's 1995 seminal article *Bowling Alone*, which asserted that social capital in American culture has declined.

Social networking services can be extremely beneficial in conserving and expanding social capital for a specific issue. In general, social capital is found in networks with strong relationships, such as family, close friends, and coworkers, as well as networks with diverse interaction (Putnam, 2000). Based on the characteristics of smartphones, social capital, and social networking services listed above, this study focuses on how smartphones influence social networking services and how services influence various social capital resources such as trust, networks, and civic involvement.

1.1 Social Capital and Social Media: Background

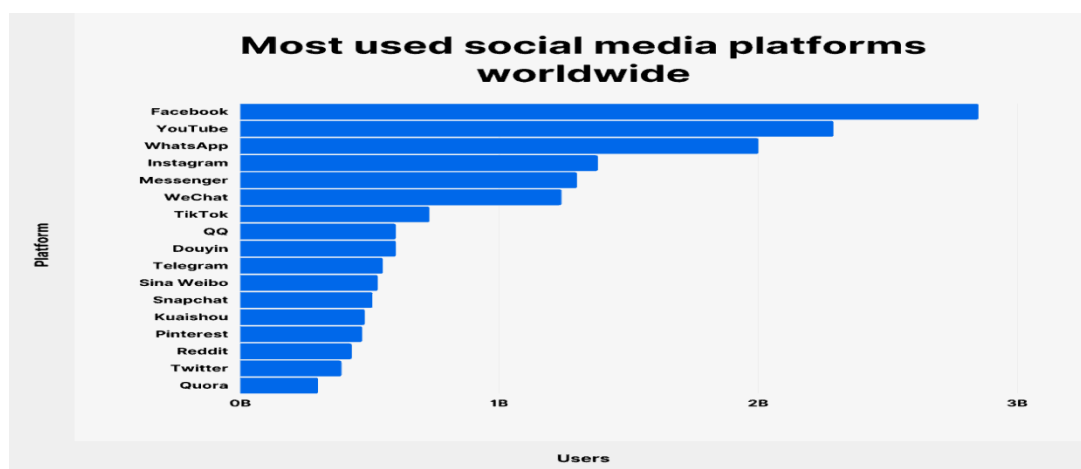
ICTs (information and communication technologies) have been regarded as a foundational element upon which societies are built (Castells, 2007). Modern civilizations have undergone extraordinary changes as a result of the development and widespread use of ICTs (Castells, 2001; Healy, 2001). The nature of social contact has changed into flimsy or impromptu social interaction as ICT use permeates everyday life for people (Bargh & McKenna, 2004). However, the benefits of adoption and application of technical

breakthroughs rely on how information and communication technology is used in general (Franzen, 2003).

ICTs like computers and the Internet are becoming more widely used, which has sparked a discussion about how people may actively affect how technology is used and interpreted (Hughes & Hans, 2001). The adoption and rapid development of Internet technologies, according to many academics, are changing people's social and civic lives (Davis, 1999; Kohut, 1994). The Internet has been utilised to achieve a variety of aims with a range of outcomes (Althaus & Tewksbury, 2000; Hill & Hughes, 1997). However, it is still unclear whether using it will make users' social lives better or worse (Haythornthwaite, 2005).

Understanding the social effects of Internet technology on human existence is now more important than ever due to the widespread use of the Internet in daily life (Kraut et al., 2002). According to academics, the Internet has the ability to improve people's lives. Since it enables people to connect with friends and family across distance and time, it will revolutionize how people live. However, there are those sceptics who are reluctant to acknowledge its potential (Franzen, 2003; Dean, 2022).

In 2001, only 495 million users accessed the Internet worldwide; in 2013, this number is expected to reach 2749 million (ITU, 2013). These figures demonstrate how quickly the Internet has gotten into the daily lives of people all across the world. Due to its numerous uses, this dramatic increase has occurred (Howard, et al., 2002). There is preliminary evidence that the Internet contributes to the strengthening of relationships between different social groups and helped to create social capital (Hampton, 2003; Dean, 2022).



Source: Worldwide Social Media used Statistics by Brian Dean, 2022.

1.2 Social Media Platforms and Social Networking

The emergence of information technology has ushered in a period of rapid and profound social transformation. It is common for people to utilize digital media to satisfy their social and psychological requirements. The usage of social media facilitates the expansion of a person's virtual networks, but it also causes social capital to be disrupted. A significant amount of time spent on social media increases the likelihood of people losing connection with their real-life friends and family. The use of social media can result in a reduction in outdoor activities as well as a reduction in social and family interaction. (Attewell, Suazo-Garcia, & Battle, 2003). Sociability is essential for the development and maintenance of a network. A person's social behavior may be altered by the usage of digital media, which may make it easier for them to create virtual relationships, which may have negative consequences for their social capital. Interpersonal and face-to-face engagement can be hampered by computer-based communication, but it can also be utilized to establish virtual ties between people (West, 2013).

According to research on the influence of new media use on social capital, persons who spend a significant amount of time on social media are more likely to separate themselves from their traditional social networks than others (Agarwal, et., al., 2005; DiMaggio et al., 2004). Since the user is unable to participate in social activities because of their frequent internet use, excessive use of new media has the effect of decreasing or eliminating social connection. The ability to communicate face to face is enhanced when people are less preoccupied and participate in less virtual contacts (Kraut et al., 1998). According to other research, over usage of new media is associated with an increase in sentiments of unhappiness and loneliness (Kraut et al., 1998; Lavin, et., al., 1999). The Internet is rapidly being used by people to create and sustain social contacts, particularly through social media platforms such as Facebook and Twitter (Ellison, et., al., 2007; Stevens & Morris, 2007).

This research brings together the fields of information systems, psychology, and sociology, and the data gathered as a consequence will likely be used by academics from a wide range of disciplines in the future. It is one of the core advantages of social networking sites that it makes it simple for users to create and maintain genuine connections with other people. Users of social networking sites have the ability to collect and preserve social capital

for use in the future (Kwon et al., 2013; Powell, 2009). The study of sociable capital lends itself to cross-disciplinary investigation (Burton, et al., 2010). It is necessary to examine the creation and maintenance of social capital in the context of organized social networks in order to fully grasp the concept of social capital. Researchers have begun looking at social capital from the perspective of an individual, rather than from the perspective of a community or a physical setting, in order to distinguish between two separate forms of social capital at the human level (Kwon et al., 2013). Students require social capital in order to have a good time, organize activities, and meet new people. (Giannakos, et., al., 2013).

Because of the expansion of social networking services over the last decade, various scholars have looked at the relationship between social capital and social networking services. In social networking sites, there is a direct correlation between the amount of time spent on them and the number of new contacts and connections that are made. The writers have drawn parallels between social networking sites and the game "Bowling Online." This point of view is diametrically opposed to Putnam's popular 1995 book *Bowling Alone*, which asserted that social capital in the United States has eroded. The utilization of social networking sites may be extremely beneficial to those with a social capital interest. While networks of diversified connections are necessary for establishing social capital, networks of "strong linkages," such as those made by family, close friends, and coworkers, are also vital for the development of social capital (Putnam, 2000). This study analyses how smartphones impact social networking services, as well as how they affect other forms of social capital resources, such as trust, networks, and civic participation, because social capital and social networking services are entwined in cellphones (Knapp, 2005).

Social media is defined in different ways; social media is based on such Internet tools. That allows customers to share their comments, profiles, experiences and opinions with each other. In this way social media helps the public to make strong relationships with others (Solis, 2010). The major role of social media is that it always helps to create groups and gives them the opportunity to communicate freely with their friends. Social media development such as Twitter, Facebook, Flickr, wikis, and YouTube blogs as a whole has been facilitated nearly one billion users (Shneiderman, 2012). These platforms facilitate friendlier talking and manifestation of personal ideas; they allow an astonishingly different and extensive contribution by accelerating the emergence of positive associations.

Sociologists continue to be concerned about social networks. It develops from interpersonal interactions between two or more persons (Adkins, 2009). A social network is a group of people who have a mutually beneficial relationship and regularly communicate ideas, opinions, and information (Harrison & Carroll, 2006). People in social networks may come from various socioeconomic backgrounds. In addition, a person may be a member of several social networks at once (Zuckerman, 2003). Social networks set up linkages and relationships (Adkins, 2009). The type of relationships inside a social network will determine this, though. These relationships range from close family members to acquaintances from the workplace (Lin 2001). These connections provide social capital, which supports many important activities such as providing employment possibilities, access to information sources, and emotional and financial support for people (Adkins, 2009).

There are numerous ways to describe social media, which is based on Internet technology. Users can discuss personal information as well as their opinions and thoughts with one another through the usage of this tool. Individuals can form significant ties with people via the use of social media in such a manner (Solis, 2010). The most important function of social media is to make it easier to create groups and communicate with friends in an unfettered manner. It is estimated that around one billion people have benefited from the advent of social media platforms such as Twitter, Facebook, Flickr, wikis, and YouTube blogs (Shneiderman, 2012). Rather than promoting more formal discussion and debate, these platforms promote a wide range of contributions by speeding the establishment of strong relationships between individuals. They also facilitate a big array of contributions by expediting the formation of strong ties between individuals (Knapp, 2005). There are five fundamental kinds of debate on social media platforms: Social networking sites, blogs, media sharing, social news, and micro blogs are all examples of what is meant by this. It is possible to connect with people all around the world by using one of these social media platforms or another (Rouse, 2015).

1.2.1 Social Networking Sites

It is possible for people and organizations to interact with one another using social networking sites (SNS). In the context of the Internet, the phrase "social networking site" refers to a group of websites whose users have common origins and interests. A common element of these platforms is the ability for users to edit and interact with their profiles, as well as the option to share content with others. (1) The user can grant or deny access to it; (2)

the user can build a list of friends, with only those on the list being able to share information and ideas; and (3) the user can also access a list of friends produced by his or her friend's friends (Ellison, 2007)

People can use social network sites (SNSs) like Friendster, MyWorld, and MySpace to display themselves, describe their social networks, and create or maintain connections with others. These websites can be geared toward fostering professional relationships (as LinkedIn.com is), initiating romantic relationships (as Friendster.com was originally geared toward), bringing people together with similar interests (such as politics or music, as MySpace.com is), or catering to college students (the original incarnation of Facebook.com). Users can use the websites to connect with people they already know or to meet new people. Facebook is a social networking website that allows users to create online profiles for themselves, gather "friends" who can leave comments on each other's pages, and read each other's profiles. Facebook users can also find classes they are interested in, join virtual groups based on shared interests, and view each other's profiles to learn about their shared musical, hobby, and personal relationships interests.

Facebook's widespread use and technological capabilities that connect online and offline contacts make it a valuable resource for social network researchers. We believe that because Facebook was originally designed to serve a geographically limited community, It represents an understudied transition from offline to online (the campus). When data for this study were collected, membership was restricted to those with a particular email address from the host institution, further connecting offline networks to online membership. According to Hampton and Hampton & Wellman (2003), who contend that information technology can strengthen place-based communities and make it easier to generate social capital, the early version of Facebook was comparable to a wired Toronto neighborhood in this regard. According to prior research, Facebook users are more likely to "browse" for offline acquaintances than to "search" for strangers to meet (Lampe, et., al., 2006).

The formation of new relationships and the maintenance of existing ones are fostered by online social networking sites. The majority of early research on online communities assumed that people would use these platforms to connect with people outside of their usual social circle or area, thereby enabling the formation of communities based on shared interests rather than shared geography (Wellman, et., al., 1996). This early research was distinguished by the assumption that when online and offline social networks intersected, online

connections led to face-to-face interactions. For instance, Parks and Floyd (1996) discovered that one-third of their online respondents eventually met in person. According to the authors, these findings suggest that online relationships rarely last. The apparent online-to-offline directionality may not apply to today's SNSs, which are designed to both articulate existing relationships and facilitate the development of new ones. Despite the fact that this early work noted how offline and online networks bleed into one another, it did not account for this phenomenon. However, the effects of SNSs on social capital are unknown due to the paucity of empirical research on whether users use SNSs to strengthen existing relationships or to establish new ones.

1.2.2 Media-Sharing Sites

Media sharing sites (like Flickr and Youtube) are social media sites using them the users can download, share and save multimedia files such as songs, movies, and video clips. These sites have many different perspectives, as today, many students use Youtube program to take their lectures and tutors utilize it to deliver their lectures for their students living in different areas of the world. Most of the users share and upload their favorite songs, video clips and movies.

It is possible to download, distribute, and save multimedia content (such as music or video clips) through the use of media sharing websites (like Flickr and YouTube). Many students and professors all around the world are now use YouTube to deliver lectures to students who are unable to travel to class because of their location. People routinely post and share their favorite music samples, video clips, and short films on social media sites like Facebook and YouTube (Milanovic, 2015)

1.2.3 Social News

One way is for users to engage with news items from a variety of sources by using a central platform (such as Twitter, Facebook, or Reddit) (such as these). Both the news provider and the news consumer are involved in influencing one another in a level that is not feasible through traditional media platforms, such as television and radio. Apart from that, social media platforms, as opposed to traditional news networks, serve as gathering points for stories from a diverse variety of third-party sources. In addition to the stories told by relatives

and friends, these sources may contain blogs and webpages that have been challenged (Nations, 2016).

1.2.4 Micro-blogging

Micro-blogging entries are limited in length, similar to blog entries, to a set amount of words. In this programme, you will be able to share your thoughts and ideas with people more easily. User's can send text messages via their mobile phones, instant messaging services, or the Internet, and they have the option to follow other users on micro blogging sites. Twitter is a good illustration of how social media is becoming more popular. Shortly after its launch in 2006, Twitter exploded in popularity as a prominent micro-blogging platform, with millions of people using it on a regular basis. Currently, it has over 140 million followers and a daily search volume of over 1.6 billion, which is impressive. Users of Twitter like the platform's structure, which they believe is effective in stimulating conversation. Tweets, which are short text messages, allow Twitter users to communicate with others all over the world about their views and ideas (Weinberg, 2009; Stassie, 2010).

1.3 Overview of Social Media Sites and Social capital

Popular social media sites in the whole world and as well as in Pakistani society are as under:

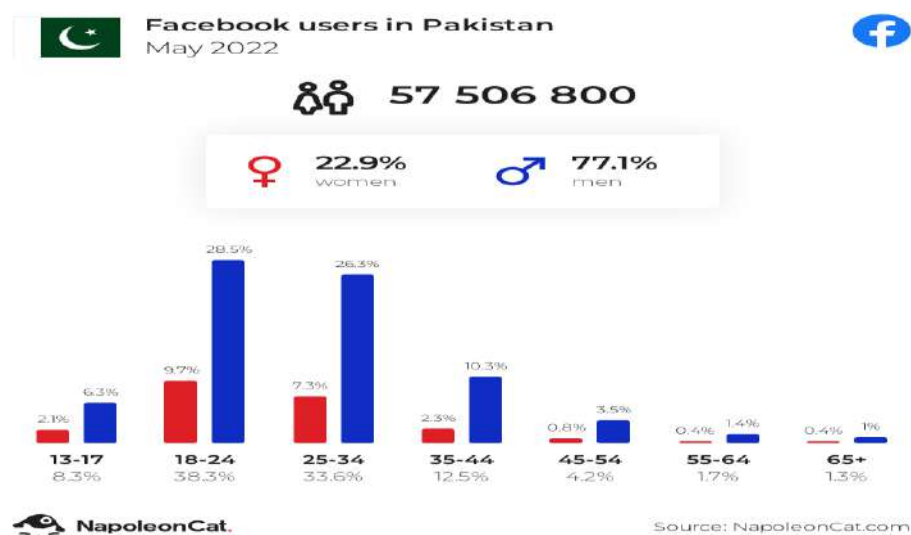
1.3.1 Facebook

Facebook is a modern source of information used by the organizations and general public. People can share information and ideas with others by creating their own pages. In March 2012, more than 900 million users were logged on Facebook and in April 2012 it left MySpace behind by becoming largest social network site of the world based on registered accounts. Facebook pages created by organizations are considered as social media versions of websites. Organizations utilize these pages to reform their present status and vital notifications, after which the information can be accessed by other users about the reformation and updates and provide feedback. Like Twitter, Facebook also is used by organizations for sharing updates with other social media users and to develop virtual relationships with their followers (West, 2013).

Facebook, which debuted in 2004, was estimated to have over 21 million registered users and 1.6 billion daily page views (Needham & Company, 2007). The website is deeply

embedded in its users' daily media consumption habits: two-thirds of users log in at least once per day, and the average user spends about 20 minutes per day on the website (Cassidy, 2006; Needham & Company, 2007). To capitalise on its popularity among college students, Facebook launched a high school version in early September 2005. The company established business communities in 2006; as of November 2006, approximately 22,000 companies had Facebook directories (Smith, 2006). In 2006, Facebook was used by over 2,000 colleges in the United States, making it the sixth most visited website on the Internet overall (Cassidy, 2006).

The majority of current academic research on Facebook has focused on privacy concerns and identity presentation (Gross & Acquisti, 2005; Stutzman, 2006). According to Gross and Acquisti (2005), users may be putting themselves at risk both offline (such as stalking) and online due to the amount of information Facebook participants provide about themselves, the relatively open nature of the information, and the users' lack of privacy controls (e.g., identity theft). Other recent Facebook studies investigate students' perceptions of teacher presence and self-disclosure, usage patterns over time, and the relationship between profile structure and friendship articulation (Naplean, 2022).



Source: Face Book User in Pakistan by Naplean cart May 2022

We are interested in cases where the intended audience for the profile (such as well-meaning peers and friends) and the actual audience are aligned. This is in contrast to the prevalent press coverage, which has primarily focused on negative outcomes of Facebook use resulting from users' misconceptions about the nature of their online audience. In contrast, we

are interested in cases where the intended audience for the profile is aligned with the actual audience. As a research context, we use Facebook to investigate whether or not online tools are capable of generating offline social capital. Our research indicates that there is a significant connection between the use of Facebook and various indicators of social capital among respondents of college age.

Facebook is most widely used as a social networking site in Pakistan. In the nation, there are more than 10 million users, 31% of whom are women and roughly 69% of whom are men. The most popular social network in Pakistan is Facebook, which has inspired many academics to study how it may be utilized as a gauge of societal change.

1.3.2 Youtube

Youtube is a site that facilitates everybody to watch or share videos online. It's the significant characteristic of Youtube. As search engine, YouTube stands second after the Google. Although Google own the Youtube and have made it the part of Google+, it still has a unique identification as a separate platform with its astonishing and exceptional features and extensive use. YouTube users can upload movies and songs of their own choice and also share the videos and music of all types (Lee, 2013).

1.3.3 Twitter

Twitter is the most up-to-date information source, allowing users to share 140-character "tweets" with their followers. A growing number of businesses are using Twitter to make direct contact with customers and to promote new campaigns and seasonal campaigns. Most businesses use Twitter to reach out to other businesses in their industry and exchange different techniques and ideas for improving service quality. Twitter, according to Bernie Borges (2009), is a hybrid of social networking and microblogging. Twitter allows its users to participate in real-time sharing known as tweets. The maximum character limit for a Tweet is 140 characters; the user must deliver his or her message within this limit (Pearlman and Abram, 2010). According to official Twitter statistics, users of this remarkable social media network send out approximately 340 tweets per day. According to Nielsen Online, Twitter grew dramatically by nearly 1382 percent between February 2008 and 2009, and its growth is still ongoing (Stasse, 2010).

According to users, Twitter is the second largest social media network in Pakistan, with over 3 million users. The trend of using Twitter in Pakistan is still positive, as the majority of users in Pakistan prefer Facebook.

1.3.4 LinkedIn

LinkedIn is a social networking platform specifically prepared for business community. The aim of the site is to facilitate members having registration to make networks of persons they know professionally and trust.

A member's profile page on LinkedIn, that contains education and employment history, has news feeds of professional networks and a few customizable modules. LinkedIn provides basic membership free of cost. Members of network are known as "connections." LinkedIn demands links to have a pre-existing relationship unlike other free social networking platforms such as Twitter or Facebook. LinkedIn was co-founded by Reid Hoffman. He was a former in charge and Executive Vice President in PayPal for business and corporate development. This site was launched in May 2003 and presently is representing 170 industries, with over 300 million members from 200 countries. Twenty two percent subscribers of LinkedIn are recruiters According to Reid Hoffman (Rouse, 2015).

1.3.5 Google+

Over the previous few years, big up-and-comer of social media has arrived really. Google is the world's largest search engine. It has facilitated its users by merging the best of Twitter and Facebook into one site which is known as Google+. Google has provided a social site to its users that have a little something for everybody. The user can add new content; highlight issues with hash tags, and even distinct contacts into circles. Additionally, it sets up profile by taking a few minutes (Milanovic, 2015).

1.3.6 Instagram

It is a web used for sharing of photos. It has developed very fast and during previous few years it has achieved the height of popularity among masses. It is a unique social network users surf to share fresh and up-to-date videos, photos, clips etc. This app was launched for IOS only. But due to its popularity it is updated now windows and Android phones also. In 2012 Instagram was bought for a large amount of \$1 billion (Lee, 2013).

1.3.7 Reddit

Reddit is pretty similar to a common message board style which everybody knows and like. It is very useful platform but it is used by only a limited users. Reddit amasses a very distinctive feature and provides users with maximum benefit. Reddit is developed for voting purpose which counts the votes from the contents displayed for users' preference. A Link with highest votes from the users is provided the facility to push on front page considering as the best content decided by the users (Knapp, 2005).

1.4 Social Capital

In its most general form, the term "social capital" refers to the assets that are built up through various forms of interpersonal interaction (Coleman, 1988). According to Adler and Kwon (2002), social capital can be characterised in a number of distinct ways, and it is regarded as both a factor in and an outcome of social interactions (Resnick, 2001; Williams, 2006). According to Bourdieu and Wacquant, the definition of social capital is "the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of holding a persistent network of more or less formalised ties of mutual acquaintance and recognition." In other words, social capital is "the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of holding a network of more or less (1992). Depending on the nature of the links, the resources that are created as a consequence of these connections may exhibit a wide variety of forms and functions.

Social capital has been linked to a variety of positive social outcomes, including improved public health, lower crime rates, and more efficient financial markets (Adler & Kwon, 2002). Multiple social capital metrics show that this valuable resource has been eroding in the United States over the last few years (Putnam, 2000). A less socially capital community has more social disorder, less civic engagement, and possibly even more distrust among its residents. Having more social capital, among other benefits, makes it easier to mobilise group efforts and feel more committed to a community. Although social capital can be misused, it is generally regarded as a benefit of contact between people in social networks. The ability of a person to obtain resources from other members of the networks to which they belong is determined by their social capital. These resources could include practical knowledge, close connections, or the ability to manage large groups (Paxton, 1999).

Having access to people who are not in one's immediate circle can result in the acquisition of information that is not redundant, which can lead to benefits such as job connections. In addition, researchers who study social capital have found links between different types of social capital, such as relationships with friends and neighbors, and psychological well-being measures, such as self-esteem and life satisfaction. Specifically, these links have been found between social capital and relationships with friends and neighbors (Bargh & McKenna, 2004; Helliwell & Putnam, 2004).

Putnam identifies two distinct categories of social capital: bonding and bridging (2000). Researchers who study networks use the term "weak ties" to refer to the tenuous connections that exist between individuals who only rarely share fresh insights or significant information with one another. The former is associated with "weak ties." People are said to have bonding social capital if they have a strong network of emotionally intense connections, such as those that they have with family and close friends. After providing a brief overview of the literature on these two types of social capital as well as the Internet, we present another aspect of social capital that refers to one's capacity to maintain valued connections when going through significant changes in one's life. With the help of this idea of "preserved social capital," we are able to investigate whether or not the use of online networking tools enables individuals to maintain a connection to a social network even when they are geographically separated from that network.

1.5 Social Capital and The Internet

The Internet has been associated with both gains and losses in social capital. Nie (2001), for instance, argued that Internet use reduces face-to-face interaction with others, thereby potentially diminishing social capital. However, this viewpoint has come under attack (Bargh & McKenna, 2004). In addition, other researchers asserted that online interactions could replace or enhance face-to-face relationships; thereby mitigating the negative effects of time spent online (Wellman, et. al., 2001). According to studies of real (i.e., geographical) communities supported by online networks, such as the Blacksburg Electronic Village and the Netville community in Toronto, computer-mediated connections have a positive impact on social capital, community involvement, and interaction (Hampton & Wellman, 2003; Kavanaugh, et. al., 2005).

The significance of Internet-based links in the formation of bridging social capital's foundational weak relationships has recently emerged as a research priority. Resnick (2001) believes that technologies such as distribution lists, photo directories, and search capabilities can enhance online relationships. Consequently, social capital and relationship building on social networking websites may take on new forms. Such services, which encourage loose social ties and enable users to build and maintain larger, diffuse networks of relationships from which they can draw resources, may contribute to an increase in social capital bridging (Donath & Boyd, 2004; Resnick, 2001; Wellman et al., 2001). According to Donath and Boyd (2004), social networking sites (SNSs) have the potential to significantly increase the number of weak relationships that people can build and maintain due to the technology's suitability for doing so rapidly and affordably.

Putnam (2000) defines bonding social capital as close relationships with family and friends who can provide emotional support or limited access to resources. According to Williams (2006), although some studies have questioned whether the Internet complements or replaces strong ties, no empirical study has investigated the Internet's effects on bonding social capital. Evidently, the Internet facilitates the formation of new relationships because it provides an alternative means of meeting individuals with similar interests or romantic objectives (Horriggan, 2002). Internet users are more likely than non-users to have a larger network of close ties, and online users are more likely than non-users to receive assistance from core network members, according to a 2006 Pew Internet survey. These new relationships have the potential to expand social capital (Boase, et. al., 2006). However, it is unclear how social capital is created when online and offline interactions are highly correlated, as is the case with Facebook. According to Williams (2006), while studies have examined potential losses of offline social capital as a result of increased Internet use, they have not adequately evaluated potential gains online that could compensate for these losses.

Those who have difficulty forming and maintaining both strong and weak relationships may find online social networking tools especially useful. According to a number of studies, those with low psychological well-being and few social ties to friends and neighbors may benefit from Internet use (Bargh & McKenna, 2004). Consequently, these tools may facilitate connections and interactions that would not have been possible otherwise. Some forms of computer-mediated communication may facilitate greater self-disclosure and reduce participation barriers. We examine whether this is true for individuals with varying levels of

self-esteem and life satisfaction, two well-established and validated measures of subjective well-being (Dean, 2022).

1.6 Social Media Trends in the World and Pakistan

In recent years, the expanding use of mobile phones, personal computers, and the Internet has demonstrated how widely accepted and vital social media has become in people's everyday lives throughout the globe, Political and entertainment institutions, as well as online businesses and organizations. Mobile devices are used to access 1,685 billion of the 2,1 billion active social media accounts, accounting for 35% of the total. Many well-known companies across the world utilize social media barometers to measure market pulses and get direct feedback from customers through social media networks (Lee, 2013).

The extensive acceptance and influence of the social media on the daily lives of billions of people everywhere the whole world is as obvious as the growth of the cell phones, personal computer, and the Internet in the previous few years. The Governments, politicians, entertainment industries, online businesses and the various companies are considering social media platforms (Facebook, Instagram, Twitter etc.) as significant part of their core outreach programs. According to the figures given by wearesocial.sg, 29% of the whole world's population is using social media. There are 2.1 billion active accounts of social media among which 1.685 billion are using their social accounts on mobile phones. The popular brands of the world are capturing the pulse of market through the use of social media barometers and also acquiring direct feedback from the customers through the use of social media networks.

Pakistan's general public is becoming more familiar with the use of social media websites like Facebook, Instagram, Skype, Twitter, and other similar platforms. The proliferation of low-cost smartphones and the availability of mobile internet have had a huge influence on social media usage in Pakistan. People are drawn to social media in order to voice their thoughts, share their experiences, offer suggestions, and provide input on a wide range of problems, including politics. As of April 2013, Facebook had more than three billion daily users and was the most popular social networking website on the globe. In Pakistan, Facebook is the most widely used social networking site by far. In Pakistan, over 17.2 million people, according to latest estimates, use Facebook. Twitter, which has more than 280 million daily connections, is gradually rising in popularity as a social networking tool as well. Astonishingly, Pakistanis are becoming increasingly interested in social media, with the

number of people who use it increasing despite the country's high level of illiteracy and the fact that the vast majority of its population lives in rural areas (Yoon, 2016).

In Pakistan, use of digital media has rapidly increased across all social strata, particularly in urban areas. In Pakistan, usage of new media peaked in 2013–14 at over 60%. However, only roughly 13–18% of Pakistan's population uses the internet (Sajid, 2013). More than 8 million Pakistanis use social networking sites (SNSs) as a primary source of entertainment, thrills, and adventure. People can say hello to their relatives and friends online if they are unable to do it in person. The 120 million mobile phone subscribers, according to Sajid (2013), have drastically altered Pakistan's media environment. According to Kemp (2013), Pakistan has the fifth-highest percentage of mobile phone users in the Asian market.



Source: Digital Pakistan 2022

Facebook in particular is being more regarded as a more cozy and intimate platform for communication. SNSs have established themselves as essential communication tools in Pakistan's urban environment. These networks are currently actively being used by people from all walks of life for a number of purposes, including socializing, marketing, conducting business, keeping in touch with friends and family, and so forth. However, despite the advantages of social networking services, there are significant dangers and harms associated with their use (Shahid, 2015). The youth are partially under the sway of these websites, unable to resist their allure and charisma as attractive tools for social contact. SNSs have a significant impact on young people, and daily user growth shows this. Due to its magnetic

appeal, it is important to investigate the causes of the users' and consumers' observed attitudes and behaviors. The possible risks and benefits of this phenomenon should be understood by parents, educators, and technologists.

1.7 Social Capital Sustainability and Life Changes

As new connections are formed or old ones are severed, social networks evolve. Social network changes that are particularly significant, such as when a person leaves the area where their network was formed and no longer has access to those social resources, may have an impact on one's social capital. According to Putnam (2000), one of the potential factors contributing to the United States' declining social capital is the rise of families relocating for employment-related reasons. Other research has looked at how the Internet affects these transitions (Wellman et al., 2001). For example, Wellman et al. (2001) discovered that frequent Internet users rely on email to maintain long-distance connections rather than using it to replace in-person interactions with people who live nearby.

Some researchers coined the term "friend sickness" to describe the phenomenon of friendship loss that occurs when a young adult leaves home for college (Paul & Brier, 2001). In a study of this population's use of communication technologies, Cummings, Lee, and Kraut (2006) found that internet technologies are widely employed. In addition, they discovered that email and instant messaging services enable college students to maintain contact with their high school friends even after leaving home for college. As a result, we present a measure that focuses explicitly on the maintenance of existing social capital after this major life transition experienced by college students, focusing on their capacity to leverage and maintain social relationships established in high school.

College-aged young adults must form new social networks. They frequently separate from their high school friends, with whom they may have formed substantial social networks; abandoning these high school networks completely would result in a loss of social capital. According to Granovetter (2019), maintaining high school relationships may be an example of a weak tie that benefits people more when stronger ties are absent. To investigate the role of maintained high school relationships as weak, bridging links, we adapted questions on broad bridging relationships, similar to those in Williams (2006), so that they were specific to maintained relationships with high school acquaintances rather than close friends. This is known as "maintained social capital."

1.8 Significance of the Study

The purpose of this study is to evaluate the impact of social media on the development of social capital. Pakistan is often seen as a nation of youthful people, which is not entirely incorrect. The prevalence of young people's use of information and communication technologies (ICTs) in their daily lives has grown. Pakistan's Facebook is the second most frequented website in the country, according to a research (Alexa, 2013). The vast majority of its users are under the age of thirty-one. Two-thirds of Pakistan's 20 million Facebook users are under the age of 25, which represents a significant proportion of the population. According to the findings of this study, Pakistani young are avid users of Facebook (Qureshi, 2016).

The fact that these users are college and university students is more significant than the fact that they have more access to the Internet than those who do not. Therefore, a thorough investigation is needed to determine how Facebook is helping Pakistani university students. This study aims to present empirical evidence that Pakistani students are effectively using Facebook to further their goals in order to understand this process.

Furthermore, many of the users are college and university students, who have more access to the Internet than the general public. A thorough investigation into how university students in Pakistan use social media is essential in order to have a better understanding of their behavior. The purpose of this study is to determine whether there is a link between social media usage and the building of social capital. Because of the introduction of social media in Pakistan, a society that places a strong premium on traditional family values, there has been a generational rift in the country. Rather of following the traditional pattern that has an impact on offline social capital and family life, social media opens up new avenues of connection between people and groups.

The major goal of this study is to determine whether new forms of social media and communication technology, including cellphones and social networking services, facilitate social capital. The convenient interface of smartphones will probably increase the use and frequency of many different kinds of applications, including gaming, music, and the Internet, in terms of communication mediated by smartphones. According to this, cellphones may be able to increase the intensity of social networking services. Few empirical research have attempted to determine the association between such devices and such services, despite the

fact that a sizable proportion of people utilize social networking sites via cellphones. This study investigates the connections between the intensity of cellphones and the intensity of social networking services, as well as how smartphones influence users' intentions to actively engage in these services.

The fact that these users are college and university students is more significant than the fact that they have more access to the Internet than those who do not. In order to comprehend how Pakistani university students use social media platforms, a comprehensive investigation is needed. This study tries to develop a relationship between social media usage and social capital development. Pakistan has a strong traditional family system but social media change the pattern of social interaction and create a digital divide between two generations, Social media offering new ways of social interaction instead of traditional pattern that affects the offline social capital and family life.

The current survey will present a comprehensive picture of young people's daily use of social media. The results of this study will be helpful in spreading the idea that SNS may be utilized to increase young people's civic engagement and to make them more productive and engaged members of society.

It is hoped that this research will provide a comprehensive picture of how young people utilize social media in their everyday lives. As a result of this study, we may be able to spread the word that social networking sites may be utilized to increase adolescent civic involvement and help them become more active citizens of their communities.

1.9 Objectives

The general objective of study is to explore the effects of social media on social capital formation in Punjab, Pakistan. However some particular study objectives are as under:

- To study the socio-economic characteristics of respondents and their basic social media profile
- To probe the motivation and frequency of social media usage among university students
- To analyze the role of social Networking sites in creation of social capital
- To investigate the factors affecting social capital formation through social networking sites

- To check the relationship between the usage of social networking sites and social capital formation
- To recommend some policy measures and how media technologies usage helpful in manifestation of social capital

1.10 Structure of Dissertation

The current study is divided into seven chapters. In the first chapter, which is the introduction, the researcher provides an overview of the research background, problem statement, study objectives and research questions, importance, and thesis outline.

The following chapter is a review of the literature in which the researcher examines previous research on social media and social capital development while keeping the study objectives in mind.

The third chapter is a theoretical and conceptual framework in which the researcher discusses social capital theory and diverse perspectives on the internet, social media, and social capital development. Using reviews and theories, the researcher also created a conceptual model in this chapter. The researcher explains how these academics define and implement the concept of social capital. This chapter concludes with the researcher's definition of social capital as it pertains to the current study.

The fourth chapter addresses the research methodology. This chapter discusses the paradigm of research. In the research paradigm, the researcher articulates his epistemological stance regarding social capital research. The researcher also provides information regarding the study population, study settings, sampling strategy, data collection process, data entry strategy, and adoption and modification of the study scale. The chapter ends with a discussion of analysis strategy and ethical considerations.

The outcomes of quantitative investigations based on univariate and bivariate analysis are presented in Chapter 5. Bivariate analyses have been carried out using inferential statistical methods, whereas univariate analyses have been carried out using descriptive statistics. Researchers examine relationships between independent and dependent variables using inferential statistics. Multivariate analysis brings this chapter to a close.

Moreover, in Chapter 5, the qualitative analysis is described. The researcher explains the rationale behind selecting qualitative researchers, has them confirmed, and connects their

findings to quantitative research. The substance of this work is succinctly summarized in the final chapter 6. This chapter begins with a synopsis, which is followed by a discussion of the key findings from the study. The researcher then draws a conclusion about the study, highlighting its shortcomings and making suggestions for further research.

1.11 Chapter Summary

This chapter explains the background, definition of term and role and types of social media platform and its impact on the social capital formation. Today, it's clear that young people use information and communication technologies more and more in their daily lives. According to the data, Facebook is the second-most-visited website in Pakistan. The majority of the users of this SNS are young individuals. Currently, more than 20 million people use Facebook in Pakistan, and only one-third of them are over the age of 25. It makes it quite evident that young people in Pakistan use social media heavily. This chapter also highlights the significance of study, problem statement and objectives of the study. For developing more understanding with the nature and prevalence of study researcher reviews the previous studies that provide information related to the methodology, analysis and effects of the social media on social capital. The opinion of different scholars' presents in the next chapter namely reviews of literature.

Chapter 2

REVIEW OF LITERATURE

All the fields of research have the continuous process of verification and testing. Some indicators are added and some are excluded with the passage of time. A strong understanding is very essential in the field of research along with historical evaluation. The information about researches conducted in the past has a significant role in construction of hypothesis, methodologies, research models and identifying the data to cover up missing links in the studies. This chapter is composed here to get insight into the past studies for a proper accomplishment of the present study as many past studies have a number of links with this study.

2.1 Scope and Need of Reviews

This chapter is designed to evaluate prior research on social capital, the internet, and digital society. As the world's population approaches 7 billion, countries will face numerous difficulties in the form of housing, health, and food insecurity in the near future. As the population is expanding quickly, the available resources are becoming increasingly scarce. However, the development of technology, particularly the internet, has made this planet into a small community due to the growing population. People throughout the world build social capital by connecting through social networking sites and other online social media. Strong networks of individuals with shared interests are created by the growing social capital connecting, bridging, and linking, which was beneficial for growth and globalization.

Investigating the effects and results of these websites on individuals and society is a relatively recent and steadily increasing field of study known as social media research. The researcher provides a clear explanation of the evolution of online social networks and the creation of Internet technology in this chapter. The research that were done to look into how social media use affects users' ability to build social capital are summarized in the following section. According to this study, the users' satisfactions determine how much technology is used. Users of social media utilize it for a variety of reasons in their daily life. The researcher chooses the users and gratification hypothesis and thoroughly reviews the studies done to investigate the various reasons why young people visit this website.

The fact that literary research occasionally offers information on the topics under study underscores its significance. It adds a second sense of direction and takes away the chance of ongoing repetition. Furthermore, historical performance reports offer useful information analysis technology.

In order to provide the study a solid foundation, the researcher has evaluated a small body of literature from the past two decades. The literature has also given the researcher a map for developing study questions and selecting the best sampling strategy. As a result, the literature review chooses works that are important to the study in a way that will help readers grasp the study's research questions. This analysis makes no claims to be a thorough and in-depth analysis of the theories and concepts taken into account in this study. But it provides a broad foundation for carrying out this inquiry.

2.2 Background Characteristics

Geol (2007) reported that Education has a great impact on mankind. It guides and educates people's minds to think and make the right decisions. Education is indispensable if the nation strives to achieve growth and development.

Okpara (2004), Nezaam Luddy (2005) and Kamal Raj (2009) elaborated that there is a difference between the indicators of development and opportunities for the males and females; on the other hand, Green (2000) and Jackie Mamitsa and Ramasodi (2010) described that there is no effect of this variable (sex) on performance of country and socio-economic development but it has connection with the media usage and the social capital formation.

Batool (2010) concluded that family is a close group of people who are attached emotionally and biologically to each other. Pakistani and western families are different in their structure, living style and culture as well. There are different common types of family structure existing in Pakistan such as joint, nuclear and extend. But joint and nuclear are the most common types of families existing in Pakistan. Majority of the people in Pakistan living in joint family system but the trend is changing gradually towards nuclear family system due to the urbanization and modernization. In nuclear family youth and adolescents can easily access internet.

Mamitsa and Ramasodi (2018) concluded that marriage has its significant role in human life because it provides new status and leads the individuals towards new roles and responsibilities. The marriage initiates the family life and for the success of family life one

has to learn to perform various roles and show responsibility to a number of commitments, which increases the maturity of individuals and make them able to perform in different spheres of life. This sense of responsibility and role performance may not be expected from an unmarried individual. In many cases marriage was planned through online sites.

Ahmad (2020) reported that occupation is any particular activity that has some market value and provides incomes to the people for the continuously pursuing their socio-economic activities. It has a direct impact on the people's standard of living. Employed people proper feed their families and socialized their children that become assets for the state for future development but unfortunately countries like Pakistan very less focused on the female labor force participation and empowerment of youth. The less concern of state towards the welfare and empowerment create problems it is due to less interest of the politician, lack of resources or instability or some other reasons might be part of this negligence. The networks on social media can be helpful for getting better job because today we are living in the age of digitization that is based on network marketing.

Alfred, et., al. (2021) reported that family size is a silent norm that becomes helpful for the people to make decision about child bearing. The family wants more children without having proper resource to cater them face bad impact. Large Family size proposed negative implications like high crime rate, overcrowding, food and nutritional deficit, lack of access to education, production of sex workers etc. So, make family size according to resource available to you and meticulously use their potential for family and community up gradation.

Kayaini, et., al., (2022) concluded that education is an aim full act that have various effects on the people individually and as an whole community. The research find out that economic and social benefits of the education are allot it provides employment, awareness, increase earning, health care facilities, and awareness about rights. The state should invest more on education for getting the more economic benefits rather than the social. It is the one and only roadmap for Pakistan to brings prosperity, peace and development in the state.

2.3 Social Capital

Due to its connection to capitalism and economic progress, the concept of economic capital has come to be understood as being crucial in communities, societies, and countries. However, other forms of capital, such as social, cultural, and educational capital, are being

observed as important determinants (Bourdieu, 1979, 1986, 1987). The development of the economy and society is significantly influenced by social capital in particular.

Some academics believe that social networks and interactions, including community involvement and participation, are the origin of social capital (Bourdieu & Wacquant, 1992; Coleman, 1988, 1990; Portes, 1998; Putnam, 2000). In other words, the structural and functional foundation of social capital resources from social networks is the networks themselves. Coleman (1988) defined social capital as a network of relationships between players, with an emphasis on social norms, networks, and organizations that facilitate the attainment of mutual benefits. According to this perspective, social capital refers to the embedded relationships and social norms in networks that encourage civic engagement. Moreover, Putnam (1995) defined social capital as aspects of social life, such as networks, norms, and trust, that enable individuals to collaborate more effectively to achieve shared objectives. Social capital is defined as "connections among persons - social networking and the resulting norms of reciprocity and trustworthiness," with an emphasis on community-level social norms and ties (Putnam, 2000).

According to other academics, social networks are the source of social capital. Social capital refers to the additional resources that can aid individuals in achieving their objectives. These resources are accessible via social media (Van der Gaag, 2005). Coleman (1988) defines social capital as "a variety of diverse entities with two components in common: they are all composed of some aspect of the social structure, and they facilitate certain behaviors of actors - whether individual or corporate - within the system." In other words, social capital is the total expected value of the benefits that a person can generate for others through his social networks (Snijders, 1999). Lin (2001) characterized social capital as resources that can be accessed or mobilized through social network connections. Putnam (2000) concurred with this assessment of social networks in general.

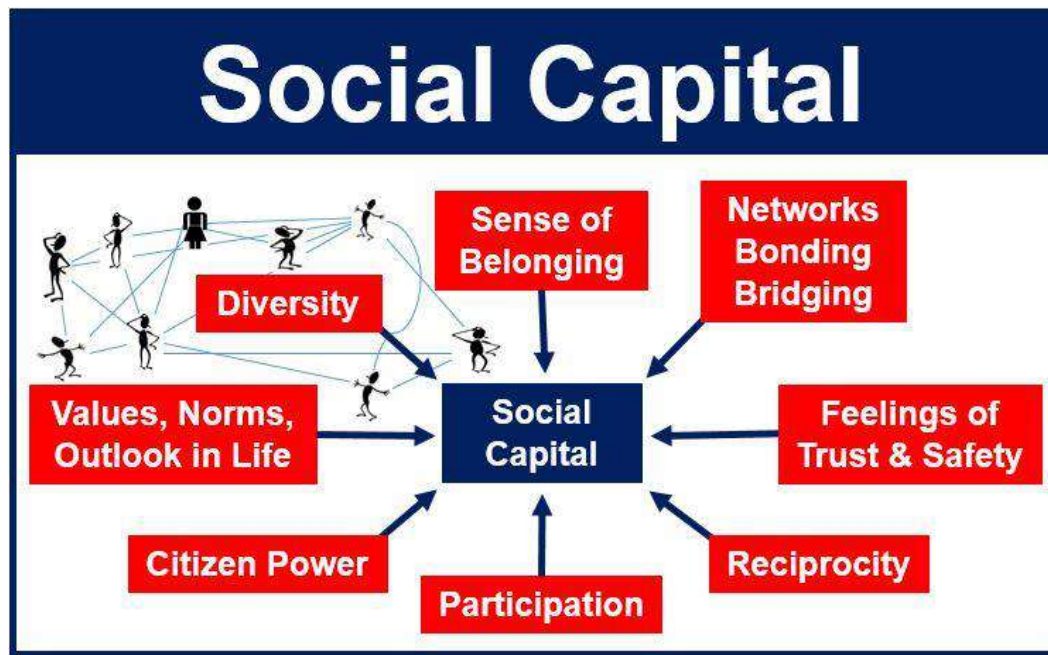
Social capital, in its broadest sense, refers to the assets accumulated through interpersonal interactions (Coleman, 1988). According to Adler and Kwon (2002), social capital can be defined multiple ways and is both a cause and an effect (Resnick, 2001; Williams, 2006). According to Bourdieu and Wacquant, social capital is "the sum of actual or virtual resources that accrue to an individual or group by virtue of maintaining a persistent network of more or less formalized ties of mutual acquaintance and recognition" (1992).

Depending on the nature of the links, the resources that result from these connections may take on various forms and functions.

Several positive social outcomes, such as improved public health, lower crime rates, and more efficient financial markets, have been linked to social capital (Adler & Kwon, 2002). Multiple social capital metrics indicate that this valuable resource has diminished in the United States in recent years (Putnam, 2000). A community with less social capital has more social disorder, less civic engagement, and perhaps even greater mistrust among its citizens.

Among other advantages, having more social capital makes it simpler to mobilize group efforts and feel more committed to a community. Even though social capital can be abused, it is generally regarded as a benefit of social network contact (Helliwell & Putnam, 2004). Social capital determines a person's ability to obtain resources from other members of the networks to which they belong. These assets may include practical knowledge, close relationships, or the capacity to manage large groups (Paxton, 1999). Access to individuals outside of one's immediate circle provides non-duplicative information, resulting in advantages such as job connections (Granovetter, 1973). In addition, social capital researchers have found that relationships with friends and neighbours are a type of social capital that is associated with psychological well-being indicators such as self-esteem and life satisfaction (Bargh & McKenna, 2004; Helliwell & Putnam, 2004).

Putnam identifies two types of social capital: bonding and bridging (2000). The former is associated with "weak ties," which are tenuous connections between individuals who occasionally share new perspectives or vital information (Granovetter, 1982). On the other hand, individuals who have close, emotionally intense relationships, such as family and close friends, are said to have bonding social capital. After providing a brief overview of the literature on these two types of social capital as well as the Internet, we present an additional aspect of social capital that refers to the capacity to maintain valued connections during major life transitions. This concept of "preserved social capital" permits us to investigate whether online networking tools enable people to remain connected to a social network even when physically separated from it.



Source: Putnum Social Capital Model (2000)

Mitchell and Bossert (2007), on the other hand, claimed that social capital can be derived from both cognitive resources such as trust, which can be gained through social interactions with others, and structural resources such as organizational memberships, which are ingrained in social networks.

Social capital is defined in this study as the social benefits and potentials that emerge from social networks and assist people in achieving their goals through trust, political engagement, civic engagement (membership in organizations), and network diversity. This definition is based on social capital research dimensions.

Putnam (2000) made an effort to divide social capital into two categories: bonding and bridging (Ellison et al., 2007; Williams, 2006). Despite the fact that many academics have followed Putnam's classification, the current study is more concerned with the idea of bridging social capital than bonding social capital because the former may be more easily accumulated through social media. Individuals' dynamic and varied kinds of activity, such as affiliation with an organization, involvement in political problems, online social networking, and blogging, may more successfully create social capital. So instead of classifying social capital as bridging and bonding, the current study stresses social capital's variety of manifestations, including trust, political engagement, organizational affiliations, and network diversity. The ability to examine how individuals acquire embedded trust and network

variety, as well as political participation and civic engagement, through social ties, is where the concept of social capital is located from the standpoint of the individual. In other words, social capital can be defined as an individual's ability to maintain harmony and consensus within their networks. As a result, effectively designed social networks may increase networks diversity, civic engagement (membership in an organization), political participation, and trust.

Sociologists have addressed two different social capital perspectives both theoretically and experimentally. According to them, social capital refers to how people can access and employ resources that are embedded in social networks in order to increase the returns on their instrumental efforts or protect the gains from their experiential acts. This viewpoint places special emphasis on how people interact with one another and how they use resources found in networks to generate income (Lin, 2020).

The organizational viewpoint on social capital focuses on how organizations develop social capital as a collective benefit and how this collective benefit enhances the quality of life of that organization's members (Bourdieu, 1986; Putnam, 1993, 1995). In terms of interpersonal trust, cooperation, and reciprocity, Nahapiet and Ghosal (1998) claimed that close ties among group members can produce collective social capital. In summary, interactions between organizational members are favorably correlated with both trust-based norms and other organizational resources (such cooperation and obligation).

Numerous forms of social capital have existed for a while. Putnam (2000) made an effort to separate social capital into two categories: bridging and homogenous bonding (heterogeneous). Strong social links, such those with family, close friends, and intimate coworkers, can create bonding social capital. According to Putman (2000), thick trust serves as the sociological equivalent of superglue (Coleman, 1988). Strong social links are typically advantageous when people support one another's in-groups and share the same beliefs, knowledge, and interests (Granovetter, 1973). In other words, strong links encourage people to keep up their intimate social networks and result in the building of social capital that fosters ties. Therefore, building social capital offers a variety of advantages, including increased community trust and cooperation, strong emotional support, and financial support, however it might occasionally interfere with social diversity and integration (Putnam & Feldstein, 2003).

While building social capital focuses more on weak ties as a "bridge" with external other people in order to expand diverse networks and promote information dissemination, bonding social capital emphasizes individuals' thick trust, collaboration, and in-group solidarity with internal other people to maintain close relationships (Putnam, 2000). Additionally, weak tie networks offer the benefit of facilitating interactions that are inaccessible through bonding ties, like exposure to various cultures, perspectives, opinions, and levels of generalized trust.

Members in weak tie networks are perceived to be outgoing and to come from a variety of backgrounds, according to Williams (2006). In other words, the creation of broader identity and generalized reciprocity results from bridging social capital created through weak links networks. Participating in various networks, for instance, encourages the dissemination of knowledge and civic participation (Fleming, et, al, 2021). Joining networks makes it simple to build bridging social capital, but sustaining and growing it typically costs more in terms of time and effort than bonding social capital (Putnam & Feldstein, 2003). Despite these challenges, building bridges between social networks can reduce social distance and promote social integration.

In their study, Karagül and Dündar (2006) examined the relationship between the general level of trust, which represents the social capital degree of social orders, and the factors of human improvement file, the degree of equity, the degree of rivalry, and pay disparity of the general population using data from 45 countries. Several issues have been investigated and it has been determined that they significantly impact the level of public trust. These include the degree to which human development should contribute to the growth of social capital, the public's receptivity to competition, the equity framework, and the allocation of pay. It is evident that increased levels of competition, equity, and wage disparity among a country's general population significantly enhance social capital. For controlled development, it was emphasized that social capital must be developed in both agrarian and industrialized nations.

In his study, Altay (2007) emphasized how the usage of certain resources affects the long-term advancement of social orders and how social capital is shaped as a result. Consequently, it is anticipated that it is a public good when evaluated in terms of friendly capital yields. Regarding the notion of the public good, he gave credence to the idea that social capital connects with members of the public and benefits them. The investigation also

looked at the relationship between social capital and neediness. He emphasized forcefully that efforts to combat poverty include support official and informal social networks among the general populace.

Arcolu and Ergin's (2009) research primarily addressed considerations on the measurement of social capital. In order to ascertain the significance of social capital in Konya, a face-to-face survey of 120 business owners or managers from the general population was undertaken over industrial firms in Konya. The investigation is centered on social networks, beliefs, and systems. The social capital of Konya is increased through high affiliation involvement, mechanical engagement, and directors' sense of belief. In this instance, they made sure to underline how it will help Konya progress economically and socially.

Steinfeld et al. (2009) concluded that Facebook use is associated with increased social capital and improved psychological well-being among young people. The findings demonstrated a statistically significant relationship between Facebook usage and the formation of new forms of social capital through the leveraging of current forms of social capital. In other words, social networking services can support users in the development of different and heterogeneous networks, which are the building blocks of social capital resources.

Malcolm Gladwell (2010) reported that hat social networking service platforms are built with weak connections in mind. Using Twitter, you can follow and be followed by someone you've never met in person. In the absence of Facebook, you will be unable to keep in contact with people who you would otherwise be unable to communicate with. This implies that the services provided by social networking sites make it easier to maintain current ties while also fostering the development of new partnerships. Each social networking service, on the other hand, offers an own collection of features. It is arguable if social networking services assist users in expanding their networks, as well as in maintaining and strengthening current ties.

In their study, Sasan et al. (2010) offered advice for businesses afflicted by the global crisis on how to get through it by building up their social capital capability. Businesses' primary challenge in resolving the crisis is figuring out how to mobilize their relational capital and how to organize their social network mechanisms. Additionally, in the study, various solutions linked to social capital and social settlements, which are mostly debated by

management scientists, are highlighted in place of the solution options based on actual financial models put forth by some economists.

Yldz and Topuz (2011) examined the connection between social capital and economic growth by focusing on the concept of social capital, which is founded on interpersonal connections. The results show that social capital and economic performance are properly correlated. Tatlı (2013) looked at the microeconomic perspective to investigate if social capital has an impact on how people work. Due to this, data from a study conducted with 1599 household heads in the downtown areas of four TRB1 Region territories (Malatya, Elaz, Bingöl, and Tunceli) were analyzed. The impacts of the model are evaluated using an econometric logit model. It has been assumed that social capital affects how family heads work, and that as friendly capital increases, the likelihood of family heads working in a task increases by about 1.37 times. The investigation also discovered that human resources and sex, in addition to social capital, are the factors impacting the job of family heads.

The World Bank models, taking into account social capital exams from both a subjective and quantitative perspective, and the ensuing shortfalls in Turkey have all been attempted to advance by An and Akyiit (2015) as a requirement in their work. Friendly capital assessments also emphasized the necessity to take into account the recorded and socio-social characteristics of every general public and the lack of explanations based on traditional financial developments. Consequently, they concluded that the organization will provide significant experiences gathering strategy is centered on connections after studying the social capital situations in Turkey and previous social approaches.

Beşer and Hira (2017) used a critical lens to analyze social capital. The study classifies the factors that make critical thinking challenging into three groups: conceptual criticisms, critiques of social capital theories and methodology, and critiques of social capital measures, with a focus on conceptual and philosophical criticisms. The study examined social capital. In the report, the idea of social capital was evaluated, and it was determined that the concept's scientific validity is compromised by its unnecessarily vague definition. It was also underlined that academicians were compelled to engage in this sector because social sciences were used in so many other subjects. They found that although the concept was given a political spin by the usage of global institutions like the OECD and the World Bank, it nevertheless resulted in the resolution of several social science issues.

In his research, Yumur (2017) concentrated on how friendly capital affects financial outcomes and emerging tactics. Social capital has been found to be helpful in the study in lowering crime rates, improving educational standards, and maintaining fair economic distribution. The enhanced trust brought about by governments' more effective work has resulted in lower transaction costs, and it has been determined that social capital has a substantial impact on economic growth. An key disadvantage of this study is the disparity in definitions of social capital and the inability to agree completely on its markers.

According to Yiyit (2017), social ties, trust, networks, norms, and other macro aspects make up the idea of social capital at work. The study also looked into how the state influences how frequently these factors are used in Turkey's micro-sized private organizational activity and region. The importance of social capital in determining employment, job happiness, motivation, and organizational trust was another point he underlined.

The idea of social capital, its evolution, the degree of social capital, and the implications of social capital theory for economic growth and welfare were all studied by Koç (2019) in her study. Assessments for a few chosen nations, including Turkey, were done within the framework of the general characteristics of the theory. Out of confidence, Turkey was also contrasted with those nations in terms of a number of economic metrics. The study's findings indicated that Turkey has a highly strong family structure and resembles a culture in which trust declines as social strata increase.

Düzgün and Ataman (2020) examined how execution is influenced by the social capital of ranking directors, who are seen as crucial pioneers. The information obtained during the meeting process, one of the subjective evaluation methods, was examined using the clear examination strategy, and it was concluded that the top managers who successfully employ their social capital make favorable pledges to the presentation of the efforts.

Işk (2020) examined the relationship between social capital and essential readiness using a causal filtering methodology and a quantitative information examination-based exploration strategy. With the use of the SPSS programme, different relapse breaks down were applied to the collected information after an overview with the managers and owners of 38 SMEs in the Bitlis region. The research revealed that the strategic agility sub-dimensions are positively impacted by the social capital sub-dimensions.

2.4 Internet and Social Media

During the Cold War in the late 1950s, the Internet was developed as the most recent in a succession of information and communication technical developments (PBS Online, 1998). Without regard to a person's physical location, the Internet offers a means for the dissemination of information and a platform for interpersonal communication (Leiner et al., 2019). The early scientists and researchers who created the Internet and the electronic mail system were compelled by the Internet's rapid expansion since its inception in the early 1960s (Abbate, 1999). On the other side, the expansion of the Internet has encouraged its users to use this technology to fulfil their own wants and goals. People try to preserve their interpersonal interactions by primarily using the Internet and its connected technologies for communication (Hampton & Wellman, 2018; McKenna & Bargh, 2020).

The telegraph, radio, television, and, most recently, the Internet are just a few of the sources that have contributed to the technological improvements in information and communication processes during the past 200 years that have fundamentally altered the globe (Katz, et. al., 2019). There is ample data to back up claims that using the Internet can increase social contact (Wellman, 2001). However, many of these sources or ground-breaking innovations are thought to be combined by the Internet into a single communication medium (Bargh & McKenna, 2020). For example, while radio and television can be utilised as mass media, telegraph and telephone can be used for person-to-person communication. Additionally, academics have accepted the Internet as a major source of information and communication and a mass media (Harrel, 2000).

The use of the Internet and innovations related to it are constantly growing. However, it is crucial that Internet users access these sources for a variety of reasons (Harrel, 2000). The idea is supported by the uses-and-gratifications theory. The strategy is predicated on the idea that customers select their mass media and anticipate satisfaction as a result of their own decisions (Swift, 2019). The Internet often engages audiences in controlled communication that is intended for interactive reasons (Stafford & Stafford, 2021).

2.5 Social Media Use and Social Capital: Advent of ICT

Due to the enormous urban and industrial growth occurring around the world, ICTs have considered the effects on the community (Tonnies, 1887; Durkheim, 1893). However,

social links, linkages, or networks are now more prevalent as a type of social organization due to the recent use of computer-mediated or facilitated communications (Wellman, 2001).

Numerous studies have looked into how the Internet affects how its users form social connections (Quan-Haase & Wellman, 2004). The Internet is thought to be a tool for converting tightly woven networks or links into loosely woven networks (Wellman et al., 2001). Additionally, the proponents of this technology contend that rather than adopting traditional viewpoints of physically bounded groupings, community is becoming increasingly integrated in digital networks (Wellman, 2001). (Putnam, 2000). With relation to community participation, the Internet's adaptable openness has transformed the old idea of the public place into the cyber, digital, and virtual spaces (Lin, 2001; Wellman, 2001).

The spread of new ICTs has altered how socialization, formerly thought to be limited to the confines of the local community, is now conceptualized (Quan-Haase & Wellman, 2004). Modern definitions of community include social networks of links that extend beyond a locale or neighbor-hood and that foster sociability, a sense of belonging, and social identity (Wellman, 2001). The evidence supports the claim that the composition, attitude, behaviors, and communication patterns of the community's members have changed as a result of industrialization, urbanization, and the introduction of new technology.

As a result of online interactions between their members, online social networks have become a very popular medium for users to connect and express themselves (Mislove et al., 2007; Viswanath et al., 2009). Moreover, computer-mediated communications or online interactions may replace or enhance offline or face-to-face interactions (Wellman et al., 2001). In fact, the research demonstrated that computer-mediated interactions enhanced social capital, interaction, and community involvement (Hampton & Wellman, 2003; Kavanaugh et al., 2005).

ICTs have been linked to both expanding and contracting social capital (Ellison et al., 2007), with shrinking individual social capital associated with the formation of weak social ties and expanding social capital and social ties associated with the discussion of strong social ties (Bargh & McKenna, 2020). The discussion focuses on the foundation of bridging social capital, which assists people in creating and maintaining networks or relationships so that consumers can potentially access resources (Donath & Boyd, 2004; Wellman et al., 2001). Solid social bonds, on the other hand, are the cornerstones of social capital, and the Internet

has been viewed as a means of enhancing or facilitating new connections that may lead to an increase in social capital (Boase, et. al., 2006).

Internet is a significant network that connects "people and information via computers and other digital devices, allowing for person-to-person communication and information retrieval" (DiMaggio et al., 2001). Various metaphors have been used to describe the Internet's dynamics as a medium, including "information highway, digital library, and electronic marketplace" (Stefik, 1996). These metaphors fail to convey the dynamic nature of the Internet as a communication and information technology. However, compared to offline or face-to-face contact, computer-mediated conversations have significant drawbacks. According to the research, network organizations need offline communications to deal with ambiguous or uncertain situations (Nohria & Eccles, 1992).

Divergent facets of discourse on media and communication have received special attention in major sociological traditions. For instance, Durkheimians approach emphasizes direct communication or interaction that strengthens organic solidarity, and broadcast media that produce collective representations (Alexander, 1988). Marx argues that through cultural hegemony and surveillance, exploitative communication media strengthen the power and control elite (Schiller, 1996). Weberians claim that direct-to-consumer media promotes rationality (Collins, 1979). Contrarily, technical determinists come to the conclusion that societal change is caused by structural features of new media or information and communication technologies (McLuhan 1967, Eisenstein 1979). The "information society" has replaced the industrial society as a result of recent advancements in media and information technologies (Machlup, 1962; Bell, 1973).

Facebook in particular may have a big part to play in preserving the linkages, networks, and relationships that would otherwise be lost if people moved away from the geographically constrained networks of their hometown. Numerous studies have shown a link between Facebook use and social capital that is good (Burke, et., al., 2010).

Customers of Facebook are able to showcase themselves on an online profile where they can leave a variety of remarks on other users' profiles and describe links with one another. Facebook is an SNS that can employ a variety of technology capabilities and patterning to connect online and offline social capital. When compared to other SNSs, Facebook stands out since its participation is governed by offline social networks or relationships (Lampe, et., al., 2006).

The foundation of Facebook "networks" was originally made up of university members, but it has now broadened its scope to include several other sorts of groups, such as high schools, cities, and businesses (Ellison, et., al., 2007). Joinson (2008) analyzed several heterogeneous applications of Facebook and used the uses and pleasure approach to explain Facebook use. "Maintaining knowledge of contacts, sharing images, establishing groups, and engaging in applications" were listed as the most frequent uses (Lampe, et., al., 2008).

A longitudinal investigation was conducted by Ellison et al. They looked at the connection between Facebook use intensity, psychological well-being, and bridging social capital using a panel data of Facebook users. Surveys were used to gather the data, then in-depth interviews with a select group of Facebook members. It was discovered that Facebook use intensity provided an explanation for bridging social capital. However, the pupils' self-esteem moderated this association. Further investigation revealed that the students who had poor self-esteem got more out of using Facebook. The study came to the conclusion that people with poor self-esteem could use this site to build bridging social capital.

Hwangbo et al. (2010) conducted a cross-cultural study to examine the function of SNS use in creating bridging and bonding social capital among students. The impact of SNS usage on social capital formation across cultures was a topic of interest for the researchers. Through an online poll, they gathered the information from 489 respondents.

These respondents were citizens of the United States of America, the People's Republic of China, and the Republic of Korea. The students' social capital was predicted using a motivating model. Identity, expert search, connection, communication, and contents exchange were the five dimensions of this model. Findings show that whereas American users generated social capital through dialogue, Korean and Chinese respondents did so using expert search and connection features. This investigation showed that Facebook users had various methods for establishing social connections.

Burke, Marlow, and Lento conducted a study in 2010 on Facebook-based activities and how they relate to social capital that is used for bridging and bonding. These included posting on walls, commenting, liking photographs, and communicating with pals. They discovered that whereas these activities had a weak correlation with bridging social capital, they had a substantial relationship with bonding social capital. Burke, Kraut, and Marlow (2011) observed in a different study that receiving messages from friends was likewise related to the growth of bridging social capital.

As a new aspect of social capital, Ellison et al. (2011) concluded that they maintained social capital. They collected data from 286 undergraduates to examine the relationship between Facebook use and three distinct forms of social capital (bridging, bonding, and sustained). Facebook usage was found to be associated with all forms of social capital. On the other hand, it was discovered that a strong link exists between bridging social capital and economic growth.

Lee (2011) investigated how ICTs can help people improve their social networks. Their research found that these ICTs can indirectly contribute to network diversity by encouraging participation in established contexts such as communities, nonprofit organizations, places of worship, and public spaces. In the case of SNSs, they discovered a link between SNSs and network diversity. People may have more networks, they claimed, because ICTs are persistent and pervasive. It is worth noting that the diversity of networks is the primary focus of the social capital debate.

According to Vitak (2011), the benefits achieved on campus were the main emphasis of the measure of tying social capital utilized in past studies. They created an improved social support measure that also took into account several facets of social capital. The findings show that while Facebook use was intense, it did not predict the bonding dimension but rather connected it to other social provisions. Facebook-based communication activities were referred to as "connection tactics" by Ellison, Steinfield, and Lampe (2011), who also looked into how they related to social capital.

From 450 responders, they gathered the information. The findings showed that, in contrast to other approaches, social information seeking behaviors predicted the social capital. Numerous actual friends also had favorable associations with social capital. Gil de Ziga, Jung, and Valenzuela (2012) used the theory of social capital to comprehend Facebook users' civic and political activities. To quantify these behaviors in their study, scientists created online and offline instruments. Information sharing and searching through social networking sites significantly contributed to the growth of social capital and civic involvement after controlling for a number of background variables.

In order to create the themes of Facebook-based research, Wilson, Gosling, and Graham (2012) conducted an organized literature review. A detailed and thorough literature search turned up 412 pertinent papers. Five subthemes were identified after these

investigations were thoroughly examined. According to this analysis, the usage of Facebook in social interactions has been thoroughly investigated.

In 2013, Kwon, D'Angelo, and McLeod evaluated different Facebook usage patterns and their correlation with bridging and bonding social capital using the theory of uses and gratification. Six pleasure demands were identified as a result of factor analysis. These requirements included the desire for Facebook applications, information, entertainment, and social interaction. The study revealed a link between bridging social capital and Facebook use that was beneficial. A strong predictor of bridging social capital was also Facebook use for social relationships.

Li and Chen (2014) conducted research with international students in order to comprehend how they use various SNSs to build social capital. 210 international Chinese students provided the data. The findings revealed a correlation between Facebook use and the development of social capital. In the case of social capital that bonds, no correlation was discovered. In addition, they collected information for Renren, an additional SNS. Use of renren was also an excellent indicator of social capital's ability to bond, but not to bridge. Renren usage also demonstrated a connection to social capital preservation.

Portes (2014) was interested in exploring the connection between young social capital manifestation and Facebook use in South Africa. More than 800 students from seven different colleges participated in his poll. The findings showed a substantial correlation between Facebook use and social capital maintenance, bridging, and bonding. Additionally, Facebook usage was linked to psychological health. He claimed that Facebook had improved the students' experiences of low life satisfaction and low self-esteem.

Lin (2015) investigated whether or not social capital existed in offline as well as online settings. By comparing two different sets of research data, he was able to arrive at the conclusion that interactions with close friends were positively associated with both offline and online social capital. However, he did not find any connections between this type of interaction and other forms of social capital in his research. Instead, he discovered that interaction with regular friends was a predictor of online social capital for bridging gaps. In addition to this, he investigated how different types of attachments influence the prediction of social capital both online and offline.

Shen, et. al., (2015) looked at the connection between Facebook usage frequency and the growth of social capital. Arabian students participated in this study. The disparities between Arab and non-Arab youth in terms of their motives, the frequency with which they use Facebook, and the expression of social capital were also compared in a comparative analysis. The research found that Facebook was primarily utilized for socializing by young Arabs. According to the investigation, Facebook use provided more social capital for bonding than for bridging. Additionally, variations across genders and races were found in terms of Facebook usage frequency and social capital.

Hwang and Kim (2015) examined how social media contributes to the growth of social capital and involvement in social movements. They observed that those who used social media excessively had strong networks. The findings demonstrated that social capital was significantly and favorably impacted by the use of social media. They discovered through regression analysis that social media use was also a predictor of involvement in social movements. The association between using social media and taking part in social movements was nonetheless mediated by social capital.

Quinn (2016) acknowledged the possibility of creating and preserving social connections. He suggested that users of this technology used it for a variety of reasons in their daily lives. 350 users of social media took part in an online survey that was performed using the idea of users and gratification. According to regression analysis, instrumental communication was the main factor in the growth of all types of social capital. Additionally, it was thought that using social media to show concern and care was important for building social capital. Such a relationship was also discovered through the use of social media for amusement.

Hidalgo and Faras (2016) looked into the connection between university students' Facebook use frequency and social capital manifestation in Latin America. They discovered that college students had connections to and possessions of social capital. For Latin American students, however, Facebook intensity was a lesser predictor of the creation and preservation of social capital than it was for American students.

Bouchillon and Gotlieb (2016) investigated the driving forces behind US adults' use of Facebook and how it contributes to the growth of heterogeneous networks. They claimed that among Facebook users, weak links led to the development of universal trust. Significant differences in the quality of the interactions were found when comparing Facebook users who

are more gregarious and those who are less sociable. The findings showed that having weak ties and a high social use rate were associated with more civic engagement and emotions of generalized trust.

2.6 Gratification Paradigm and Motivation to Use Social Media

The most common paradigm for explaining how mass media technology is used by the general public is users and gratifications (U&G). The central tenet of U&G theory is that people seek out media to achieve specific goals (Luo, 2002). This perspective is applied to a variety of technological platforms, including the Internet, interpersonal communication, and traditional mass media (Charney & Greenberg, 2001; Dimmick, Kline, & Stafford, 2000). U&G supporters begin their research by outlining the major media usage, after which they assess their significance. Finally, people seek satisfaction indicators related to media use (LaRose, et., al., 2001). In other words, U&G theory explains why users use a specific medium as well as the types of purposes that medium serves for them (Katerattanakul, 2002).

According to Ruggerio, U&G theory is a "cutting-edge approach in the early stages of each new communication medium: newspaper, radio, television, and now the Internet" (2000). Herzog (1941) was the first to use this strategy to assess the efficacy of radio. She was curious about the pleasure needs of ladies who listened to radio serials on a regular basis. Her investigation revealed that these women were not merely passive consumers of media content. Instead, media consumers work hard to satisfy their need for fulfillment by selecting media programmes that meet their specific goals. She cited three listening styles as reasons why women have tuned in to daytime radio serials: listening to let out emotions, listening to wish things would happen, and listening to learn.

Another explanation of the U&G model is provided by Katz, Blumler, and Gurevitch (1974), who list five elements that make up the model. Users are more likely to be active seekers of information than passive media consumers. The audience member is also in charge of connecting their preferences for media during the mass communication process. Third, there are many sources of satisfaction that the media must compete with. Fourth, information provided by audience members can be used to determine the main goals of mass media use. The audience has the right to define the cultural impact of mass media, to sum up.

Instead of taking in media content in a receptive manner, the consumer actively chooses the medium that will fulfill a particular requirement or wish in the most satisfactory

manner. Katz et al. made five assumptions, and Rubin (2019) added five new explanations to expand the U&G theory. He asserts the following: (1) people's communicational behavior is goal-directed and purposeful; (2) they select and utilize communication and media tools to satisfy their needs and desires; (3) various factors guide, filter, or mediate media and communication behavior; (4) the media competes with other forms of media in satisfying their desires or wants; and (5) people are typically more persuasive than the media. Understanding the gratification needs of people who use various technologies is becoming increasingly important as a result of developments in computer technology and the proliferation of Internet use, and the use of the U&G theory is becoming increasingly common.

The general reasons why people use the Internet were categorized in past studies. For instance, Kaye (1998) classified Internet use into six categories: leisure, social connection, pass time, escape, information, and website choice. To categories web/internet-based motives, she modified Rubin's (2019) traditional mass media motivation technique. Personal participation, amusement, and personal relevance were identified by Eighmey and McCord (1998) as characteristics contributing to internet users' satisfaction. Ferguson and Perse (2000) identified five overarching reasons for accessing websites. These purposes included amusement, diversion, relaxation, escape, social knowledge, and information.

Similar to this, Lin (1999) examined three traditional mass media motives—surveillance, identification, and entertainment—to comprehend why people use internet services. According to research by Korgaonkar and Wolin from 1999, motivational elements for frequent online users included escapism, information control, interactive control, sociability, and economic motivation. Similar to this, Charney and Greenberg (2001) identified eight pleasure criteria for Internet users: job advancement, coolness, keeping oneself informed, diversions and amusement, peer identification, positive feelings, and sights and sounds. Flanagin and Metzger described the multiple gratification requirements for internet users in 2001. These motives included trying to persuade others, solving problems, maintaining relationships, earning status, and gaining personal understanding.

Norris and Jones (1998) discovered reasons why people utilize the Internet in a different way from how they use conventional mass media. The four categories they identified among Internet users were "researchers, consumers, expressive, and party animals". The folks who used the Internet for e-mail and research were the researchers. The consumers

were the people who made purchases online and used the Internet for financial and navigational purposes. Users who expressed their thoughts on message boards, newsgroups, and chat rooms were referred to as the expressive. The only people who played games online for fun were the party animals. These motives were in some ways distinct from the conventional mass media motives.

Other academics have also acknowledged that different Internet functionalities satisfy various user needs (Papacharissi & Rubin, 2000). They do not consider the Internet to be one single thing. It combines a variety of technologies and communication tools (i.e. the Web, bulletin boards, chat rooms, email, social media and now social network sites). Each of these could potentially satisfy various user demands (Lin, 2002). With the introduction of Web 2.0 technology, this is more obvious. The Internet's increasing adoption encourages extensive use of social media and social networking services. Social scientists have been drawn to examine many aspects of SNSs due to the popularity of social media, especially SNSs, among its users. The main query is: "Why do people utilize SNSs?" U&G theory provides a satisfactory response to this query. Similar to other communication channels, the majority of researches choose this viewpoint to determine the current gratification demands that SNS are meeting for users.

According to Lampe, Ellison, and Steinfield (2006), users primarily use Facebook (SNS) as a "social search tool via which they examine persons they have met offline, as well as a surveillance tool for sustaining past interactions. In the beginning, there doesn't seem to be much online user seeking with the goal of taking that relationship offline (p. 170). According to Valkenburg, Peter, and Shouton (2006), social networking sites can be used as a platform to establish and strengthen relationships. SNSs enable people to connect with persons who have similar interests to them, which leads to this (Acar, 2008). Furthermore, stated "uses and gratifications" on SNSs like "to learn about happenings," "to post social functions," and "to feel connected" show that users are satisfying a demand by using the website as a source of information (Raacke, 2020).

However, the analysis revealed that the main reason people use Facebook is for social interaction. Facebook is typically used by users to communicate with their friends. They browse at their friends' accounts, view their images, and interact with them. They demonstrate to their friends who they are by using Facebook. The behavior of Facebook users is also predicted by the other motives.

The research that was part of the systematic review was conducted all over the world, in both developed and developing nations. As a result, this evaluation offers a comprehensive analysis of the reasons people use different SNSs. These studies revealed that maintaining and creating new social connections were the two main purposes for which people used SNSs. This review brought to light the fact that users of SNSs used these platforms to search for and share information. The usage of SNSs for enjoyment and leisure was investigated in nearly all of the studies mentioned above. Recent research have identified the personality-related motivations of self-expression and self-documentation.

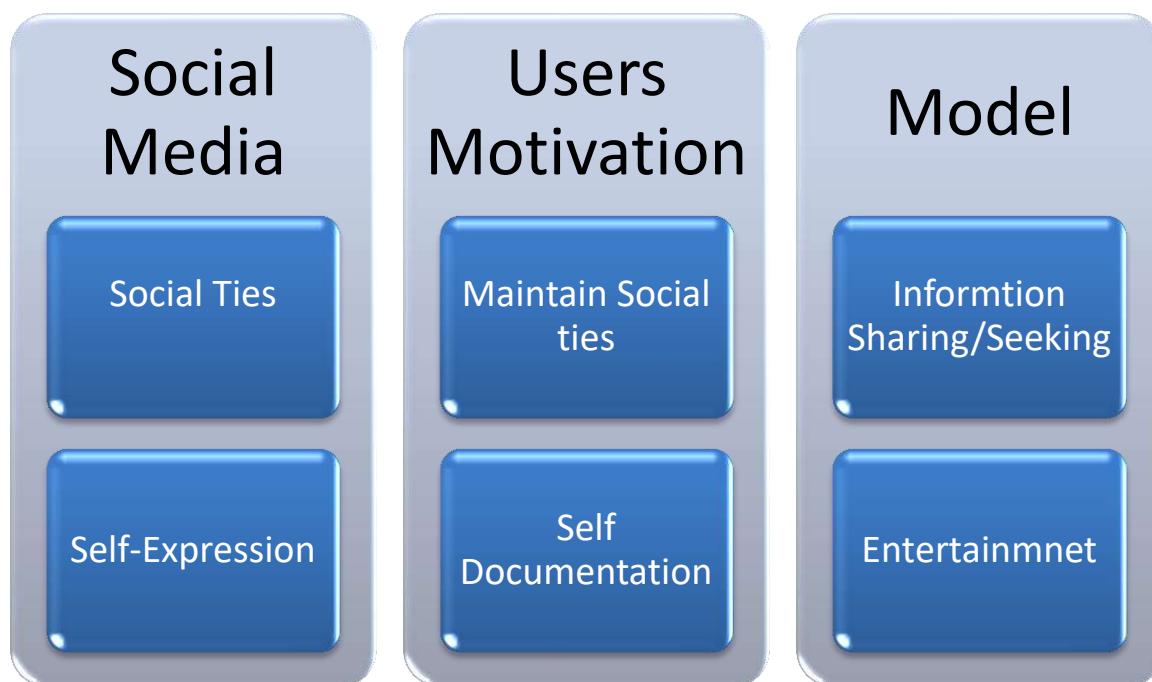


Figure 2.1 Social Media users motivational Model

Source: Developed by Arqam, M., researcher (2022).

The researcher has created a motivational model for Pakistani Facebook users based on the results of this review (Figure 2.1). Six dimensions or categories of motivations have been identified in this concept. These reasons are thought to be the primary satisfaction demands that drive university students in Pakistan to use Facebook. The construction of new social links, the maintenance of current social ties, the search for and exchange of information, leisure and amusement, self-documentation, and self-expression are among these sorts.

2.7 Use of Social Media among University Students

A few research were undertaken to better understand Facebook use on social media and how it affected Pakistani students' social lives. Below, we discussed these studies.

On November 3, 2007, the Pakistani government declared a state of emergency in Pakistan. Traditional communication venues were forbidden during this crisis. Pakistani students used social media deftly at that time to share and seek out information. They expressed their viewpoint on SNS and sparked democracy (Shaheen, 2008).

In their 2011 study, Ahmed and Qazi looked at many aspects of SNS use among Pakistani students. According to the analysis, the majority of students used the Internet for recreational activities. More than 67 percent of the respondents in the study sample used SNS while browsing the Internet. Nearly 90% of the respondents among them were Facebook users. Their primary driving force for using Facebook was to stay in touch with their pals.

These students were active Facebook users, and Ahmed and Qazi (2011) found that this use had no bearing on their academic performance or learning process.

Khan (2011) looked into the variables that affected Pakistani students' Facebook usage. He discovered that the top three reasons people gave for utilizing Facebook were generally reported. Sharing information (knowledge), amusement, and preserving relationships with friends and peers served as these motivations. According to the research, undergraduate students primarily used Facebook for amusement, but graduate students primarily used it for sharing and seeking out information.

Haq and Chand (2012) investigated how college students used Facebook. 384 students' data were gathered via a self-administered questionnaire. More over 85% of the respondents had Facebook accounts, according to the findings. The main reason the male students used Facebook was to stay in touch with their pals.

Later research by Haq and Chand (2012) revealed gender-based differences in the students' Facebook usage. Facebook was primarily utilized by female students for talking, updating their profiles, and perusing the walls and images of their friends. The male students, on the other hand, were more likely to add total strangers as friends and to review a person's profile before extending an invitation to be friends.

A study was conducted in 2013 by Ahmad and Sheikh to better understand how young people use social media to engage in politics. They conducted a poll of college students for this reason and discovered that the participants were frequent Facebook users. They discussed societal concerns affecting Pakistani society on this forum. Social media usage also improved their ability to participate in politics. They came to the conclusion that Facebook has given Pakistani youth a political voice.

A study was carried out by Chhachhar et al. (2013) to identify the reasons why college students utilize the Internet. 200 students who attended the University of Sindh Jamshoro in Pakistan provided the data. The findings indicated that sharing and searching out information were the main reasons people used the Internet. Facebook usage was the secondary motivation. According to this study, Facebook use was one of the key motivators for Pakistani students to use the Internet.

Saleem and her coworkers (2014) looked at the Facebook interaction trends of Pakistani users. They claimed that the majority of the responders were Facebook addicts. It was discovered that youth isolation may result from continued Facebook use. However, they claimed that rather than weaker links, the respondents used it to communicate with greater ties like friends and family.

Ahmad et al. (2016) recently conducted a thorough investigation into Facebook use among Pakistani students. They looked into how socio-demographic factors, reasons for using Facebook, and the frequency of use all affected the students' social capital. 461 students were selected as the sample size. The three main reasons people use Facebook are for communication, knowledge sharing, and self-actualization. Both bridging and bonding social capital were considered to be components of social capital. According to regression analysis, neither type of social capital was formed as a result of socio-demographic factors. On the other hand, Facebook use intensity, duration, and reasons significantly and favorably predicted social capital that was used for bridging and bonding.

Dixon (2022) reports that daily social media use among internet users worldwide increased from 145 to 147 minutes. As of right now, the average daily time spent on social media is 3.53 hours in the Philippines. In contrast, the average American only spends two hours and three minutes per day on social media. There are currently 54% of Internet users actively participating on social networks. Western Europe has the highest percentage of social media users in the world, at 79%. The lowest rates of adoption were found in Eastern

and Middle Africa, at 10% and 8%, respectively. Many people use social networks for professional and personal reasons. While many people use social media to share amusing or otherwise noteworthy articles with their networks, the primary reason people log on is to stay in touch with family and friends and read the news.

2.8 Chapter Summary

Despite the fact that each of the studies that were discussed above was highly helpful on its own, it was impossible for them to go into the specifics of the issue because they were not comprehensive. As a consequence of this, there is potentially a gap between the studies that have been carried out up until this point and the study that takes a comprehensive approach to social media, social networking sites, social capital, motivation to use social media and the internet, and students' involvement in the use of social media. The current research takes into account a more comprehensive picture of the nexus between social capital and social media that is occurring all over the world. It also takes into account the changes that are occurring in all developed, emerging, and underdeveloped countries. This chapter takes into consideration a number of factors that are responsible for the accumulation of social capital through the use of social networking sites and social media platforms, and it reviews the results of more than a hundred and fifty studies that were conducted in more than one hundred countries. These studies provide a variety of theoretical and methodological points of view that were held by various academics regarding the issue. We are currently living in an age of globalization, which ushers in a period of change for people's lives; the majority of items have moved into the digital platform. People in this scenario are connected to one other over the internet and various social networking sites, which is a significant source of the building of social capital. As a result, one way to characterize the research is to describe it as very extensive and elaborate, as well as broader in scope and yardstick to evaluate social capital and the relationship between social media and improving the lives of users. With the help of a review of the relevant literature, the researchers also build a model of the motivation among users of social media. When seen through the lens of the literature review, further theoretical, methodological, and analytical considerations were also made.

The fact that social capital can be evaluated on a variety of scales has led to confusions in the relevant theoretical and methodological discussions in the academic literature. Some academics, such as Bourdieu (1985) and Coleman (1990), have flowed between levels in their debates, which contributes to the misunderstanding that has arisen as a

result of this. The adage that "intellectual and academic success does not come without some controversy" is another truth that must be acknowledged. The question of whether social capital is a communal or an individual good has given rise to a significant amount of disagreement among the various schools. The researcher holds the opinion that social capital is related to both levels, which is shared by the vast majority of academics affiliated with the Putnam School who have investigated the issue. The researcher considers civic involvement to be one of the outcomes of social capital at the collective level. The researcher considers both bridging and bonding social capital to be present at the individual level when examining the manifestation of social capital.

Chapter 3

THEORETICAL AND CONCEPTUAL FRAMEWORK

3.1 Introduction

Though conceptually this chapter belongs in the literature review, it must be discussed separately once the studies have been reviewed. Due to the theorists' differing epistemic approaches to understanding social capital, this is done (Grix, 2002). The researcher wants to match his epistemology with a particular school of thought that has a particular way of looking at social capital. The researcher examines current theories of social capital before presenting his own epistemic perspective on social capital.

"Capital is money, capital is commodities... It has the mystical potential to add value to itself by virtue of being value" (Marx, 1867).

Karl Marx is credited with contributing significantly to social capital theory by ensuring that the term "capital" is more or less understood by everyone. The idea of social value, whether gained by "occult" means or other methods, can be imagined immediately upon reading the word "social capital." Social capital, a term used to describe the importance of social networks, first used in the early 20th century. Later in the century, social capital theory was employed to comprehend socioeconomic inequities. The concept of "social capital" is undergoing significant adjustments in the early 21st century with the goal of making it more applicable to the world of social media.

3.2 Theory of Social Capital: Overview

Social capital is a widely accepted concept, and the term "social ties" is frequently used to describe them in academic writing (Krishna 2012). In his analysis, one of the most prominent early theorists, Pierre Bourdieu (1985), focused on the framework that underlies social ties. Several works in the academic canon perform in-depth analyses of social network link types. Putnam's (1995, 2000) examination of network ties is widely regarded as seminal because it introduced the ideas of social capital's bonding (friends and family) and bridging (acquaintances) effects.

However, there is a divide in the literature regarding whether social capital is primarily the property of the individual or also that of the community. The literature recognizes that social capital can have unintended consequences for an individual if bonding social capital limits their ability to gain access to bridging social capital (Woolcock, 2001). But a few writers argue that social capital makes it easier to work together and share knowledge (Daniel, et al., 2003).

3.3 Theories of Internet & Social Media Studies

This section provides a chronological overview of the social capital theory literature and how it has been applied to studies on the Internet and social media. These studies' key research findings are also reviewed. To arrive at a well-informed understanding of how the theory can aid future research, it is crucial to explore how social capital theory has been applied in various circumstances.

3.3.1 Early Internet Studies

The ideas and terminology from the social capital theory have been used in numerous studies conducted using computers. An early study that used Putnam's (2000) theoretical framework to investigate the impact of the Internet on social capital was conducted by Wellman et al (2001). Friends, participatory capital, and political engagement were just some of the network capital ideas that were dissected in this study. The study not only expanded the theoretical framework to include the idea of community commitment, but it also argued that social capital can be boosted through virtual as well as in-person interactions (Wellman et al. 2001).

In another early study, Hampton (2003) analyzed the strength of ties in social networking software and presented his findings. Indicators of social capital used in the paper include the concepts of helping others, gaining knowledge, and making friends. The main topics of the theoretical analysis of social capital were the concepts of networking social capital and bonding social capital advanced by Granovetter (1973) and Putnam (2000). (Hampton 2003), In an effort to increase participation in online discussion groups, Rafaeli et al. (2004) applied Bourdieu's (1985) concept of cultural capital (Rafaeli, et., al., 2004). The research also references Putnam's studies that found a connection between social capital and participation in the political process (Putnam, 1993, 1995). To expand on the conventional meaning of "social capital (Rafaeli, et., al., 2004).

As an additional definition, "the degree to which a person is involved in the virtual community" was adopted to describe one's virtual cultural capital. Among Rafaeli's literary abilities is the ability to draw parallels between the real and online worlds in terms of social capital. Rafaeli's web-based research sets a useful precedent for future studies.

The debate over whether or not the internet increases or decreases people's social capital is a common one in academic circles. The amount of online contacts was positively correlated with social capital indices in a study conducted by Best and Krueger (2006). The researchers used a social capital index that accounted for trust, cooperation, and honesty. According to the explanation provided, it is important to differentiate between strong tie networks, which are made up of offline friends and family, and weak tie networks, which are made up of online friends and family (Best and Krueger, 2006). It's fair to say that the Best and Krueger paper was one of the first to look into how social media could be applied to the study of social capital.

When investigating the effects of internet use on interpersonal connections, Zhao (2006) examined multiple types of internet engagement. The research showed that electronic communication like email and chat impacted social bonds in unique ways. Wellman et al. (2001) used the terms "social bonds" and "connectivity" in a way that was broadly comparable to the discussion regarding social capital, even though the paper's literature review was more concerned with Internet use than social capital theory per se.

Williams (2006) created the Internet Social Capital Scale (ISCS) survey to measure "bridging" and "bonding" social capital (Putnam, 2000) in real life and online. The researchers in this study took a methodical approach to calculating the value of online social networks. When it comes to quantifying social capital, the ISCS is indispensable. The study's definition of social capital, which implies that social capital is both the networks and the effects of the networks, is grounded in the concept of social networks and the reciprocity standards associated with them (Putnam, 2000). Socio-technical capital was also used in Williams' (2006) research, which viewed social capital as a process characterized by cyclical patterns in communication technology (Resnick, 2001).

Differentiating between personal and public social capital is emphasized in the study, as is customary in the Putnam canon (Williams, 2006). In addition to providing evidence that technology can boost social capital, this study is noteworthy because it emphasizes the

importance of structure over process. Several subsequent studies have utilized the ISCS to assess social capital.

3.3.2 Social Media Studies

Liccardi et al. (2007) looked at student online social networks without providing a clear or specific definition of social capital. However, numerous concepts from the social capital theory were used in the research. These concepts included "relationships," "trust," and "strong and weak links." Strong and weak ties are conceptualized in social networks through the terms "friend" and "friend of a friend," respectively. In a nutshell, the research highlights the importance of social learning facilitated by online connections (Liccardi, et al. 2007).

The formation and study of virtual communities has been a perennial topic of academic discussion. Smith (2008) contributed to the field with a study describing an analytical mathematical technique for boosting participation in social media. This essay draws heavily on the work of Putnam (2000) and Lin in its discussion of the social capital theory (2001). The concepts of bonding and bridging social capital developed by Putnam (2000) were integrated with the ideas of actual and potential social capital. Lin (2001). Explicit social networks (ESN) and implicit affinity networks (IAN), as proposed by Smith, can be used to formally investigate social capital (Smith, 2008). However, a demonstration of the model's application in the field is absent from the report. For this reason, it remains an abstract concept at this time.

Several sources, including Coleman (1988), Adler and Kwon (2002), and Resnick (2001), were consulted in Ellison et al.(2006, .s 2007) attempt to define "social capital." "the sum of the resources, actual or virtual, that accrue to an individual or group by virtue of owning a persistent network of more or less formalized connections of mutual acquaintance or recognition,". According to the results, Facebook can help increase social capital (Ellison, et al., 2007). Steinfield et al. investigated the link between social capital and confidence in a follow-up study published in 2008. Bourdieu and Wacquant's (1992) concept of "social capital" was used to define the value of social connections and the benefits they provide (Steinfield, et al., 2008).

Valenzuela (2008) examined the social capital of Facebook users, specifically how it relates to college students' engagement with campus life. Both of these studies (from 2008 and 2009) dive into the challenges of defining "social capital" in a way that has real-world

application (Valenzuela, 2008; Valenzuela, et al., 2009). Their study's terminology was inspired by a multi-dimensional approach that divides social capital into three parts: interpersonal, intrapersonal, and behavioral (Scheufele and Shah, 2000). Much of the literature on social capital and social media has focused on Internet use and, more recently, Facebook usage. A fascinating study of MySpace use across generations was conducted by Pfiel et al. (2009). Putnam (2000) was consulted for information on bonding and bridging capital, and Granovetter (1973) was consulted for information on strong and weak relationships, both of which Pfiel et al. Conclusion: social capital that bonds is associated with strong ties, while social capital that bridges is associated with weak ones. The study found that, in line with these theoretical frameworks, younger users tended to have larger, more diffuse networks comprised of fewer, more similar individuals, while older users tended to have more tightly knit groups comprised of a more representative cross-section of society (Pfeil, et al., 2009).

A study by Gilbert and Karahalios (2009) examines the strength of online relationships in terms of linkages in social media, but the term "social capital" is not defined. Yet, the term is used repeatedly, and social capital theory advocates are cited (Burt 1992; Lin 2001). The theory proposed by Granovetter (1973) regarding the measurement of tie strength is discussed, as it is an essential concept in the process of measuring social value in virtual social networks (Gilbert and Karahalios, 2009).

Recent research has considered Facebook's pervasiveness in online communities; for instance, Burke, Kraut, and Marlow (2011) investigated the platform's effects on social capital. Based on Bourdieu's theory, which defines social capital as "resources in relationships of mutual acquaintance," this study's concept of social capital was developed (Bourdieu, 1985). As an alternative to "trust" and "likeability," Burke et al. use the terms "bonding" and "bridging" social capital to characterize the qualities shared by close friends and acquaintances, respectively (Putnam, 2000).

Because these connections are so flimsy, Burke et al. (2011) argue that bridging social capital is actually a richer form of social capital. Bonding social capital is criticized for having too much redundant data, despite references to Burt's ideas and Coleman's criticisms of them (Burt, 1992). However, the study finds that while Facebook use does not boost in-group social capital, it does boost out-group bridging social capital (Burke, et al., 2011). The author conducts an in-depth study of connections, noting, among other things, that

unfavorable news is more likely to come from a weak source than a strong one. However, the study does not draw any firm conclusions about the relative value of strong ties versus weak ties in terms of social capital.

Ellison et al. (2011, 2014) cite Bourdieu (1985) and Coleman (1988) as two key early works that laid the groundwork for the social capital theory (Burt, 1992; Putnam, 1995; Lin, 2001). The research added to the ongoing conversation about bonding and bridging social capital, the two pillars upon which the study's central concept of strong and weak links rests (Putnam, 1995). To wit: (Granovetter, 1973; Burt, 1992). Social capital, as defined by this source and used by Burke et al. (2011) and others, is the "existing and potential resources in relationships of mutual acquaintance" (Ellison, et al., 2011). Since Ellison's (2011, 2014) contributions rely on a standard definition of social capital, they are helpful in our search for a working definition that accounts for the nature of the relationships in the network and is applicable to the field of computer science.

Virtually all of the literature on social capital and social media accepts the software as a whole and as a causal factor in either fostering or inhibiting social capital. One study, however, did try to decipher the effects of social media design on social capital by examining how different parts of the Facebook interface influenced it. You, Yoder, and the gang (2011). The theoretical basis for the study was social capital, specifically the bonding and bridging theories developed by Putnam (2000). It may not come as a surprise that the study found a positive relationship between social capital and interaction components that facilitated personal conversation (Yoder, et al., 2011).

As a measure of civic and political engagement, social media has carried on the tradition of using social capital. A study by Gil de Ziga in 2012 found that social media users' online and offline social capital and civic engagement were positively correlated with their use of social media as a news source. There are references to Bourdieu (1985), Coleman (1990), and Lin (2001), but the definition of social capital provided by Lin (2008) is emphasized (Valenzuela et al., 2012).

The importance of paying attention to what actually exists rather than what might be is an implicit premise of Lin's definition of social capital, also known as the instantiation assertion (Fukuyama, 2001). The concept of potential access to social capital that may or may not materialize in practice is under theoretical scrutiny. Despite its apparent obscurity, this idea is linked to that of cultural social capital (Bourdieu, 1985), which is a metric for future

access to knowledge. Considering that people's willingness to respond can be vastly outweighed by the messaging they receive, the distinction between utility (or instantiation) and potential social capital may prove to be particularly relevant in the context of social media.

According to a second set of research by Junco (2012b, 2012a), this time focusing on college students, there are benefits and drawbacks to using Facebook for schoolwork. Junco's research is grounded in the sum of resources theory of Bourdieu and Wacquant (1992) and in the "intrapersonal, interpersonal, and behavioral" multidimensional approach of (Valenzuela, et al., 2009). Since the primary goal of the research was to ascertain whether or not Facebook affected students' grade point averages, it is not surprising that no working definition was mentioned in the source. But the Ellison studies on Facebook's influence on sociable capital are cited to support the work (Junco, 2012).

Intriguing research by Hofer et al. examines the connection between social capital and Twitter (2013). This paper is theoretically grounded in the ideas presented by Coleman (1988) that highlight the distinction between potential and instantiation. The theory relied on many different works, including Granovetter's (1973) research on network links, Putnam's (2000) concept of bonding and bridging social capital, and Williams' (2006) Internet Social Capital Scales. The study found that having more followers was associated with creating social capital as opposed to strengthening existing bonds within a network (Hofer and Aubert, 2013).

In a study on the dimensions of social capital among Facebook friends, Jung et al. (2013) utilized Williams' (2006) ISCS to investigate how online social connections can facilitate access to resources. Even though bonding and bridging social capital did not predict responses to favor requests from Facebook friends, the researchers discovered that a number of sub-dimensions of social capital did (Jung, et al., 2013).

In an examination of the impact of social media on employee productivity, the social capital theory served as a lens (Sun and Shang, 2014). This study demonstrates that the field of social capital theory in social media studies has expanded into the business world. Sun and Shang (2014) drew on the theoretical work of Adler & Kwon (2002), Tsai & Ghoshal (1998), and Nahapiet & Ghoshal (2002) in order to apply social capital theory to organizations (1998). However, social capital theorists such as Coleman (1988) and Putnam (1995) were discussed. It appears that Putnam's research is frequently cited in the literature on social

media and social capital theory, specifically the concept of dividing social capital into bonding and bridging social capital.

Human capital may expand and accumulate more quickly when people have good social ties, according to the theory of social capital accumulation. For example, a stable family environment may assist pupils in completing their educational goals as well as earning marketable skills and qualifications (Richarad and Micheal, 2015). The use of social media has increased dramatically over the past decade, partly as a result of the widespread acceptance of the social networking site Facebook. When evaluating the performance of software, transaction time is commonly employed as a metric. In this case, the performance of software is measured in terms of the value it delivers to its users, which is a less common but equally essential measure. By looking at the idea of social value in communication networks through the lens of the theory of social capital, it is possible to gain a deeper understanding of the phenomenon. This study examines how the social capital theory has been applied to social media research and how it has been successful. It has been revealed that elements from social capital theory may be applied to the study of online social interactions, which is an exciting development. Despite the fact that ideas such as social capital bonding and bridging are widely used in the literature, Putnam (2000) is the most commonly referenced author in the field. Another key source is Bourdieu (1985), who gives a clear and exact definition of social capital in great detail. Multiple research have revealed how computers may assist the communication system that supports social capital, so expanding our knowledge of how computers can be used. Conclusion: According to the paper's conclusion, the literature on social capital theory in social media has various interesting discoveries, some of which are inconsistent, that are worth considering (Carmichael,et., al., 2015).

3.4 Bourdieu's Theory of Capital

Modern critical sociologist Pierre Bourdieu demonstrates his desire to comprehend the social hierarchy that is strongly ingrained in Marxist sociology. He researches how social classes are formed and the prevalence of different types of inequality in society (Field, 2008). He conducted a thorough analysis of capital in the 1980s. He examined several forms of capital in his article "The Forms of Capital." He claims that there are three primary types of capital: economic capital, cultural capital, and social capital (Bourdieu, 1985).

Bourdieu (1983) equates capital with the accumulated labor that exists in materialized or incorporated form in order to explain how different types of capital interact with one another. Additionally, he continues, "Economic is the foundation of all other sorts of capital" (Bourdieu, 1985). However, according to Bourdieu, capital's essence cannot solely be understood in terms of its economics (Häuberer, 2010). As a result, it is currently difficult to understand the social environment without understanding the importance of each type of capital.

Economic capital is defined as having an immediate and direct exchange value into money and having institutionalized property rights (Bourdieu, 1983). The manner in which people employ cultural knowledge in connection to their position in the social structure are articulated by Bourdieu, who is best recognized for his contribution to and debate of cultural capital (Bourdieu, 1984). Additionally, his theory of social capital makes an effort to justify differences in social interactions by focusing on class disparities (Eva, 2003). According to him, "social capital is a way for people to access economic and cultural resources through social relationships. When one class has more economic capital, they also have more social capital, which explains how larger economic inequities develop and persist (Ferlander, 2003).

According to Bourdieu, social capital is made up of two elements: the number of social contacts who have resources and the size of those resources. According to him, "the benefits of group participation are the foundation of the solidarity that makes them possible." Social capital is determined at an individual level by the scope of one's social network and the resources that make up that network. How effectively they can use those resources depends on the individuals. He, on the other hand, views social capital as shared assets owned by members of a specific social network (Ferlander, 2003). He contends that the fact that different types of capital can be traded among people to build relationships with each one of them supports the idea that these forms of capital are fungible (Bourdieu, 1986).

We must recollect his idea of social hierarchy, which is heavily influenced by Marxist sociology, in order to comprehend his fundamental point of contention (Field, 2008). According to him, social relationships can be built on the basis of business transactions. Such connections, however, come about via the social exchange system. According to him, social capital is a network of commitments (connections) that, depending on the circumstance, can be converted into economic capital (Littau, 2009). Bourdieu (1986) goes on to explain that inequality has a connection to the production and reproduction of capital, and that inequality

may be utilized to build and reproduce inequality along with economic capital. However, by using investment methods in interpersonal interactions as well, relationships are created and perpetuated (Häuberer, 2010). Accordingly, social capital can be "structured by categories such as family, tribe, or class and replicated via continual transactions that affirm and reaffirm recognition and duty" or it can be "informal interaction" (Littau, 2009). Understanding the linkages that direct the transactions and exchanges governing physical capital and the distribution of human capital becomes increasingly important. Social capital is the most ethereal form of capital”.

3.5 Burt's Network Approach to Social Capital

The social sciences employ a wide variety of argument types, and one that is frequently used is called "social capital" (Burt, 1992; Coleman, 1990; Bourdieu & Wacquant, 1992). Social capital is a measure of an individual's access to shared social resources (Flap, 1994). The idea behind this is rooted in the concept of social capital networks. Burt (2007) explores the connection between people's social networks and their ability to succeed in business, industry, and beyond.

According to Burt (2000), the world is a marketplace where people talk to one another and buy and sell things based on their individual preferences. It is the goal of every human being to live a successful and fulfilling life. Although some people achieve their goals, others never rise to the same level of prominence (Burt, 1997). This disparity is a direct result of a shortage of both financial and human resources. Money and other monetary assets are considered a person's "financial capital" by Burt (1992). Human capital, as he sees it, is the sum of a person's innate talents (such as intelligence, good health, charm, etc.) and their formally acquired education. Furthermore, he views "social capital as the contextual complement to the human capital" because the returns on investments made in social networks depend on the individuals' standing in the social structure (Burt, 1997, p. 339). Multiple studies (Burt, 1997; Coleman, 1990; Portes, 1998; Lin, 2002) support this theory. Utilizing the structural theory of action, Burt has provided an explanation of social capital.

According to Häuberer (2010), the focus of structural theory of action is on a social actor. This theory provides a resource-based definition of social capital, which emphasizes the importance of a group's ability to build and maintain relationships with one another (Burt & Talmud, 1993). Finding the most efficient way to deploy scarce resources (monetary,

human, and social) is a top concern for the players. The actor has complete access to all forms of capital when engaging in a social activity. These advantages result from his position in society (Häuberer, 2010). Unlike financial and human capital, which are held solely by the actor, social capital is held by at least two members of the social network. Due to the nature of their interactions, both parties have built up social capital (Burt, 1992). Social capital can be found in the complex webs of interdependencies that have emerged as a result of the proliferation of actors (Häuberer, 2010).

The structural gaps theory is a major advance in our understanding of the connection between social capital and the brokerage metaphor (Burt, 2004). That is to say, the theory clarifies why people value social capital so highly when it comes to identifying and taking advantage of brokerage opportunities within networks (Burt, 1997). An actor (broker) can negotiate project authority and improve communication between stakeholders in order to bridge gaps in a system's structure. For him, a structural flaw is "a relationship between two contacts that is not redundant" (Burt, 1992). The two parties' contributions to the network's success are "somewhat additive rather than overlapping" because of this separation. There are advantages and disadvantages to the distribution of holes in a competitive setting (Burt & Talmud, 1993).

As outlined by Burt, market participants can be rewarded in various ways, including through participation, referrals, information dissemination, and negotiated control, when there are disconnections and structural non-equivalence in the system (Burt & Talmud, 1993). These avenues serve as a foundation for social capital of structural gaps, as well as networks and opportunity brokerage (Burt, 1992). He argues that a person can gain an advantage in the market by taking advantage of the weaknesses in the social structure.

3.6 Putnam's Theory of Social Capital

Although Bourdieu and Coleman have done much to advance the concept of social capital in the social sciences, Robert Putnam is still widely regarded as a leading expert on the topic (Ferlander, 2003). He has proposed an alternative, less-connected, source of social capital (Foley & Edwards, 1999). Putnam recognizes the value of social capital for a flourishing society. His books "Making Democracy Work" (1993) and "Bowling Alone" (2000) have piqued the interest of social scientists around the world in the concept. To wit: (Ferlander, 2003) In contrast to other academics, he includes civic participation behaviors and

their relation to the structure of social networks in his definition of social capital (e.g. Bourdieu and Coleman). In his opinion, network engagement is more of a byproduct than a metric (Littau, 2009). For his explanation of social capital, Putnam borrows heavily from Coleman's approach (Häuberer, 2010). His central thesis is that "social networks contain value for people." It's impossible to overstate the significance of physical and human capital in determining the productivity of individuals and groups, and it depends on the interactions between them (Putnam 2000).

Putnam's scholarly writings on the decline of social capital in American society and the factors that encourage self-reliance and privatization have garnered considerable attention. According to him, social capital is the "accumulation of norms, networks, and trust that promote coordination and collaboration for mutual benefit and wellbeing" (Putnam, 1995). According to his definition, social capital is made up of four main components: social ties, social norms, reciprocity, and trust (Putnam, 1995b). Because of these traits, the populace is able to work together, lend each other strength, and share important information. According to Putnam, cooperation is easier when there is a large amount of social capital in a community (1993). He argues that a society with a robust associational life possesses the highest levels of social capital (Ferlander, 2003).

He also distinguished between "bridging" and "bonding" forms of social capital. Putnam (2000) differentiates between bridging and bonding social capital on the basis of ties or relationships. The work of sociologist Mark Granovetter was influential in his development of this classification system (Williams, 2006). Research by Granovetter (1974; 1973) looked into the lives of job seekers. His findings show that job-seekers with a diverse set of less-than-strong relationships, as opposed to those with only a few close friends and acquaintances, fare better in the employment market. In other words, having access to a wealth of information and resources is a perk of weak relationships, while the benefits of having strong links include social support, emotional support, and companionship (Ferlander, 2003). According to Putnam (2000), "weak links with distant acquaintances are more likely to offer leads for a new career," while "strong ties with intimate friends may ensure chicken soup when you're sick."

According to Putnam (2000), a person's network is their social capital. These ties tend to form among similar communities or those that share a common past. It's cliquish and inward-focused. People who have established networks of mutually beneficial relationships

tend to come from similar backgrounds. However, they know one another well on a personal level and provide strong social and emotional support for one another. People who have developed strong relationships have a better chance of securing scarce resources in times of need. Because of people's persistent reciprocity, they can also galvanize solidarity. The one downside to cultivating social capital is the resulting insularity and out-group hostility (Williams, 2006).

Building social capital, on the other hand, relies on flimsy ties between individuals. Common examples of people from different backgrounds and walks of life coming together to form strong bonds. That way, they can start off with a wide network of potential friends. Because of their connections, they have access to information and resources from the outside world (Putnam, 2000). A broad network of friends and acquaintances, a sense of belonging to a larger community, a willingness to help others, and a casual willingness to help others are the four characteristics that define bridging social capital.

When a person has a "outward-looking" outlook, they are interested in the world at large and in events beyond their own immediate experience. He may feel a sense of community because he identifies as a citizen of the United States or the world. An extroverted person is one who looks outward, keeps many different kinds of contacts, and networks with many different kinds of people in an effort to help others without expecting anything in return. This is an example of widespread mutual aid among numerous people (Putnam, 2000). When people feel more obligated to help one another out, they put in more effort to improve their community. To top it all off, it encourages members of the community to embrace diversity and accept those who are different (Norris 2002).

Putnam argues that both forms of social capital bridging and bonding are crucial for individuals to function effectively in society. He argues that "bonded networks are useful for getting by," in contrast to the "essential for moving forward" nature of bridging networks (Putnam, 2000). Examples of the former include bridging networks, which promote creativity, and bonding networks, which provide safety (via means like informal social support) (e.g. access to a wider set of information).

Trust is discussed in terms of both robust and frail social networks (Ferlander, 2003). Trust, as Putnam (1995a) points out, is crucial to society's smooth operation. "Trust is the lubricant of civic life," write Putnam and Goss (2001). In order for people to work together

toward a common goal, they need to be able to trust one another. According to this theory, our trust in others grows as our relationships with them deepen. However, the converse is also true (Putnam, 1995b). There are two distinct kinds of trust: thick and thin (Ferland, 2003). Trust is thick where there are strong ties and a long history of community. It emerges from the routine, consistent interactions of people, typically members of the same social group (Coleman, 1988). However, modern society has a low level of trust because of its frayed communal relationships (Luhmann, 1988). Putnam argues that a community's social capital increases as its members become more interconnected, have more positive interactions, and trust one another more (Putnam, 1995b). Social capital can be thought of as a form of shared ownership that increases when people in a group are able to trust and work together effectively. Even if one member of a group is not cooperative or trustworthy, he can still benefit from the group's large pool of social capital (Kawachi, et., al., 2008).

Putnam has also voiced concern about the relationship between civic engagement and efficient government. According to Putnam, civic engagement is "most connected" with "peoples' links with the life of their communities" (1995). Participation in neighborhood organizations and friendly relations among neighbors are examples of civic engagement, in his view. Putnam, Leonardi, and Nanetti (1994) measured the density of members in different formal organizations as a measure of social capital in their study of Italy.

They have concluded that citizen engagement in social issues is crucial to the success of both social institutions and governments. Putnam has voiced concern over the decline of social capital in the United States due to the many factors that have led to the increasing commercialization of everyday life (Putnam, 1995a; 1995b). He found that few Americans were involved in most government agencies. If people stay put in one place for a while, their ties to one another strengthen, and this, he argues, adds to the area's social capital. Being settled in one spot can help you get to know your neighbors better, while constantly uprooting can cause you to lose touch (Putnam, 1995).

To add to this, social capital is seen as essential to a prosperous economy. Putnam (1993) argues that social capital is crucial to the economic development of any nation. He warns that "gravely amiss" could result from government actions that disregard or harm this social infrastructure (Putnam, 1993). According to Putnam (2000), low-income neighborhoods often lack this type of social capital. People are friendlier, public spaces are safer, and trash isn't left lying around in "high social-capital locations" (Putnam, 2000). It suggests that

affluent communities benefit more from social capital than disadvantaged ones (Putnam, 2002).

According to Ferlander (2003), this occurs because societies that share well-established patterns of networks, support, and trust tend to have more advanced economies, sustainable governments, and fewer social issues. It's possible that many social problems would never surface in these areas if the necessary elements of social capital were present. However, social capital tends to increase living standards in underdeveloped areas due to the presence of reciprocity, shared values, and norms. Since poor people (by definition) have little economic capital and face significant barriers to attaining human capital, social capital is "disproportionately crucial to their welfare," as put forth by Putnam (2000). (i.e., education). As a result, when social capital is present, participants are better able to cooperate to achieve common goals. Politico-economic development and stability all benefit from healthy doses of social capital (Krätke, 2001).

3.7 Synthesis

The most influential authors on the topic of "social capital theory and social media" were analyzed in this study. In order to visualize the frequency with which social capital theorists are discussed in the research, we generated a word cloud. As the largest "word" in the following word cloud, the most-cited source stands for its importance. Although the word cloud does not directly demonstrate the impact of the theories, it does provide a visual representation of the occurrences of referring, which is helpful for introspection.

Given the prevalence of the concepts of bonding and bridging social capital in the literature, the word cloud indicates that Putnam (1995, 2000) is the most frequently cited author. As a second important reference, Bourdieu's definition of social capital is frequently cited. He defines social capital as "the sum of one's actual or potential resources that are tied to one's possession of a durable network of more or less institutionalized relationships of mutual acquaintance or recognition" (Bourdieu 1980, 1985). Putnam cites Bourdieu's exhaustive and lucid definition, which is cited by a variety of authors, including himself.

Another frequently cited researcher is Granovetter (1973), who made an early contribution by analyzing the characteristics of strong and weak ties in a network. A number of authors, including Loury (1977) and Putnam, were influenced by this book and went on to make significant contributions to the field.

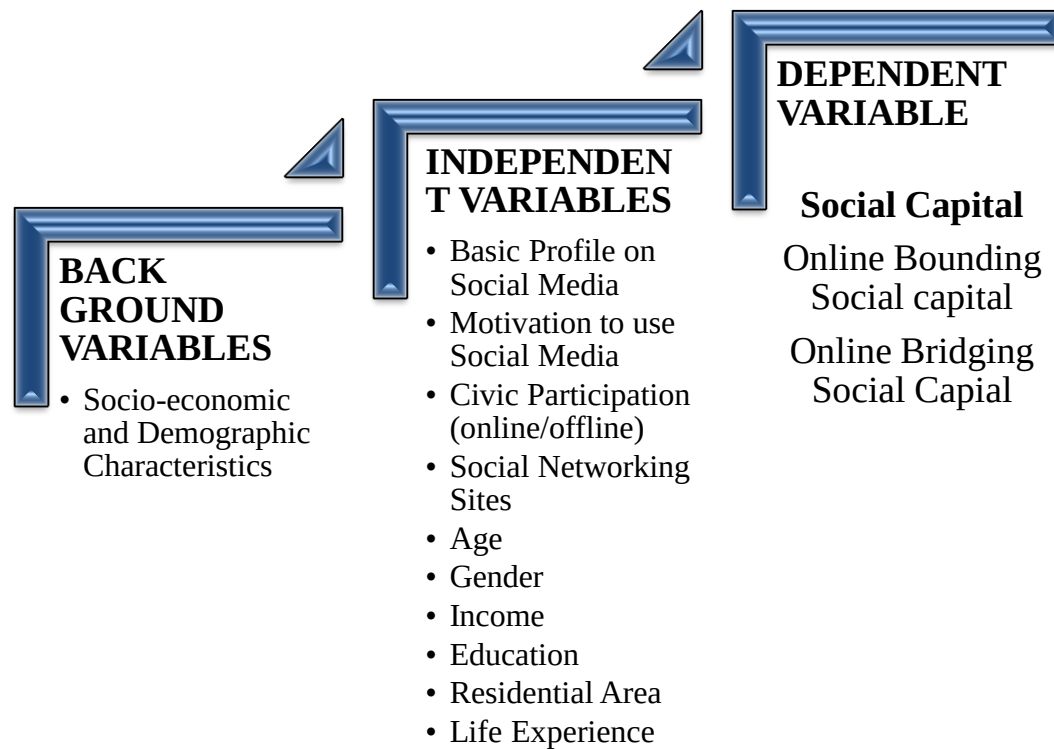
Two main camps have emerged to provide an overarching description of social capital theory. The first school emphasizes unique characteristics of each student, while the second prioritizes group dynamics. The first school of thought analyses the positive outcomes that come about when people make use of their social networks. The likes of Bourdieu (1985), Coleman (1990), Wellman and Berkowitz (1988), Lin (2001), and others who focus on social network analysis are the sociologists most likely to enroll here (Ostrom& Ahn, 2001).

However, this idea has been expanded by the second school to incorporate additional factors. The combination and local operation of these components (Putnam, 1993). The success of economies and governments can be partially attributed to this facet of social capital as well (Ostrom& Ahn, 2001). The focus of this viewpoint is on the processes and factors that contribute to the formation and maintenance of social capital, specifically on the roles that networks, norms, and trust play (Lin et al, 2001). Scholars recognize the Putnam School. The Putnam School is a group of academics that applies Putnam's concept of social capital and conducts quantitative research on it (Grix, 2002). Numerous cases have been examined thanks to surveys and the use of structured questionnaires for data collection.

Furthermore, the collected data is statistically analyzed to extract information about the respondents' social capital. Since the researcher adopted a similar theoretical stance to that of Putnam's in order to conceptualize social capital, it follows that he is also a product of a similar academic institution. According to the study, social capital is the driving force behind widespread civic participation. When it manifests itself at the individual level, the researcher sees social capital as bridging and bonding.

3.8 Conceptual Framework

In academic work, a conceptual framework is used to advocate for a certain way of thinking about a topic or issue, or to propose potential solutions. The following diagram illustrates the conceptual framework of the present study by highlighting the possible associations between its variables. There are three types of variables used in this investigation: independent variables, dependent variables, and intervening variables. These three variables shape the entire research project.



3.9 Chapter Summary

In summary or in conclusion, the contributions to the literature on social capital in social media contain a variety of important discoveries that are occasionally at odds with one another. Social capital is a complicated idea with a sizable and expanding body of literature. However, despite the topic receiving a lot of attention, the theoretical understanding of social capital is still developing (Field, 2003). A significant finding relates to the idea that social capital in online communities is comparable to social capital in the real world. On the other hand, there is controversy on whether internet communication boosts or depletes social capital. Additionally, it has been asserted that Facebook can boost social capital. The social capital theory has been applied to a variety of social media platforms, as this literature review has also demonstrated.

There are two primary schools that describe social capital theory in the literature. While the second school places more emphasis on collective factors, the first school places more emphasis on individual traits. The first school focuses on how people use social networks to benefit, such as through finding employment possibilities and receiving social support. The sociologists who are most likely to attend this institution are those that specialize in social network analysis. Second school, on the other hand, has broadened this idea to include several other elements as well it work locally and globally (Putnam, 1993).

Chapter 4

MATERIALS AND METHODS

4.1 Introduction

The discussion about different methods used in current study to explain the various aspects and strategies is considering a huge job in research of sociology. Researchers in Social sciences have usually been employing far reaching approaches in Sociology and advance methods in research in the cutting edge period. Researchers presently apply the refined strategically methods and systems in social sciences research. Methodologies and techniques in which observation analysis plays a major role in social analysis, "The method is also a system of specific rules and procedures which depend on the fact that the analysis depends on what information requirements are evaluated (Nachmias and Nachmias, 1992)."

The validity, responsibility and accuracy of analytical analysis depend on the scientific method. The system for information gathering, data analysis and processing, and information handling is the focal point of this chapter/part. Major proportion of the current study is consisted on quantitative methods but some information also gathered through qualitative approach in research for developing more reliable and exact information about the social media and social capital formation. It is cross-sectional investigation looking over the effects of social media on the social capital formation. Extensively the chapter covers the segments on research Paradigm, Triangulation/integrated research approach, target population, area, sampling and estimation of sample size and data collection instruments, the ways of data processing and analysis and portraying of inferences.

4.2 Philosophical Bases

In sociology investigation, philosophical aspects are very important and significant in light of the fact that these concept/presumptions impact the act of research (Creswell, 2009). Thusly, the scientist must clarify his philosophical perspectives on the world. This training encourages him to clarify the determination of specific strategies for his research. Scientists have understood the philosophical attitude of research in different ways. Generally utilized phrasings in philosophical frames of mind incorporate perspective Paradigm, ontological base and epistemology (Lincoln and Guba, 2000; Mertens, 1998).

Creswell (2009) describes research exercise as a worldview. The worldview is referred to as the "basic system of belief that guides action" (Guba, 1990), while for other people, it is a paradigm of research. Contrasted with others, in sociology the term philosophical paradigm has made its important recently. Kuhn (1970) claims philosophical perspective of research as "representing all the combination of strategies, values and beliefs that acquired and shared among community members. The paradigm is the researcher point of opinion towards the social world that guides the researcher to make interaction towards the current topic of research and affects the thoughts of researcher through the provision of basic information with the help of philosophical work of the various scholars (Hughes, 2001). Moreover, it is an aggregate of various thoughts towards the reasons how the specific problems occur and a collection of different strategies to deal with such existing issues. Therefore, the selection suitable research paradigm by combining ontological and epistemological bases is essential and important in sociology due to its significant impact on the methodology (Fraser and Robinson, 2004).

The primary paradigm that develops the bases of scientific approach in sociology is called Positivism. Positivism is an empirical research perspective that considers and studies the social world with respect to the static global laws (Hughes, 2001). It also sees the social world as an objective component (Schultz and Hatch, 1996). In order to explore objectivity of globe the sequential monitoring and recording of the events that are happening around us is essential prerequisites. Therefore, positivism requires empirical examination of factual events and emphasizes its logical and rational explanation (Kaboub, 2008). Due to this reason, mostly scholar in the sociological research apply the positive approach to employ quantitative methodology and gathered numeral information with the help of a structured instrument for developing the connection among various variables of study. There are two widely used philosophical paradigms used in the research are interpretivist and positivist. These two paradigms have different epistemological and ontological foundations and have a various and differentiated method for conducting research (Grix, 2000).

Here researcher will also place himself in positivist paradigm of social capital and researcher selected this framework of philosophy in conceiving link of social media usage and the formation of social capital. Moreover, analyst accepted that social world could be considered by picking logical techniques to investigate the basic all inclusive laws. The researcher created hypothesis for responding to the questions under investigation/research

and to find the general laws of social science that could be related to the factors of social capital formation on internet.

4.3 Triangulations Integrated Approach

'Triangulation' is a strategy of confirmation that combines different paradigms and strategies for the sake of legal and logical building of information. In the research of sociology, it compiles the more than one method and information sources in study of a single process or event to converge on an individual construct and enhanced the confidence. It uses multiple qualitative and/or quantitative methods primary and derived information to study the dilemma. The results obtain from all the analysis sources were compared, if the results are similar than validity and reliability of data set up (Patton, 2002). This thing increases the confidence on research findings and provides the understanding of the phenomenon (Thurmond, 2001). It is obtained from the large data set that has a large variation. These methods avoid the measurement, sampling and procedural bias in the research in hand.

Quantitative techniques were applied to prove the assumption of the issue under study. For resolving the issues different well-planned techniques were follow that reflect the uniqueness of universe, analyze dissimilarity, and calculate the cause and effect connection among the variables and measured the variables numerically. On contrary, qualitative method explore the research problem by utilizing soft and flexible tools to illustrate the groups, community and individual understanding about the variation and association of problem under study (Mack et al., 2005). The finding researcher drawn from the quantitative design and data have the ability of generalization, but the information was collecting with the help of qualitative approach have low scope for the generalization of the findings.

After analyzing the advantages and disadvantages of the entire available research techniques researcher selected the integrated triangulation research approach and adopted both quantitative and qualitative design. Therefore, maximum part is built on quantitative technique/design.

4.4 Research Design

Research design is the guideline or blueprint or map for the overall research that provide direction to the investigator to draw the logical and factual conclusions through creating dialectic connection between variables being studied. It also defines the realm of

generalization (Nachmias and Nachmias, 1996). A design and strategy designed to provide answers to research questions or problems. Research design is the complete system for the research. It provide overview of what the researcher intends to do by forming the assumption and hypotheses as well as their functional effects, making the variables operable so that they can be measured, selecting the sample to be sampled, gathering the data utilized as the basis for hypotheses analysis/testing and making inferences. This research utilizes contact design based on number of contacts, which is also known as cross-sectional design, also known as single-image or space studies and co-relational design. Cross-sectional research design includes descriptive design, illustrative, explanatory and relaxed models (Asika, 2011).

The current study used a cross-sectional study for data collection and random design. This model explains the causal connection between the dependent and independent variable and explains the situation of X with Y or Y with X. The casual design model predicts the variation or change in the dependent variables due to the independent variables. Majority of the researchers in sociology, and other allied social sciences discipline utilized the said design to study the hypothesis of research. Mostly this is used in when survey research method is adopted for the sake of data collection and built the random association between predictor and the response variable (Nachmias and Nachmias, 1996).

While gathering more in-depth information towards the topic of research that is missing and not properly covered during quantitative analysis or examination the researcher also collected qualitative information through focus group interviews. These are thoroughly useful ways to obtain qualitative information that provides additional and comprehensive information about the problem being investigated.

4.5 Study Area

The Punjab is the study area in the current research. Punjab is the big province with respect to the population and it contributes to a great extent in the economy of country. Majority of the people who are resides here are Punjabi with fewer other ethnic groups. Most of the people speak Punjabi and Urdu but some speak Sairiki in the Southern zone of the Punjab. Punjabi language is not legal or official one according to the constitution of Pakistan to the Capital of Punjab is Lahore and estimated population of Punjab in 2017 is 110,014,442 (World Bank, 2017) that is almost half of the total population living in Pakistan. The Punjabi community divided in different tribes and communities as well as caste with respect to their

occupations mostly that make the population in Punjab heterogeneous. The most important tribes in Punjab are the Cochans, Aryans, Koakhar, Gujjars, Jats, Rajput, Panjabi Syed and Sheikh. Other smaller tribes include Awan, Raw, Malik etc. In addition, the educated classes in the province have made a significant shift to the use of Urdu as the Punjab is a keen supporter of the Pakistani nation state. According to religious beliefs ninety nine percent of the population in Punjab is Muslim with Sunni sect in Majority and some followers of the Shia sect. Spoken styles are vary in different parts of the country share a mutual vocabulary and culture (GOP, 2017). Different universities from the pre divided zones of Punjab i.e. South, Central and North was selected for the purpose of the data collection.

4.6 Universe/Population

It is an aggregate of people and units in the target area of research. According to the researcher; it is the area in which the researcher intends to conduct the research (Babbie, 2010). Population is defined as any human being or object having characteristics that are willing to be understood and which may be material or intangible. In other words, a population consists of all possible elements, subjects, or observations related to a specific phenomenon of interest to the researcher (Asika, 2011). The Punjab Province of Pakistan is the population in the current study. Four districts of Punjab Province was selected i.e. Rawalpindi (North Zone), Lahore and Faisalabad (Central Zone) and Multan (South Zone) by using multistage sampling technique. At next stage three universities was selected randomly from the districts i.e. PMAS Arid Agriculture University Rawalpindi from north zone, University of Engineering and Technology, Lahore and Government College University Faisalabad (central zone) and Bahauddin Zakariya University Multan from south zone.

4.7 Sample and Estimation of Sample Size

A sample is a representative part of the whole population (Mifflin, 2000). In sociological research, we did not have any specific way for determining the sample size. Some of the researchers consider that five percent of the whole population is enough for the sample size calculation while other claims that it should be ten percent of the whole population of study (Mahmood, 2008). Moreover, various perspectives that include the change in the sampling procedures and size, appropriate methods for analysis, study nature and objectives also plays important role in the selection of sample size. If the target population has similar characteristics than small size of sample provides better results. On contrary, if the population

is diversified than large sample size is better for reflecting the characteristics of target population. Rate of standard error is playing vital role for making the decision towards the accurate size of sample. Statistical analysis also provides assistance towards the calculation size of sample. The small size of sample is accurately represents the objectives of study in descriptive statistics, on the other hand if researcher wants to apply inferential statistics and check the link and association between different variables than large sample size accurately represents the study aim. In addition, financial access, travelling expenses, time and space and skill of researcher also helpful to take the decision on size of sample (Asikka, 2011).

First of all researcher get qualitative information about the topic of study because qualitative information guide the researcher in the development of questionnaire for getting quantitative information that is more relevant to the topic. For qualitative information 08 focus group discussions interview was conducted (7-12 members in each group) in the selected universities. Sampling usually occurs when the research population is too large for the researcher to come in contact with every element of the population. Since the population of study is a finite one, this research work will apply a statistical formula for calculating the size of sample (Asikka, 2011). The sample size according for this study is determined using the Taro Yemeni's formula.

Yamane (1967) gives an equation for calculating the sample when the population of research is known. The Yamane equation for sample size selection broadly used in sociology and other social sciences, the equation is given below:

$$n = \frac{N}{1 + N(e)^2} \text{ or}$$

Where:

n = the sample size

N = population

e= the limit of tolerance= 0.05

1= constant

Sampling error provides the accurate limit towards the calculation of the sample size from the population. The error limit mostly highlights at five percent level with 95 percent confidence level. In current study researcher also choose the 0.05 level of error for selecting the sample size. By including the totality of target population i.e. 91809 and error level 0.05

(5%) in the Yamane equation, the researcher got the exact size of sample i.e. 399.812 (rounded figure 400) respondents. Keeping in mind the response rate from the respondents, the researcher increased the sample size by 30 percent in order to address the field non-response. Therefore, the final calculated sample for current research was 520 students were selected who are studying the selected universities.

4.8 Sampling Procedure (Multi Stage Sampling-Quantitative part)

A multi-phase sampling method was applied in this study because it is a suitable strategy for sampling if the target population is large in number and researcher has less time and expenses. In multiphase sampling, the selection of sample completed into two or more than two phases. The sampling procedure nature varies from stage to stage, and the ultimate final phase gives the researchers essential sample or unit of analysis. In the initial sampling, four districts of Rawalpindi, Lahore, Faisalabad and Multan were selected from the northern, central and southern parts of Punjab province. One Public sector university from each district was selected i.e. PMAS Arid Agriculture University from Rawalpindi, University of Engineering and Technology from Lahore, Government College University from Faisalabad and Bahauddin Zakariya University Multan selected randomly. At final stage a sample of 520 respondents were selected from the already selected universities through proportional allocations.

4.9 Sampling Framework

The sampling frame is a graphical expression or images that consisted on all the units of analysis within the population (Nachmias and Nachmias, 1996; (Muhammad and Kamal, 1999).

HEC is the organization in charge of handling problems with Pakistani institutions that grant degrees. HEC currently conducts a number of tasks to raise the standards and quality of higher education in Pakistan. Recognizing and accrediting institutions of higher learning is one of these duties. As a result, HEC alone is in charge of recognizing Degree Awarding Institutes (DAIs) in Pakistan. There are 160 HEC-recognized DAIs now offering their services in higher education throughout Pakistan. These HEC-recognized DAIs served as the study's sample frame.

4.10 Data Collection Tools (Quantitative Part)

It is the collection of data/information from the primary and secondary sources in the form of picture, articles and words and signs that explain the whole scenario from which inferences can be made. The data was collected through survey which conducting in September-December 2018. Moreover, for the collection of quantitative data organized interview schedule is used. For the sake of qualitative part information was gathered through interview guide/Focus group discussions (Consult qualitative section in methodology).

4.10.1 Questionnaire

The questionnaire is a set of different questions that are associated with the objectives of the current research. The study in hand chooses online questionnaire and field survey schedule as an instrument for the purpose of data collection. Questionnaire contains a number of questions that researcher filled through the online link creation and forwarded this link to the different classes of the selected university and get the response in the presence of class instructor. During the questionnaire filling the team of enumerators along with researcher guides the students/respondents about the study. It was constructing in the lens of the study's objectives. Questionnaire includes the close ended questions. The English language was used in preparation of Questionnaire but questions were asked in their mother tongue or in a local language that is easily understood by respondents. The sequence of the questions in the data collection instrument is very important for getting the reasonable information and cooperation of the respondents. The easy to difficult sequence is adopted, it means at beginning researcher asked easy questions for creating interest of the respondents and then moves towards the difficult and sensitive questions. The questions are developed by adopting some scaling techniques form three perception scales to five perception scales with the help of reviewing various methodological literatures about the study under investigation.

4.10.2 Research Team

The sampling method used for this investigation was described by the researcher. The researcher assembled a research team for this study while taking the study's sample size and research location into consideration. In his research team, the researcher chose two women and three men as research assistants. Postgraduate social science students were the ones who were chosen to be research assistants. Additionally, they frequently used this social networking site in their daily lives and were active users of social media. For one month, they

volunteered their services to the researcher. In the acknowledgments, the researcher also listed their names. However, the researcher covered the expense of their travel and refreshments.

The researcher held two orientation meetings with the chosen research assistants after their selection. The researcher introduced his research concept, problem statement, objectives, research questions, and technique during the first session. The researcher also responded to their inquiries and provided clarification where necessary. The researcher went over the data collection tool with them in the second session. The researcher answered their queries and went over each section of the questionnaire with them. The researcher also created a plan for data collecting for each DAI. The researcher and his research team worked together to design and agree upon this plan. A briefing on research ethics was also provided by the researcher. Research team share the link to the students with the help of their class instructor.

4.10.3 Pre Test

The pre-test is mainly a pilot testing or trial of the research instrument. It provides assistance to the researcher to probe the error in the instrument and restructured or rephrases the errors in the final interview schedule that is free from errors. Preliminary testing was conducted to detect and eliminate any errors in the Questionnaire and interview guide. The pre-exam also improved the reliability and validation of the Questionnaire and guide. Errors and deficiencies were removed from the data collection tools after pre-testing. The planned survey is pre-tested before moving on to the survey. Pre-settings were made in the non-targeted areas for the verification of the functionality of the tool. Thirty five responses were gathered from different respondents before going to the targeted areas. The researcher points out that some people hesitate to provide information according to some questions. For this reason, the researcher omits certain questions and variables from the Questionnaire and interview guide. After the pre-test, some questions were modified and recreated to improve the functionality of the Questionnaire.

4.10.4 Field Experience

The researcher encountered some problems in the research process while collecting the research data. Social science research deals with soft material and the analysis unit was human. Human behaviour is so complicated and it cannot deal or study in the controlled

situations. It also based on the experience, skills and efforts of the researcher to get valid and accurate information through observation and creation of suitable and harmonious environment that is known as "rapport" in research. The researcher had difficulty collecting data from the respondents. Majority of the people in the field are not familiar about the research and its purpose due to the illiteracy and lack of awareness. The respondents form field are afraid of in provision of information because they consider researcher as an agent or an official related to the government agency. For the sake of clarity the researcher illustrates the aim of the research in front of audience. After the clarification the researcher is in a position to gather accurate information by getting the trust of respondents.

4.10.5 Data Entry, Coding and Editing

Coding of data and entry of data in the software is the essential segment of the research process. Coding of the options or indicators useful for the explanation of variables pays a vital role for the development of accuracy of research questions, it is also helpful and time saving during the analysis and processing phase. Therefore, each point in the interview schedule was pre-coded before enter in the computer spread sheet. Attention was also paid to ensuring that the coded classes were exhaustive and exclusive. Few open-ended questions were coded after the interview program administration. During the data entry process, the researcher counter check the whole questions in the interview program. After entering the data, the researcher encodes the answer for analytical purposes and puts the entire answer in a spread sheet file such as SPSS and MS Excel. In this study, the data coded and fed into SPSS Version 20-0 and different techniques of descriptive and inferential statistics were applied and all the inference and information noted for the future.

4.11 Validity and Reliability of Instrument

Validity and reliability determined the accuracy during the process of measurement; it focuses on the ways and extent on all concept or variables to be measured. The validity of the instrument in social research cannot be ignored because it provides the information towards the accuracy and validity of the tool that is used for the purpose of data collection. Validity explores the important matters of the association among different indicators and concept or variable index. In this scenario, accuracy and reliability is measured by contents and face reliability. Content validity is the intensity of the variables or indicators in the data collection instrument reflects the whole content of the tool for data collection create or organized for

measurement. An appropriate language was suggested to take into account to describe the sensitivity and importance of the issues of demographic dividend and socio-economic development. In order to neglect errors and mistakes during the field survey instrument was converted into local language that is Urdu and Punjabi.

One of the most important aspects of researchers is to make sure and confirm that collected information was reliable and accurate. In addition to being an interviewer, the data collection tools itself play vital role in the exploration of the accurate information. If the instrument is valid and reliable it will provides the same information during different random experiments. Cronbach (1951) claims that if the measurement and inference draw from the field data are reliable and valid, it cannot be alter with the passage of time (means stability/validity) and the intensity of the major/main method of measurement applied in different directions and contexts produces the constant/same inference (equivalence).

Reliability is defined as the true point-to-variance ratio measured by points. Variance is a test of dispersion between observations and scores. It is the explanation of the intensity on which the results differs from one another. The confidence reliable range of measurement is 0-1 with a prior value when the measurement only has an error and a value is obtained when the measurement has no variable error.

Various strategies are found to evaluate scales internal reliability. The most commonly used techniques include split-half method and Cronbach's alpha. The split half techniques analyze or calculate the reliability by dividing scale items into two groups. The value of Cronbach's alpha should be 0.70 or greater is the prerequisite for the instrumental reliability. The coefficients created by Cronbach's alpha ranged from 0.70 to 0.95 in the sentences of the various parts of the instrument, which indicate that the instrument has good reliability. The over reliability of the instrument is 0.971 that showed interview schedule is very reliable whereas variable wise reliability of index variable are presented in the table below.

Table 4.1: Descriptive statistics and reliability estimates of the index variables

Variables	No. of Items	Cro. Alpha
Group on Social Media	06	0.72
Access to social media account	05	0.81
Social Media Intensity	06	0.71

Social media source of behaviour maintenance	05	0.79
Innovative social ties	04	0.71
Maintain prevail social ties	03	0.73
Seeking and sharing information	07	0.69
Source of entertainment	04	0.78
Help in self-documentation	03	0.74
Help in self-expression	02	0.73
Online bridging social capital	07	0.83
Offline bridging social capital	06	0.79

Table 4.1 depicts that not a single value in the variable index is smaller than 0.7, which means that the items in the directory/index measure the appropriate variable. Alpha values indicate that items are present in the instrument are accurate and properly reflects variable and its indicators.

4.12 Data Analysis

It is a way to gather, arrange refining of data with the goal of settling important information that draw inference which are helpful for the policy makers in the policy formation (Godfrey, 1999). The SPSS 20.0 were used for analysing the data. The analysis of current research includes three stages.

The 1st step is based on descriptive analysis. In the 2nd step, the formulations are derived from bivariate analysis. The final step involves performing multivariate analysis such as linear regression. The discussion of each section is as follows.

4.13 Descriptive Analysis

In quantitative research, it is necessary to elaborate the main data characteristics. Descriptive analysis provides the based on common forms of data summary in a meaningful forms from the selected sample with the help of an instrument. Researchers can have a lot of measures in the descriptive investigation. Descriptive analysis provides a huge amount of data in a meaningful direction. Every test used in descriptive statistic convert the complex data into a simple summary that is easily understandable (Trochim & Donnelly, 2009). To measure the central tendency researcher run frequency distribution (Percentage) mean, mode and standard deviation with respect to the nature and measurement scale of the variable.

4.13.3 Percentage

The distribution of frequencies provides the different values and observations about a single variable in a tabulated form for each observation. Percentages were calculated into simple and cross tables for comparisons. It is calculated from the following Equation:

$$P = \frac{F}{N} * 100$$

F= Observation in each class

N= Total number of observation

4.13.4 Mean

Mean is equal to average of the numbers. It can be calculated by dividing the aggregate of the observation over total number of observation based on a sample.

$$\text{Mean} = \frac{\sum X}{N}$$

4.13.5 Standard Deviation

It is a measure of dispersion that used to find out the variation in from the arithmetic mean. If the value of standard deviation is lower or close to the value of arithmetic mean. If it depicted the large value than its mean illustrated that data are wide spread and consisted over large range that mean dispersion is greater and data not so good and reliable. It is the positive square root of the variance.

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}$$

4.14 Bivariate Analysis

It is used by the researcher to check the association between independent and dependent variables. It is a part of inferential statistics, therefore this type of statistic helpful for the researcher to draw inference from the selected sample size that represents/reflects the overall thinking of the whole population. Bivariate analysis always provides results related to the association between two variables whereas the descriptive statistics just elaborate the situation of data in general. The results obtained from bivariate analysis help the researcher for the verification of hypothesis and theories. The researcher used various inference

statistical techniques (Chi-Square, Gamma Test, and Correlational Analysis) to test the relationships between the various variables. These statistical tests were used after the assumptions of each test were fulfilled.

4.14.3 Chi-Square Test

The chi-square approach was employed in this study to examine the association between variables and make empirical deductions. It is a frequently used test in the social sciences, particularly sociology. It is often referred to as an independence test. The chi-square (2) statistic is employed to compare predictions to the actual observed data (or model results).

The null and alternative hypotheses were created to analyse the relationship between the variables. H₀, the null hypothesis, indicates that there is no relationship or association between the variables. The alternative hypothesis, or H₁, is identical to the research hypothesis and shows the actual association between the two variables. The chi-square equation is provided below for calculation:

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Where

Observed Frequency = O

Expected Frequency = E

4.14.2 Level of Significance

The significance level depicts the possibility for the null hypothesis rejection and acceptability of the alternative one. The constant alpha i.e. 0.05 was considered as the level of significance to analyse the acceptance or rejection of hypothesis. If the answer is greater than the alpha then the null hypothesis is denied or reject, on the other hand less calculated value as compared to alpha reflects that hypothesis should be accepted.

4.14.3 Degree of Freedom

The amount of values that can be freely varied in the final statistical calculation is known as degree of freedom. To analyze whether a chi square test has some worth or not, researcher need to associate calculated statistics with the critical value table for chi square.

The value of the number of Chi-square tables is found by the degree of freedom shown by the following formula:

$$DF = (r-1) (c-1)$$

Where

DF = Degree of freedom

R = total rows

C = total columns

4.14.4 Gamma Test

The gamma factor is also a statistical test used to measure the relationship between the variables and tells the researchers how much to pairs are closely related. The gamma test for an association between two variables or points are also provides the information to the researcher about the strength of association between two variables during the cross tabulation at the normal level of measurement (Sheskin, 2007). The value of gamma vary between +1 and -1 that exaplins strongly positive to strongly negative strength of relationship, if the value of gamma is zero it depicts the no association between variables of research. Other name of gamma test is Goodman and Kruskal gamma test. It is very close to Somers'D and Kendall's tau. Computational techniques for gamma estimation are given below:

$$\gamma = \frac{N_s - N_d}{N_s + N_d}$$

Where:

N_s = same order pair

N_d = Different order pair

4.14.5 Pearson Correlation

The Pearson correlation (r) shows the interdependence and extent that found between two linked or connected variables. It examine the strength of relationship between variables from strongly positive to strongly negative A positive ratio indicates that greater value for one variable are usually connected with greater value for another variable, and vice versa, low scores for one variable are usually associated with low scores for another variable. A negative ratio explains the inverse relationship between the variable that mean increase in one

variable responsible for decrease in the other variable. If the value of one variable increase the value of other variables is decreased. On the other hand, high points in one variable are usually associated with low points in another variable.

The value of the chi square just illustrates the association between two variables and unable to explain the intensity and strength of relationship between variables. In this context, it should also be noted that the higher value of the chi square does not essentially imply a strong association between the variables, but correlation analysis determines the strength and covariance between variables. The correlation is denoted by r and calculated by the formula:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{n_x} \right] \left[\sum Y^2 - \frac{(\sum Y)^2}{n_y} \right]}}$$

- $\sum X$ This simply tells you to add up all the X scores
- $\sum Y$ This tells you to add up all the Y scores
- $\sum X^2$ This tells you to square each X score and then add them up
- $\sum Y^2$ This tells you to square each Y score and then add them up
- $\sum XY$ This tells you to multiply each X score by its associated Y score and then add the resulting products together (this is called a "cross-products")
- n This refers to the number of "pairs" of data you have.

The value of R is situated between -1 and +1. The value of +1 reflects that all the categories fall within a single line and make a positive slope, whereas -1 shows that all the points in a correlation matrix were not fall on the single line so it makes the negative slope. If the r value is positive, then it seems that when one variable finds larger than the other one increase. If the r value is negative, it means that when one finds a larger one, the other finds a smaller one, it is called "inverse" correlation. A high positive value (+) and a high value (-1) indicate a strong relationship between the two variables, which means that the points are close to the line. If linear association between two variables is not exist, it depicts the zero correlation and the zero value illustrates that there is no correlation found between variables of study. It is possible that both variables have a correlation coefficient close to zero and still be strongly related in a non-linear fashion. As previously discussed, Pearson correlation coefficients were further computed to assess the strength of the variables and the direction of association.

4.15 Multivariate Analysis

Multivariate tests are applied to variables to explore the cumulative effects of various independent variables on the response or dependent one. Regression is the common analysis that is performed in sociology under the head of multivariate analysis. There are different ways and models of regression that are applied according to the need and objective of study and

nature of data and measurement scale of variables. Regression helps the researchers to predict the change in the dependent variables due to the change in the explanatory variables. Linear regression is the famous model of regression analysis that is widely performed in sociology. If the researcher checks the association between one independent and dependent variable, then it is known as simple linear regression, on the other hand, if the researcher wants to check the link between one dependent and more than two independent variables, then it is called multiple linear regression (Freedman, 2009; Morgan, 2013).

For the implanting regression analysis, it is necessary that data should be meeting with the basic assumption of regression. If the data did not meet with the assumption that regression analysis will not be done for drawing the results. The basic points are as under for performing regression analysis:

- Data should be normally distributed
- There should be linear relationship among variables of study
- The data must be in the shape of quantitative (quantitative variables)
- The variables must be met with the minimum level of reliability i.e. 0.60 (Cronbach Alpha must be 0.60 for performing regression)
- There would be no multicollinearity in variables of under investigation
- Data should be independent from error, it shows that there is no auto-correlation exist in data i.e. is a problem of the data set

Here, researcher applied multiple linear regressions after the approval of above assumptions. Moreover, researcher also applied ordinal regression model because dependent variable is at ordinal level. The ordinal model of regression helps the researcher to create more reliable empirical results that also prove the findings of linear regression. At the end, factor analysis was performed by the researchers due to existence of various factors in the model and their effects on dependent variable.

4.15.1 Multiple Linear Regression Analysis

This regression model explains the relationship between dependent and more than two independent variables. Link between one independent and dependent variable is called simple regression and if the independent variables are more than two that create change in the dependent variable, then regression is called multiple. Moreover, if the link is different

variable depicts in a straight line than regression is known as linear that is depicts through the following equation.

$$Y = \beta_0 + \beta_x + \varepsilon \text{ (population)}$$

$$Y = \beta_0 + \beta_x + e \text{ (sample)}$$

Multiple regression equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \varepsilon \text{ (population)}$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + e \text{ (sample)}$$

It explains the equation Y on X. here beta is the regression coefficient or slope, error is denoted by e and X is the variable. When the model is fit than researcher confirms that the fitted model is capable to predict the variation in the dependent variable. The verification of this inquiry can be check through the ANOVA which counter check/verify connection among variables of research. If there is zero or a weak relationship between the variables, the value of the regression coefficient is equal to zero.

The ANOVA test help the researcher to checks the null hypothesis in which all variables consider equal such as $\beta_1 = \beta_2 = \dots = \beta_k = 0$ as compared to the alternative research hypothesis when minimum one variable has some effect on dependent variable and not equal to zero. ANOVA calculated through following formula:

$$F_{cal.} = \frac{\text{Mean Square of Regression}}{\text{Meab Square of error}}$$

The acceptance or rejection of null hypothesis is dependent on the level of significance that that find out with the help of degree of freedom that provide data related to the tabulated value of the ANOVA. In current research 0.05 (5%) level of significance used. If the value of F is smaller than the 0.05 than the null hypothesis will be rejected and researcher claims that minimum one variable in the model is not equal to zero. On the other hand, few of the independent variable is strongly associated with the dependent variable and they bring change in the regressed. Moreover, to verify the strength of significant relationship t-test was applied that consider beta is equal to zero (null hypothesis) and beta is not equal to zero (alternative hypothesis), formula is presented below:

$$t_{cal.} = \frac{Bi - 0}{sb}$$

Where

bi = Single regression coefficient

sb = error in the regression coefficient

4.15.2 Coefficient of Determination

Square of correlation coefficients in the model is called coefficient of determination. It is denoted by R^2 . It is explained statistically below:

$$R^2 = 1 - \frac{\sum(y - y')^2}{\sum(y - \bar{y})^2}$$

In current research R^2 was computed for the whole regression model that explains the overall change in the model due to the different contributory factors. This coefficient helps the researcher to describe the overall significance of model and complete change in the dependent variable due to independent variables (Webster, 1995).

4.15.3 Ordinal Logistic Regression

Ordinal regressions again probe the association between various independent variables and a dependent variable. But dependent variable should be on ordinal level of measurement and explanatory variables can be ordinal or continues level of measurement. It means dependent must be ordinal scale but independent variable have flexibility with respect to scale. Following equation used to check the ordinal regression

$$y = \beta_0 + \beta_1 \cdot x_{i2} + \beta_2 \cdot x_{i2} + \dots + \beta_p \cdot x_{in}$$

Ordinal regression is applied here for validation of the result from the linear regression. It is very use full for the making of connection between result and validate the results of experimentation when the ordinal level dependent variable is found.

Both logistic and probit model are mostly used when research want to perfrom regular regression on the bases of its suitability. The rscharcher select most fit and suitable model and

reject the other. Probit models based on the normal probability distribution. The variation in probit and logistic can be visible in small size of sample (Chu and Ghahramani, 2005).

a. Negative Log Book: This link process is allowed in case of lower order probability is greater. $p(z) = -\log(-\log(z))$.

b. Complementary Log: it is against or opposite of the -ve log, this is allowed when the higher probability order is high. $p(z) = \log(-\log(1-z))$.

C. Cauchit: It is applied when extreme level values found in the data set. This link function is $p(z) = \tan(p(z - 0.5))$ (Chu and Ghahramani, 2005).

4.16 Interpretation of Data

Interpretation of quantitative data is a method or strategies that illustrate the numerical data in the shape of statements and words which is describing the major points of current research. There are different ways for the interpreting the data collected through face to face surveys which includes utilization of different graphs and tables. Inference was made on the bases of these findings at the last section of report.

4.17 Qualitative Study

The study is being conducted under the broader framework of mix method study and qualitative party is help for exploring the in-depth and meticulous information regarding topic under study. The qualitative portion is basically an extension of what has been observed in the quantitative portion followed by triangulation of the both quantitative and qualitative findings.

4.18 Sampling Procedure (Qualitative Part)

Qualitative or theoretical sampling does not apply the technique of probability because it does not generalize the inference of the study in hand. For The qualitative part for qualitative research is available with different sampling methods. In some studies, it is preferable to choose a sampling design that help to identify the group/cluster of people with diverse experience (Patton, 2002). Some methods of sample design create diverse sample selection procedures produce very heterogeneous samples that represent "major themes that censored a countless deal of changes or variation". Another sampling strategy involves the

selection of data rich participants because they are "in some way unusual or special, like excellent victory or significant failures". For the purpose of investigation and get the answers of the research questions directly in current study, persons who have knowledge and awareness were selected, in particular criterion samples were taken. The criterion sample includes the examination and investigation of "all cases that meet a predetermined basis of significance" (Patton, 2002). Participants were contacted through the researcher's personal contacts. Initially, nine participants were recruited for the interview. However, one withdraws from participation due to a lack of knowledge and the sensitivity of the study. Eight focus group discussions (two out of every four selected universities) were selected for qualitative analysis by deliberate random sampling.

According to Newman purposive sampling technique is useful due to many reasons like it helps the interviewer to choose unique and informative cases. It is also useful for selecting particular cases for getting meticulous information towards under study about the phenomenon. Target groups include a wide range of respondents that includes social activist, teachers, mason, labour class, house wives, students, government and private employees, and youth from all walks of life. Current research focused on a forum of discussion for different stakeholders. The theoretical sample is also selected from the same areas from which the quantitative data is collected.

4.19 Tool for Qualitative Information (Focus Group Discussions)

Quantitative such as cross sectional surveys and qualitative methods like indepth interviews and FGDs for the purpose of information gathering are adopted in the research of sociology. The mixture of both approaches increases the accuracy and reliability of the data in hand (Babbie, 2010).

The importance of qualitative data that gathered through in-depth interviews and FGDs has been used by various researchers from different countries including, Australia, Germany, UK, USA, Africa, China, India, Bangladesh, and Afghanistan as well as in Pakistan in the field of demographic change and its implication for the state, or impact of existing demographic dividend in the economic (Harkat et al, 2017; Navneet, 2018; Bloom and Canning, 2014; Sathar, et., al. 2013; Fitz, 2000). The discussion presented in this chapter is in its own right, rather than supporting posture dimension information. The information gathered through qualitative design or with the help of focus group interview guide is

relevant to that information which is collected through face to face survey for developing accuracy and continuity of the result (Suyono et al., 1981).

Focus group sessions were held with university students. Firstly, tell them about the focus group discussions, researcher also decide the place for discussion according to the ease of respondents. Before starting of topic the researcher describes the aim of research and briefly illustrates the topics under discussion for making the understanding of group members. It was also made sure to the people their response and information will be valuable for the researcher and he kept it secret. Eight FGD was done with 7 to 12-membered groups, and they comprise between one hour and a half hours. Refreshments were served at the end of each discussion session.

4.19.1 Interview Guide

It is list of topic or unstructured questions related to the issue under study. Researcher gets detailed information from participants to clarify the variable and better understanding of topic. Here interview discussion guide was used by researcher to gain in-depth information about demographic dividend and its effect on socio-economic development of Pakistan. With the help of interview guide researcher easily conduct the FGDs that were held in same selected territories from which the quantitative data collected. Researcher trained the team members before arrangement of the FGD.

4.20 Analysis of Qualitative Data

Qualitative data is based on the FGDs. Important topics narrated by the group members is highlighted in the shape of "descriptive phrases" and is cited through appropriate citations. Each topic of discussion concludes with comments made by interpretation. Qualitative information based on focus group discussions (primary data analysis). Qualitative data analysed through developing different themes and impression. However, theme of qualitative data was collected by adopting certain steps that are given below:

- In first step the data was familiarized by the researcher. The researcher closed observed the data for developing in-depth understanding.
- Researcher transcribed the data with the help of mediator that is collected in an informal way

- In third step data was organized into different categories. These categories were based on the objectives of study
- Themes were developed in the last stage of the study. Themes were mainly developed by the researcher to comply or refute the quantitative findings of the study.

4.21 Conceptualization/Measurement of Variables

Abstractions utilized by the scientist as building blocks to create theories, proposal and speculations that clarify and foresee wonders. The term is typically used to characterize certain logical wordings in an examination system with the goal that the reason for existing is obviously conveyed to the reader. In sociology, it is significantly more troublesome than in some other subjects, on the grounds that various scientists at times utilize similar ideas with various implications. In sociology explore, most factors are subjective in nature. To perform factual/statistical investigation, factors are estimated in quantitative structure by working ideas. A portion of the ideas utilized in this investigation were characterized underneath.

4.21.1 Socio-Economic Factors/Independent Variables

Socio-economic attributes are information that can be used to classify individuals, such as gender, level of education, marital status, age, and income, etc. Such a classification can, in turn, help explain differences in behavior and attitudes.

1. Age

Age is the number of years the respondent has completed since birth. Future research period is classified as:

- 18-27
- 28-37
- 38 and above

2. Family Type

Family is a relatively eternal group of relatives, marriage or adoption, living together, forming an economic unit, and socializing their children.

- Nuclear
- Joint

- Extended

4. Education

Education is the inculcation of the skills and knowledge through both formal and informal ways. Respondent's Level of education is one of the most important variables that determine the behavioral level of people. In current study different categories are used which is discussed below through different indicators:

- BS (Four Years)
- MSc (Two Years)
- MS/M.Phil. (Two Years)
- PhD

5. Income

The amount of money a person gets from different sources is called as income. Income refers to the total earnings of respondents by profession. Family income is the sum of all earning from various sources of family members which includes wages, savings, profits, rents, interest, payments and other forms of earnings over a specific time period (Case and Fair, 2007). For the purposes of this study, the income of the respondent's family refers to the total monthly income (rupees or equivalent) of all members of the family for all types of economic activities, such as employment, business, savings and properties. The income level is classified as follows:

- Less than 20000
- 20000-25000
- 25001-30000
- 30001-35000
- 35001 or above

4.21.2 Social capital (Dependent Variable)

Six constructs are used to measure social capital. The researcher adapted and updated already existing, verified scales for measuring each construct. The researcher first analyzed the current instruments before outlining the reasons behind the alteration of the scales utilized in this investigation.

The majority of studies recognize Dmitri Williams' (2006) Internet Social Capital Scale (ISCS) as the first tool to evaluate the social capital of Internet users. This scale has been referenced in more than 500 research articles to date. This research tool was created by Williams (2006) based on Putnam's social capital theory. Putnam divided social capital into two categories based on the structure of social networks: bridging and bonding. Williams (2006) followed his categorization and contended that both physical and virtual social capital existed.

4.22 Scaling

It is a set of sentences that were used to evaluate certain answers. It often portrays a sense of understanding and disagreement (John, 2008). "It is a series of questions that researchers asked interviewees face to face in order to check his or her relationship, in which they agree or disagree with the statement" (Karl, 2005).

Scaling consists of standardized statements that people have to ask for or disagree with. In this study, respondents were asked some values of their Likert scale opinions about the population dividend phenomenon. In this study, these answers were squared as follows:

Table 4.1: Different Scales Used

Code	Scale-1	Scale-2	Scale-3	Scale-4	Scale-5
1	Strongly Agree	Mostly	Agree	To Great Extent	Yes
2	Agree	Sometime	No Opinion	To Some Extent	No
3	No Opinion	Never	Disagree	Not at all	_____
4	Disagree	_____	_____	_____	_____
5	Strongly Disagree	_____	_____	_____	_____

4.23 Indexation

Utilization of records is basic practice in sociologies to numerically gauge an idea. The mix of at least two things or pointers yields a composite measure is known as index file. It depends on a lot of inquiries and file is developed by appointing numerical qualities to the reactions of inquiries, speaking to a similar thought. These qualities are added to acquire all out score or estimation of listed variable (index) (Nachmias and Nachmias, 1992). The blend of the few inquiries diminishes the inclination which may happen through wording of inquiries. In this manner, so as to diminish the inclination and to make the statistical

examination progressively practical, distinctive index variables were developed in present investigation.

4.24 Ethical Consideration

Ethical concern is the very important segments of the research methodology. Research ethics plays a vital role in the research from write up to data collection and respondent's information. Without ethical consideration the research work failed because unavailability of ethical concern leads towards serious issue in the future for the researcher as well as for the respondents who are providing information if the researcher leak out their anonymity (Bryman and Bell, 2007). Below mentioned points illustrates the basic principal with respect to the ethical concerns in the research (Theses):

- Researcher ensures the participant that they cannot be harm form the research activity. Researcher should take care of their safety. .
- Honor and respect of respondents consider on priority bases.
- Before conducting the interview researcher should get the consent of respondents.
- The secrecy and confidentiality should be ensured.
- Confidentiality and originality of data is important part so researcher must ensure this.
- Anonymity of respondents from all walk of life and organization that participate in research activity should be ensured.
- Manipulation and alteration in data, objectives must be avoided.
- Avoid the conflict of interest and own biasness.
- All the research activity should be completed with honesty and say no to piracy.
- Transparency of research activity should be prioritized.
- Any wrong and misleading information and researcher's own point of must be avoided that create biasness in the research.
- Properly refer the sources from the literature cited.

4.25 Chapter Summary

As in numerous project and investigative studies, sampling, collection of information, managing and coding the data and construction of variable index, scaling and examination of data through inferential and descriptive techniques is a part and parcel of the methodology. Study in hand was done in the local scenario of Punjab, Pakistan. Four Universities situated at three districts from North, Central and South zone were selected. 520 respondents were

drawn from the selected universities through Taro Yamani Formula. However, the different methods adopted for qualitative and quantitative part. Questionnaire was use for getting quantitative data and interview guide and FGD was done for getting the qualitative information from the selected unit of analysis. The reliability of the tool was checked with the help of Cronbach Alpha. Moreover, quantitative data was analyzed by running SPSS and descriptive and inferential statistics applied on uni, bi and multiple variable levels that provide the central tendency and association among variables. Linear regression and chi-square were used to check the effect of independent variables on dependent variables. Moreover, the strength of relationship digs out with the help of Gamma and correlation. Qualitative data analyzed by developing major themes of the issue under investigation (Thematic Analysis).

Chapter 5

RESULTS AND DISCUSSIONS

5.1 Introduction

Data analysis and interpretation are the most important part of the research. Without these steps, generalization and prediction cannot be achieved, which is the goal of scientific research. Generalization and inference are made based on the characteristics and attitudes of the respondents. Current study comprises on quantitative and qualitative approaches comprised on two sections. The 1st section of the chapter deals with the quantitative analysis and 2nd section unveil the qualitative findings.

5.2 Quantitative Analysis

The purpose of this section is to analyze and interpret data related to research problems. Parallel analysis examines all variables in an individual data set. It defines different response patterns. This variable describes its own variable. Statistics define and summarize data. Undeniably, descriptive data describes individual variables. The quantitative findings of the study are paced in this portion which categories in three parts; first section presents Descriptive analysis, second illustrates Bivariate analysis and third section of the chapter depicts the Multivariate analysis.

5.2.1 Descriptive/Univariate Analysis

The change in the variable was checked through frequencies, mean, mode and standard deviation to calculate the central tendency of each individual variable. It means descriptive/univariate analysis, to explore the various socio-economic factors related to the demographic dividend and its pessimistic and optimistic versions with its connection to the socio-economic development in the country. Present descriptive analysis is based on the percentages is given below:

5.2.1.1 Socio Economic Characteristic

Table 1: Distribution of respondents according to their sex

Coding	Sex	Freq.	Percentage
1	Male	281	54.1
2	Female	239	45.9
	Total	520	100

Mode=1.00

Sex of respondents: Sex is the physical difference between male and females. Gender and sex equality and close link with the socio-economic development. Equal opportunity for the gender makes country prosperous. Table 1 illustrates that majority of the respondents i.e. 54.1 percent were male and 45.9 percent of the respondents are females. Some researcher provides different opinion towards gender role and development such as Okpara (2004), Nezaam Luddy (2005) and Kamal Raj (2009) elaborated that there is a difference between the indicators of development and opportunities regarding internet facilities and social networking for the males and females; on the other hand (Green (2000) and Jackie Mamitsa and Ramasodi (2010) described that there is no effect of this variable (sex) on social capital formation but majority of the researcher work reported that gender plays a role on social media because people are more attracted towards the profiles that mentioned sex women on their page due to opposite sex attraction.

Table 2: Distribution of respondents according to their age (Years)

Coding	Age (years)	Freq.	Percentage
1	18-27	290	55.8
2	28-37	135	25.9
3	38+	95	18.3
	Total	520	100

Mean= 1.76

Standard Deviation=0.59

Age patterns of the respondents: Age is the completed number of years by respondents. In the current study researcher selected the age below range 18 and up to 37 and above. Age is the very important demographic factors that responsible for the access and usage of social media. Increase in one specific age group in the users highlights that youth is the more

attracted towards the internet communication technologies and increasing trend of social media is due to the population pyramid that portrays the maximum youth population in the pyramid of Pakistan. However, Table 2 depicts that 55.8 percent of the respondents belonged to the age group of 18-27 that is the majority of respondents that lie in the young age group users of social media, 25.9 percent belonged to 28-37, and only 18.3 percent of the respondents had completed 38 or above years of their age. Age had an important link with the development of the state, access to the social media and internet communication technologies; those state that had large proportion of young cohort had more probability of social media users. Results had linked with the study conducted by Bloom and Canning (2014) who defined demographic bonus or demographic dividend as the opportunity for made over a time period of about forty to fifty years during which, the proportion of dependent children is reduced and the population with the age of youth significantly increases. As a result, young people are more attract and expert in the internet communication technologies that make them a hub of networks and relationship in this modern and digital world. Youth try to explore the globe through social networking sites that is important factor in the social capital formation because youth on social media make friendship ties with the people across the globe according to the their own interest and will.

Table 3: Distribution of respondents according to their Family type

Coding	Family	Freq.	Percentage
1	Nuclear	163	31.4
2	Joint	207	39.8
3	Extended	150	28.8
	Total	520	100

Mode=2.00

Family Type: Man is a social animal and he always wanted to live in the close group. Family is the most intimate group of people who are strongly attached with each other. People make efforts to enhance the socio-economic status of the family and these individual family efforts ultimately enhance the GNP of the state. The table 3 shows that family structure of the respondents and majority of the respondents i.e. 39.8 percent were living in the joint family system, while 32.4 percent of the respondents lived in nuclear family structure and 28.8 percent of the respondents were living in the extended family system. The results are closed linked with Batool (2010) concluded that family is a close group of people

who are attached emotionally and biologically to each other. Pakistani and western families are different in their stricture, living style and culture as well. There are different common types of family structure existing in Pakistan such as joint, nuclear and extend. But joint and nuclear are the most common types of families existing in Pakistan. Majority of the people in Pakistan living in joint family system but the trend is changing gradually towards nuclear family system due to the urbanization and modernization. Joint family system is more useful in the social capital formation.

Table 4: Distribution of respondents according to their Education

Coding	Education	Freq.	Percentage
1	BS (Four Years)	195	37.5
2	MSc/BS 5 th Entry (Two years)	170	32.7
3	MS/M.Phil. (Two Years)	102	19.6
4	PhD	53	10.2
	Total	520	100

Mean= 1.59

Standard Deviation=0.87

Respondent's Education/Years of Schooling: Education is another very important social factor that had very close trajectory with the social media usage because educated people can easily form social networks and capital across the globe. The table 4 presents the education status or years of schooling completed by the respondents. Findings depicts that 37.5 percent of the respondents were studying in BS four program, 32.7 percent of the respondents enrolled themselves in the MSc/MA, or BS 5th semester entry programs, 19.6 percent of the respondents studied in the MS/M.Phil. Programs and 10.2 percent of the respondents were enrolled their doctoral studies in the selected universities. The selected students belong to the different disciplines of social sciences, management and basic sciences programs. This shows that in current era the rate of higher education is increasing in Pakistan. So, this high education means we are forming our human capital that will be very useful for future progress and development both online and offline platforms. It coincide with Geol (2007) reported that Education has a huge impact on mankind. It guides and educates people's minds to think and make the right decisions. Education is indispensable if the nation strives to achieve growth and development (Geol, 2007). Khan (2008) and Amir (2003) found that education is the process for bringing positive change in the behavior of individual (Amir, 2003; Khan, 2008). It is noticeable that a trained person is always eager and logical to

innovate. It is very important to get training if we want to achieve success in life. Moreover, Kayaini, *et., al.*, (2017) concluded that education is an aim full act that have various effects on the people individually and as an whole community. The research finds out that economic and social benefits of the education are as provision of employment, awareness, increase earning, health care facilities, and awareness about rights. The state should invest more on education for getting the more economic benefits rather than the social. It is the one and only roadmap for Pakistan to brings prosperity, peace and development in the state.

Table 5: Distribution of respondents with respect to their income

Coding	Income	Freq.	Percentage
1	Up to 20000	99	19.1
2	20000-25000	155	29.8
3	25001-30000	170	32.7
4	30001-35000	56	10.7
5	35001+	40	7.7
	Total	520	100

Mean= 2.62

Standard Deviation=0.97

Income: Household Income determines the economic status of the family. Income is the aggregate of the whole values get through services, agriculture, business and all other activities (Edwin and Selgman, 2013). Family income is determines the educational, economic and social status of the family. When the household income increases the living style and social status also changed. High income individual incomes ultimately contribute in the national economy that enhances the level of socio-economic development. Income is an indicator of social position of someone in society and social position determines health status of individual and families. Income is the total amount of wealth or rupees that a person earns from his/her profession. Income is the very important economic variable that had direct impact on reaping the demographic dividend because we reap dividend through human capital formation and if a family don't have sufficient income to train or socialized their children, it can be creating burden on the state. Table 5 depicts the income distribution of the respondents and findings reveal that 19.1 percent of the respondents had up to Rs. 20000 monthly income, 29.8 percent had Rs. 20000-25000, 32.7 percent had Rs. 25001-30000, while 10.7 percent of the respondents had monthly income between 30001-35000 and 7.7 percent of the respondents had Rs. 35001+ monthly income from all available resources.

Results close to Bloom and Canning (2005) stated that the betterment in macroeconomic activities in East Asian countries is highly associated with the changing patterns of age structure and demographic transition. The jobs according to the skills and abilities enhance the performance of employee that ultimately increase the productivity of the firm and brings prosperity. When the firm profit is enhanced the pay package also revised and household income increase. Results statistics matched with Rehman, *et., al.* (2015) found the connection between education, employment, income level and socio-economic progress of any state. He says that without proper investment on the education of big population country cannot develop. Better investment on education provides way for the employment that enhances the level of income by getting better salaries and country take off towards the progress. The better income level provides students easy access towards internet where they explore the world and develop social networks within and across the globe.

5.2.1.2 Social Media Accounts and usage Information

In this section, the researchers discuss the social media profiles of survey respondents. This includes the respondents' number of accounts, the length of time they have had accounts, the amount of time they spend on social media platforms like Facebook on a daily basis, the number of friends they have on social networking sites, and the actual friends they have on social networking platforms.

Table 6: Distribution of respondents according to their social media accounts

Coding	Social Media Accounts	Freq.	Percentage
1	1	46	8.8
2	2-4	199	38.3
3	5-7	181	34.8
4	7+	94	18.1
	Total	520	100

Mean= 2.30

S.D.=1.29

Social Media Accounts: Social Media Accounts include all profiles, pages, feeds, registrations, accounts, and other presences on or in connection with any of the following: social media or social networking websites or online services; blogs or micro blogs; mobile applications; e-commerce platforms; photo, video, or other content-sharing websites; (vi) virtual game worlds or virtual social worlds; rating and review websites. Table 6 presents the

distribution of respondents with respects to their social media accounts. Findings reveals that 8.8 percent of the respondents just have 1 account on the social media, most of respondents i.e. 38.3 percent reported that they have 2-4 social media accounts, 34.8 percent of the students have 5-7 number of accounts and 18.1 percent of the respondents had 7+ accounts on the different social media accounts. It depicts that majority of the students have more than 2 accounts on the social media and majority is Facebook users among them.

Table 7: Distribution of respondents regarding time duration on social media (Years)

Coding	Duration on Social Media (Years)	Freq.	Percentage
1	Less than one year	50	9.6
2	1-2 Years	155	29.8
3	3-4 years	166	31.9
4	5 + years	149	28.7
	Total	520	100

Mean= 3.59

S.D.=2.46

Social Media usage period/duration: It is based on the information how much time spent on the social media by students. The duration of social media and internet communication technologies usage is vary from person to person and society to society. In some societies most of the people doing all work through online media platform and spent more time as compared to the nation that had low intensity of social media usage. Developed nations are attached with internet communication technologies since more than a decade as compared to the developing nation where the trend is new. Table 7 presents the information regarding the history of users on social media platforms 9.6 percent of the respondents are using social media platform less than one year, 29.8 percent used it since 1-2 years, most of the respondents i.e. 31.9 percent are using social media platforms since 3-4 years and 28.7 percent of the respondents using it since five or more than five years. It shows that majority of youth is using social media since more than 2 years that highlights entry in the big cities and admission in the universities push them to use social media because it is the necessity of life in the universities.

Table 8: Distribution of respondents according to their daily time spent on social media

Coding	Daily Time Spent	Freq.	Percentage
1	Less than one hour	51	9.8
2	One to two hours	103	19.8
3	Two-three hours	209	40.2
4	More than three hours	157	30.2
	Total	520	100

Mean= 3.61

S.D.=1.92

Daily Time spent on Media: Social media is an inseparable part of our everyday lives in this modern era of technologies. It always there, from the moment we wake up until we fall asleep with our phone in hand. It means people very strongly attached with social media. Table depicts that data related to the daily time spent on the social media. 9.8 percent of the respondents use social media for less than one hour, 19.8 percent used it from one to two hours, while most of the respondents that is 40.2 percent used it from two-three hours in a day and 30.2 percent of the respondents used social media for more than three hours daily. It describes that majority of the respondents on spent minimum two and more than three hours daily on the social media. The results were in line with Dixon's (2022) research, which stated that internet users globally spent an average of 147 minutes per day on social media, up from 145 minutes the year before. Currently, the Philippines is the nation where people spend the most time on social media each day, with an average of three hours and 53 minutes each day. In contrast, Americans only spent two hours, three minutes every day on social media. The penetration rate of social networks is currently at 54% worldwide. In terms of worldwide social media usage by region, Western Europe came out on top with a penetration rate of 79 percent. Eastern and Middle Africa came in last on the list, with use reaches of 10% and 8%, respectively. Social media is used by people for a variety of purposes. Users like finding humorous or interesting content and sharing it with friends, but they mostly use social media to keep up with friends and current events.

Table 9: Distribution of respondents with respect to their friend's followers on social media

Coding	Friend's Followers	Freq.	Percentage
1	Less than 1000	54	10.4
2	1001-2000	128	24.6
3	2001-3000	250	48.1
4	More than 3000	88	16.9
	Total	520	100

Mean= 1.89

S.D. = 0.73

Friends followers: Friending is the process of including someone on a social networking service's list of "friends." The idea need not be connected to the idea of friendship. Because it involves more than a one-way contact, it differs from the concept of a "fan" as used on the websites of companies, bands, artists, and others. Only stuff are given to "fans." A "friend" can reply to the person they are friending. When someone is "friendened," they typically receive special treatment from the service when it comes to themselves. For instance, on Facebook, one's "friends" have the ability to read and publish to one's "timeline." Similar to following on Twitter and Instagram, following is a notion where a user (follower) decides to add items from a user or page to their newsfeed. Unlike friendship, following is not always reciprocal and one user can block or cease following another at any moment without having any impact on the other user's following status. Table 9 explains the friends following of the respondents on the social media. Findings reveals that 10.4 percent of the respondents had less than 1000 friends and followers on the social networking sites, 24.6 percent had 1001-2000 friends and followers, while majority of the respondents i.e. 48.1 percent had following between 2001-3000 and 16.9 percent of the respondents had more than 3000 followers on the internet. Followers and friends is helpful for the social capital formation if you have more friends and followers on the social networking sites there will be more chances of social capital formation.

Table 10: Distribution of respondents with respect to their social media groups affiliation

Coding	Group Membership	Freq.	Percentage
1	Less than 2	47	9.1
2	2-4	183	35.2
3	5-7	196	37.6
4	7+	94	18.1
	Total	520	100

Mean= 1.89

S.D. = 0.73

Membership of Different group at Social media: Because of their features, social networking websites are very popular among their users. The ability to construct pages and social groups for a certain cause or goal is a key feature. The well-known Facebook groups are made for exchanging information about the department and university, getting political party updates, publishing news, sharing information about religion, and raising awareness of social issues. The findings show that Pakistani students used this Facebook tool and belonged to a variety of social groups. The above table 10 depicts the group membership the respondents join on the social networking sites. Results shows that 9.1 percent of the respondents had membership of less than 2 groups, 35.2 percent of the respondents had membership of 2-3 groups, 37.6 percent of the respondents joined 5-7 groups on the social media, and 18.1 percent of the respondents joined more than 7 groups on the social networking sites.

Table 11: Distribution of respondents with respect to social media groups to which they belong

N=520

Sr#	Social Media Groups	1		2		3	
		Agree		Neutral		Disagree	
		Frq.	%	Frq.	%	Frq.	%
1	Educational Groups	195	37.5	175	33.7	150	28.8
2	Religious Groups	209	40.2	180	34.6	131	25.2
3	Political Groups	250	48.1	155	29.8	115	22.1
4	Infotainment	243	46.7	144	27.7	133	25.6
5	Entertainment Group	267	51.4	136	26.1	117	22.5
6	Dating Groups	199	38.3	234	45	87	16.7

Test/Item	Educational Groups	Religious Groups	Political Groups	Infotainment	Entertainment Group	Dating Groups
Mean	1.34	1.87	2.12	3.11	1.23	1.43
S.D.	0.12	0.34	0.59	1.23	0.87	0.98

Social Media Groups: A group is a virtual gathering place within a social network. Groups might be private or public. Community members with a shared interest can exchange information and talk about pertinent issues inside a group. On their respective platforms, Facebook and LinkedIn both provide groups. Because of their features, social networking websites are very popular among their users. The ability to construct pages and social groups for a certain cause or goal is a key feature. The well-known Facebook groups are made for exchanging information about the department and university, getting political party updates, publishing news, sharing information about religion, and raising awareness of social issues. The findings show that Pakistani students used this Facebook tool and belonged to a variety of social groups. The above table 11 illustrates the different group that are existed on the social media platform like educational, religious, political, infotainment, entertainment and dating groups. Researcher asks the affiliation or membership of different groups on social networking sites one by one.

Educational Group: There are different types of educational groups on the social media that provides information with respect to the latest innovations in the research and education. People joined such groups according to their desire and need. Such groups provide all types of educational information like admissions, scholarships, new books, and research. Findings shows that 37.5 percent of the respondents reported that they have joined different educational groups on Facebook and other social media sites, 33.7 percent did not reported any response in this regard, and 28.8 percent of the respondents claimed that the did not joined any group related to the educational information.

Religious Groups: Sometime people joined different religious groups on the social media and make connection with the religious persons according to their own sect, religion and beliefs. Findings shows that 40.2 percent of the respondents have religious group membership on the internet, 34.6 percent of the respondents did not give any response in this regard, and 25.2 percent of the respondents did not had any religious group membership on the social networking sites.

Political groups: Politics is another important group of interest for youth. Different political parties run their groups and webpage where they can share the party manifesto and information as well as troll the other parties and their leaders. Findings depicts that majority of the respondents 48.1 percent agreed that they had joined political groups on the web page, 29.8 percent are neutral in this regard, and 22.1 percent of the respondents reported that they did not join any political group on the social media.

Infotainment: information seeking is very crucial for the human being; people always try to explore some authentic information from different sources. For this purpose social media make some reliable infotainment group where people can easily get the information related to their interest. Findings in this regards presents that 46.7 percent of the respondents who are greater in number joined the infotainment groups, 27.7 percent of the respondents had no opinion in this regard, while 25.6 percent of the respondents of the respondents did not agree that they had joined any infotainment group on the social media.

Entertainment Groups: Entertainment is need of every human being. People want entertainment after hard routine. Result shows that majority of the respondents i.e. 51.4 percent agreed that they had joined entertainment groups on the social media sites, 26.1 percent reported neutral opinion in this regard, and while 22.5 percent of the respondents disagreed that they had membership of any entertainment group.

Dating Groups: Man is Social animal and he always attracted towards opposite sex and in exceptional cases towards same sex, there are number of different adult dating group on the social networking sites where people explore, find and meet with other people with similar interest and activities, Findings shows that 38.3 percent respondents agreed that they joined dating group, 45.0 percent a large number reported neutral opinion in this regard and 16.7 percent of the respondents disagreed that they had joined any dating group.

Table 12: Distribution of respondents according to the sources by through they access to the social media accounts

N=520

Sr#	Sources	1		2		3	
		Mostly		Sometime		Never	
		Frq.	%	Frq.	%	Frq.	%
1	Desktop Computer	237	45.6	201	38.7	82	15.7
2	Laptop	286	55	163	31.3	71	13.7
3	Cell Phone	337	64.8	95	18.3	88	16.9
4	University Computer	169	32.5	193	37.1	158	30.4
5	Friends Device	125	24.1	185	35.6	210	40.3

Test/Item	Desktop	Laptop	Cell phone	University computer	Friends device
Mean	1.92	1.23	1.98	2.01	1.89
S.D.	0.76	0.56	0.51	0.87	0.23

Source to Access Social Media: Pakistani students have numerous choices for regularly using social media. According to the information in Table 12, 64.8% of people browse social media sites using their phones. Due to youth in Pakistani society's extensive cell phone use, this was made possible (Mahmood et al., 2013; 2015). Because Wi-Fi was available on campuses and there were affordable internet packages available to mobile phone users in Pakistan, they used their mobile phones to access Facebook. Laptops, which are utilised by 55.0 percent of respondents, are the second-most popular device. The "Chief Minister Laptop Scholarship Scheme" is the main justification for utilising a personal laptop. Laptops have been given to graduate and undergraduate students in Pakistan under this programme, both in the public and commercial sectors (Ahmad & Sheikh, 2013). 45.6 percent of the respondents

that is another large number use desktop computer to access the social media account, 32.5 percent of the respondents use university computer for its access that is limited in number, it's because of privacy and strict monitoring in the university, and 24.1 percent used mostly friends devices to access their social media accounts.

Table 13: Distribution of respondents regarding the profile information they share on their social media accounts

N=520

Sr#	Profile Information	1		2	
		Yes		No	
		Frq.	%	Frq.	%
1	Sex	301	57.9	219	42.1
2	Education	387	74.4	133	25.6
3	Date of Birth	159	30.6	361	69.4
4	Religion	273	52.2	247	47.5
5	Picture	298	57.3	222	42.7
6	Contact details	358	68.8	162	31.2
7	Caste	389	74.8	131	25.2
8	Relationship Status	251	48.3	269	51.7

Test/Item	Sex	Education	DOB	Religion	Picture	Contact details	Caste	Relationship Status
Mean	2.12	1.38	1.98	2.21	1.87	2.23	1.89	1.27
S.D.	1.00	0.98	0.67	1.07	0.51	0.97	0.50	0.90

Profile Information: A user's profile is a compilation of settings and data related to them. It includes vital details that are used to identify a person, like name, age, portrait photo, and unique traits like knowledge or skill. Table 13 provides the information about the profile status of the respondents on the social networking sites. Findings shows that 57.9 percent of the respondents that is a majority mentioned their sex in the profile information, while 42.1 percent did not mentioned it. Majority of the respondents mentioned their educational status in profile information and 25.6 percent did not mention their qualification. A few numbers of respondents 30.6 percent reported that they are write their date of birth in the profile information and majority of the respondents i.e. 69.4 percent did not mentioned their date of

birth in the profile information. 52.2 percent of the respondents that are large in number highlights their religious affiliation on the profile page and 47.5 percent did not mentioned it. Majority of the social media users 57.3 percent uploaded their profile picture and 42.7 percent did not use their original profile picture on the social networking sites. 68.8 percent of the respondents mentioned their contact details on the webpage while 31.2 percent of the respondents did not give their contact details on the social networking sites. A large number of respondents 74.8 percent share their caste on the social media while 25.2 percent did not mention it. It depicts we are believed on caste system and strongly attached with it. 48.3 percent of the respondents reported that they are share their relationship status on the social networking sites while majority of the respondents 51.7 percent did not share their relationship status on the social media.

Table 14: Distribution of respondents according to the social media intensity in their everyday life

N=520

Sr #	Social Media Intensity	1		2		3	
		Agree		Neutral		Disagree	
		Frq.	%	Frq.	%	Frq.	%
1	Social media is part of my everyday activity	193	37.1	137	26.4	190	36.5
2	I am proud to tell people I am on social media	197	37.9	160	30.8	163	31.3
3	Social media has become part of my daily life	184	35.4	166`	31.9	170	32.7
4	I feel out of touch when I haven't logged onto social media for a while	199	38.3	187	35.9	134	25.8
5	I feel I am part of the social media community.	246	47.3	148	28.5	126	24.
6	I feel upset if social media shut down	163	31.4	181	34.8	176	33.8

Test/Item	1	2	3	5	6	7
Mean	1.65	1.28	1.98	1.07	1.62	2.05
S.D.	0.77	0.54	0.38	0.88	0.91	1.23

Social Media Usage Intensity: The extent to which a person is actively engaged in social networking activities. Table 14 depicts the information regarding the student's intensity of social media usage. Results portrays that 37.1 percent of the respondents agreed that they use social media as a part of their everyday activity, 26.4 percent of the respondents showing neutral opinion towards this, and 36.5 percent of the respondents were disagreeing that they use social media as part of their everyday life activity. Furthermore findings depicts that 37.9 percent of the respondents were agreeing that they feel proud to informed other people that they are on social media, 30.8 percent showing neutral opinion in this regard and 31.3 percent of the respondents were disagreeing that they feel any proud to have on social media and sharing it with others.

35.4 percent of the respondents were agreeing that the social media is part of their daily life, 31.9 percent of the respondents were showing neutral behavior in this regard, and 32.7 percent of the respondents were disagreeing with it. Most of the respondents i.e. 38.3 percent were agreeing that they feel out of touch with other community and people when they log out from the social media, 35.9 percent of the respondents were showing neutral behavior in this regard and 25.8 percent of the respondents were disagreeing that they feel out of touch when they are log out from the social networking sites. Moreover, majority of the respondents i.e. 47.3 percent agreed that they feel a part of social media community, 28.5 percent of the respondents had no opinion in this regard, while 24.0 percent of the respondents disagreeing with the statement. The last item of this index is feeling of upset when internet is off. Results depicts that 31.4 percent of the respondents feel upset when social media is shut down, 34.8 percent of the respondents showing neutral opinion in this regard while 33.8 percent of the respondents were disagreeing that they feel upset when social media is off. The findings show that the students consider themselves to be a member of the global Facebook group of social media users. Young people were also more likely to feel out of touch if they missed out on using Facebook and to get upset if it were to be shut down for any reason. Finally, it can be said that Pakistani students utilise Facebook frequently in their daily life. It is consistent with Ahmad et al(2016) .'s study of the prevalence of Facebook usage and how young people view it as an integral part of their lives.

Table 15: Distribution of respondents regarding social media relationship maintenance behavior

N=520

Sr #	Social Media Relationship Maintenance Behavior	1		2		3		4		5	
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frq.	%	Frq	%	Frq	%	Frq	%	Frq.	%
1	I try to respond when a good news shared on webpage	146	28.1	128	24.6	121	23.3	66	12.7	59	11.3
2	I try to respond when a bad news shared on webpage	153	29.7	132	27.5	117	24.4	68	12.1	50	6.3
3	I try to respond when advice is needed on SNSs	168	32.3	166	31.9	86	16.5	53	10.2	47	9.1
4	I try to respond on friends wall on birthdays	107	20.6	179	34.4	155	29.8	40	7.7	39	7.5
5	I try to respond when someone ask question on my wall	111	21.4	174	33.4	116	22.3	64	12.3	55	10.6

Test/Item	1	2	3	4	5
Mean	2.34	1.98	1.08	1.39	1.57
S.D.	1.12	0.78	0.39	0.89	0.77

Relationship Maintenance Behavior: There hasn't been much research on how people use social networking sites to preserve their friendships, despite the fact that they are common communication tools that do just that. This study investigates the different forms of relationship maintenance behaviours used on the site and how they predict the relational escalation of Facebook friendships by examining communication between specific friendships on the well-known social networking site, Facebook. The many sources of social media maintenance behaviour are shown in table 15 above. According to research, how people behave on social media matters for developing solid, lasting relationships. The statement that responding to good news on the wall maintains social relationships was strongly agreed upon by 28.1% of respondents, agreed upon by 24.6 percent, had no bearing

on 23.3 percent of respondents, disagreed upon by 12.7 percent of respondents, and strongly disagreed upon by 11.3 percent of respondents. Only 6.3 percent of respondents strongly disagreed with the statement that a proper response to bad news on your wall led to the development of stronger relationships, compared to 29.7 percent who strongly agreed with it, 27.5 percent who agreed, 24.4 percent who had no opinion, and 12.1 percent who agreed.

Sometimes people post questions on the wall asking their followers and friends for help. Responding to advise and giving guidance maintains social relationships, according to 32.3 percent of respondents who highly agreed on the topic, 31.9 percent who agreed, 16.5 percent who had no opinion, 10.2 percent who disagreed, and 9.1 percent who severely disagreed with the statement. Birthday wishes on friends' walls help to develop and maintain social relationships, according to 20.6 percent of respondents who strongly agreed with this statement. This statement was supported by 34.4 percent of respondents, 29.8 percent of respondents who agreed, 7.7 percent of respondents who disagreed, and 7.5 percent of respondents who strongly disagreed. Additionally, 21.4 percent of respondents attempted to respond to questions posted on a website, 33.4 percent agreed, 22.3 percent did not express an opinion, 12.3 percent disagreed, and 10.6 percent strongly disagreed that responses to questions posted on social networking sites (SNSs) walls maintain social relationships. According to the data, the majority of respondents made an effort to offer advice on Facebook to their friends and coworkers. On this social networking site, they sent birthday greetings to friends. They also responded to questions posted on Facebook. Facebook is being used by its users to keep up with their relationships. Results are consistent with Sprecher, et al(2019) .'s finding that relationships are a part of larger social networks that include both partners' families and friends. This chapter examines the function of social networks in the upkeep of intimate relationships, covering contributions from several fields. We begin by outlining research in the field of communication that demonstrates how people use social networks as one of various relationship-maintaining techniques, such as through engaging in activities with friends they have in common. The social psychology literature on how social networks influence both dyad members' motivation to engage in different maintenance strategies that result from their commitment to one another is then covered. Additionally, the social network can have a significant impact on a pair's capacity to continue a relationship, particularly through offering relationship advice, which is covered in this chapter. The discussion then shifts to more general questions about the structural or compositional characteristics of social networks and how these affect how ties between spouses are

maintained. A variety of network influence processes on relationship maintenance are also taken into account, including how networks differently affect relationship maintenance throughout the life course and through technology (such as social media).

Table 16: Distribution of respondents according to social media helps them to make social ties

N=520

Sr #	Social Ties	1		2		3		4		5	
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%
1	Social media helpful to make a lot of new friends	145	27.9	159	30.6	101	19.4	69	13.3	46	8.8
2	I always add friends of friends on social media	107	20.6	178	34.2	112	21.5	64	12.3	59	11.4
3	I always allow strangers to add me as a friend	102	19.6	107	20.6	154	29.6	80	15.4	77	14.8
4	I can find people sharing the same interest	140	26.9	167	32.1	97	18.6	70	13.6	46	8.8

Test/Item	1	2	3	4
Mean	1.27	1.87	1.90	1.33
S.D.	0.67	0.39	0.87	0.51

Social Ties: One of the channels that people frequently use to connect with others who share their interests is social media (Hew, 2011). According to research surveys, people from all over the world have used this social networking site to establish new social connections and partnerships (Jackson & Wang, 2013). The results of Table 16 above show that more than half of the respondents agreed and strongly agreed with 27.9 Social networking is good for meeting new friends, according to 30.6 percent of respondents. 19.4% had no opinion, while 13.3% and 8.8% of respondents disagreed and strongly disagreed with this statement, respectively. 20.6 percent of the respondents highly agreed that they should add the friends of their friends, 34.2 percent agreed, 21.5 percent did not have an opinion, while 12.3 percent

objected and 11.4 percent strongly disagreed. In addition, 15.4 percent opposed and 14.8 percent of respondents strongly objected that they permitted strangers to add them on social networking sites, whereas 19.6 percent of respondents strongly agreed, 20.6 percent agreed, 29.6 percent had no opinion, and 15.4 percent had no view at all. Facebook is well-known among its users for encouraging them to add new friends who are complete strangers. Additionally, individuals connect with one another based on information about shared interests. 32.1 percent of respondents agreed, 18.6 percent did not agree, 13.6 percent disagreed, and 8.8 percent strongly disagreed that they can find people sharing the same information on social media. In contrast, 26.9 percent of respondents strongly disagreed that they can find people sharing the same information offline. It occurs because this social networking site recommends members as new friends based on their shared traits. This result runs counter to past research. According to Ku et al. (2013), there are cultural disparities between American and non-American Facebook users. According to this study, Pakistani society's traditional structure may be the cause of people avoiding adding their friends' friends and complete strangers as new Facebook friends. Furthermore, it is matched with Malcolm Gladwell (2010) reported that hat social networking service platforms are built with weak connections in mind. Using Twitter, you can follow and be followed by someone you've never met in person. In the absence of Facebook, you will be unable to keep in contact with people who you would otherwise be unable to communicate with. This implies that the services provided by social networking sites make it easier to maintain current ties while also fostering the development of new partnerships. Each social networking service, on the other hand, offers an own collection of features. It is arguable if social networking services assist users in expanding their networks, as well as in maintaining and strengthening current ties.

Table 17: Distribution of respondents with respect to social media help them to maintain prevailing social ties

N=520

Sr #	Maintain Prevailing Social Ties	1		2		3		4		5	
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frq .	%	Frq.	%	Frq .	%	Frq.	%	Frq .	%
1	Social media is helpful to communicate with friends	159	30.6	166	31.9	87	16.7	59	11.3	49	9.5
2	Social media help me to find old friends	134	25.8	156	30	113	21.7	67	12.9	50	9.6
3	Most of friends in social media are known in real	164	31.5	153	29.4	108	20.8	57	10.9	38	7.4

Test/Item	1	2	3
Mean	1.44	1.54	1.76
S.D.	0.76	0.34	0.81

Maintain prevailing social ties: SNSs are used by people not just for establishing new social connections, but also for preserving those connections that already exist. According to the findings in table 17, Pakistani students also used social media to maintain their current relationships. Social media is beneficial for communicating with friends, according to 30.6 percent of respondents who strongly agreed on the topic, 31.9 percent who agreed, 16.7 percent who had no opinion, 11.3 percent who disagreed, and 9.5 percent of respondents who severely disagreed. 21.7 percent of respondents had no opinion on the subject, 12.9 percent disagreed, and 9.6 percent strongly disagreed that social media is helpful to find old friends. However, 25.8 percent of respondents strongly agreed and 30.0 percent of respondents agreed that the majority reported that social media is helpful to find the old friends. In addition, the majority of respondents—29.4 percent—strongly agreed with 31.5 percent of the respondents saying most of their online friends know them in person. 10.9 percent disagreed, 20.8 percent were undecided, and 7.4 percent strongly disagreed with the statement. These findings support earlier studies showing that users of this social networking site use it to stay in touch

with old pals. The data that follows lends credence to the idea that young people use Facebook to maintain their current relationships and forge new ones. Studies conducted all across the world show that people utilize these platforms to maintain their social connections (Sheldon, 2008; Chigona, 2013; Hew, 2011). Particularly, Facebook has established itself as a top social networking site that users use to stay in touch with current friends and coworkers (Park & Lee, 2014).

Table 18: Distribution of respondents regarding that social media is a platform of seeking and sharing information

N=520

Sr #	Social Media Platform of seeking and sharing information	1		2		3	
		To Great Extent		To Some Extent		Not at all	
		Frq.	%	Frq.	%	Frq.	%
1	Share information on social Issues	167	32.1	224	43.1	129	24.8
2	Access and Share academic information	203	39.1	209	40.2	108	20.7
3	Access and share Sports information	194	37.3	226	43.5	100	19.2
4	Access and share Political Information	207	39.8	197	37.9	116	22.3
5	Remain updated about fashion style	169	32.6	239	45.9	112	21.5
6	Access and share religious information	215	41.3	206	39.6	99	19.1
7	Access / share information about jobs	172	33.1	203	39.1	145	27.8

Test/Item	1	2	3	4	5	6	7
Mean	1.27	1.87	1.90	1.81	1.56	1.44	1.72
S.D.	0.08	0.61	0.71	0.85	0.34	0.26	0.19

Social Media Platform Seeking and Sharing Information: Social media particularly social networking sites are important for the information sharing and seeking in the age of globalization. The above table 18 shows the different items related to the information sharing and seeking. Findings depicts that 32.1 percent of the respondents agreed to great extent that social media is source of access and sharing information on social issues, 43.1 percent a majority reported that people can share information on social issues at social media platforms, 24.8 percent of the respondents did not agreed at all that social media platform as a source of sharing information on social issues.

Educational groups are created on the social media that provide information regarding the educational development and opportunities across the globe results in this regards presents that 39.1 percent of the respondents were agreed to a great extent that social media is a source of academic information, most of the respondents agreed to some extent that social media is a source of accessing and sharing academic information, 20.7 percent of the respondents did not agreed at all that social media is a platform of sharing and accessing educational information.

37.3 percent of the respondents agreed to great extent that social media provide information related to sports, 43.5 percent a majority agreed to some extent with the statement, 19.2 percent of the respondents did not agree at all that social media is provide information related to sports. Most of the respondents 39.8 percent agreed to great extent that social media give the information related to politics, 37.9 percent of the respondents agreed to some extent in this regard, while 22.3 percent of the respondents did not agree at all that social media providing information related to the politics.

Fashion trends are very wide spread on social media and youth learn and adopt new fashion style from the social media. 32.6 percent of the respondents agreed to great extent that they remained updated about fashion style through social networking sites and social media, most of the respondents 45.9 percent agreed to some extent with it and 21.5 percent of the respondents did not agree at all that social media update the youth about latest fashion trends. 41.6 percent of the respondents agreed to great extent that they can access and share religious information on the social media, 39.6 percent agreed to some extent and 19.1 percent of the respondents did not agree at all that they can access and share religious information on the social networking sites. 33.1 percent of the respondents agreed to great extent that they can share and get job information on the social media, 39.1 percent agreed to

some extent with this statement and 27.8 percent of the respondents did not agree at all that they can share and seek job information at the social media.

According to the findings of the following study, Pakistani students frequently use social media to find and share information about social issues, politics, sports, fashion, religion, and academics. These findings are consistent with previous student research conducted at the national and international levels. Furthermore, these findings contradict the popular belief that college students spend their time on social media. Modern civilizations have changed as a result of the emergence of social networking platforms that allow users unrestricted access to information. It's intriguing that young people are more interested in using social networking sites to learn than other types of technology (Kim et al., 2011). Facebook is well-known throughout the world among those who use this platform on a regular basis for information retrieval and sharing (Baek et al., 2011). In Pakistan, Facebook has become a reliable source for finding and sharing information (Ahmad et al., 2016).

Table 19: Distribution of respondents with respect to social media is a source of entertainment

N=520

Sr#	Source of Entertainment	1		2		3	
		To Great Extent		To Some Extent		Not at all	
		Frq.	%	Frq.	%	Frq.	%
1	I use social media to play games	189	36.3	207	39.8	124	23.9
2	I use social media to read and post jokes	206	39.6	223	42.9	91	17.5
3	I use social media to watch and share funny video	179	34.4	205	39.4	136	26.2
4	I use social media to watch and share songs.	169	32.5	227	43.7	124	23.8

Test/Item	1	2	3	4
Mean	1.23	1.65	1.71	1.28
S.D.	0.18	0.21	0.67	0.43

Source of entertainment: Table 19 shows that 36.3 percent of the respondents agreed to great extent that they play games on social media, 39.8 percent agreed to some extent with this and 23.9 percent of the respondents did not agree at all that they play games on social media for entertainment. 39.6 percent of the respondents agreed to great extent they read and post jokes on social media for entertainment, most of the respondents 42.9 percent were agreeing to some extent with this, 17.5 percent of the respondents did not agree at all that they read and post jokes on the social media for the entertainment purpose. 34.4 percent of the respondents agreed to great extent that they can share and watch funny videos on social media as a source of entertainment, 39.4 percent were agreeing to some extent with this statement, and 26.2 percent did not agree at all with this. 32.5 percent of the respondents reported that they watch and share songs on the social media, majority of the respondents i.e. 43.7 percent were agreeing to some extent that they can listen and share songs on the social media, while 23.8 percent of the respondents did not agree at all that they can share and watch and listen songs on the social media.

Table 20: Distribution of respondents regarding social media is helpful in self-documentation

N=520

Sr#	Source of self-Documentation	1		2		3	
		To Great Extend		To Some Extend		Not at all	
		Frq.	%	Frq.	%	Frq.	%
1	I use social media to record what I do in life	209	40.2	201	38.6	110	21.2
2	I use social media to what I have learned	197	37.9	221	42.5	102	19.6
3	I use social media to record where I have been	186	35.7	213	40.9	121	23.4

Test/Item	1	2	3
Mean	1.67	1.81	1.65
S.D.	0.65	0.43	0.55

Self-Documentation: People are compelled to use social media to document themselves. They are able to record their accomplishments, travels, and lessons learned (Alhabash et al., 2014). Table 20 demonstrates that Pakistani students had mixed feelings about using Facebook for self-documentation. People use Facebook to share information about their personalities and selves, according to research. In other words, Facebook has evolved into a valuable platform for self-expression (Dhaha & Igale, 2013). The results indicate that Pakistani students utilized this social networking site to express themselves and reveal their personalities to others. The findings of the study revealed that Pakistani students used Facebook for a variety of purposes in their daily lives. People primarily use Facebook to search for and share information, to stay in touch with old friends, and to make new friends. Students from Pakistan did not utilize this social networking site with any specific goals in mind. Comparable to international students' Facebook-related incentives. These findings support the proposition that users and pleasure are related. According to the user and satisfaction theory, how people utilize technology is largely dependent on their perceptions of its purpose.

Table 21: Distribution of respondents with respect to social media helps them in self-expression.

N=520

Sr #	Social media helpful in self-expression	1		2		3		4		5	
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frq.	%	Frq.	%	Frq	%	Frq.	%	Frq	%
1	I use social media to show my personality.	128	24.6	149	28.6	121	23.3	66	12.7	56	10.8
2	I use social media to tell others about myself.	137	26.3	140	27.3	112	21.5	67	12.7	64	12.2

Test/Item	1	2
Mean	2.34	1.78
S.D.	1.16	0.23

Self-expression: People can distinguish themselves by expressing themselves in a manner that highlights their unique thoughts and emotions. Learn the meaning, significance, and various forms of self-expression, as well as its role in education. Individuals demonstrate their uniqueness through the process of self-expression. They may choose to express themselves through their appearance, their words, or a variety of artistic mediums. Self-expression refers to expressing one's emotions through one's own ideas and what one finds appealing. Self-expression allows us to be perceived as unique human beings as opposed to identical machines. Table 21 reveals that 24.6 percent of respondents strongly agreed that they use social media to express their personality, 28.6 percent agreed, 23.3 percent were neutral, and 10.8 percent strongly disagreed. The remaining respondents were divided, with 12.7% disagreeing and 10.8% strongly disagreeing. 26.3 percent of respondents strongly agreed, 27.3 percent agreed, 21.5 percent reported neutral conduct, 12.7 percent of respondents disagreed, and 12.2 percent of respondents strongly disagreed with the use of social media to inform others about oneself. The results support the hypothesis that social media encourages individuals to use it as a source of self-documentation. They are able to record their accomplishments, travels, and lessons learned (Alhabash et al., 2014). The opinions of Pakistani students regarding the use of social media for self-documentation are mixed, as shown in Table 21. People use Facebook to share information about their personalities and selves, according to research. In other words, social media have evolved into a valuable tool for self-expression (Dhaha & Igale, 2013).

5.2.1.3 Bridging Social Capital: Online/offline

This section provides a description of the findings, which includes the frequency and the proportion of the students' bridging social capital that was evaluated in offline as well as online environments. After the students' online bridging social capital was evaluated using the first scale, the students' offline bridging social capital was then evaluated using the second scale. These things were built on the foundation of the four characteristics of bridging social capital, which are looking outward, interacting with a wider variety of individuals, viewing oneself as a member of a larger group, and diffusing reciprocity with a larger community.

Looking outward, interacting with a wider variety of individuals, viewing oneself as a member of a larger group, and viewing oneself as a member of a larger group.

Table 22: Distribution of respondents with respect to Social media is helpful in Online Bridging Social Capital

N=520

Sr #	Online bridging social capital	1		2		3		4		5	
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%
1	Interacting on social media give information about things outside of my town	137	26.3	151	29.1	111	21.3	69	13.3	52	10
2	Interacting on social media makes me want to try new things	149	28.6	161	30.9	107	20.6	56	10.8	47	9.1
3	Interacting on social media makes me part of a larger community.	117	22.5	129	24.8	104	20	91	17.5	79	15.2
4	Social media network reminds me that everyone in the world is connected.	179	34.4	101	19.4	90	17.4	86	16.5	64	12.3
5	Spend time to support general social media community activities.	110	21.2	165	31.7	115	22.1	71	13.6	59	11.4
6	I come in contact with new people all time.	159	30.6	167	32.1	77	14.8	61	11.7	56	10.8
7	Interacting with people on my social media network makes me interested in things	154	29.6	127	24.5	108	20.7	66	12.7	65	12.5

Test/Item	1	2	3	4	5	6	7
Mean	1.36	1.76	1.44	1.87	1.43	1.98	1.08
S.D.	0.34	0.56	0.76	0.18	0.74	0.87	0.07

Online Bridging Social capital: The findings demonstrated that Pakistani students identified with and felt a sense of belonging within the larger community. In other words, they had the misconception that they shared a connection of some kind with them. This feeling served as the glue that enabled the students to successfully form social bonds with one another. Even though these bonds were not particularly strong, they were extremely useful to them in their day-to-day lives. But as they got to know more people, these connections became even stronger. Students in Pakistan also had the opportunity to interact with people they didn't already know thanks to Facebook. Because of their interactions with other people on Facebook, they also had the impression that they were connected to everyone and everything in the world. They were also prepared to sponsor events in their local community as well as Facebook groups. The majority of the people who responded possessed online bridging social capital because they were outgoing, interacted with a diverse variety of individuals, perceived themselves as belonging to a larger group, and had diffuse reciprocity with a larger community.

According to the results breakdown in table 22 above, 26.3 percent of respondents strongly agreed, 29.1 percent agreed, 21.3 percent were neutral, 13.3 percent disagreed, and 10.0 percent strongly disagreed that using social media to interact with others provided information about events taking place outside of the town. Interacting with others on social media encourages people to try new things, according to 28.6% of respondents, 30.9% disagree, 20.6% were neutral, and 10.8% and 9.1% of respondents strongly disagreed. Interacting with others on social media discourages people from trying new things, according to 30.9% of respondents. 22.5 percent of respondents strongly agreed, 24.8 percent agreed, 20 percent were neutral, 17.5 percent opposed, and 15.2 percent strongly disagreed that people communicate on social media to join a broader community.

Social media serves as a reminder to users that everyone in the world is connected, according to 34.4 percent of respondents who strongly agree with this statement, 19.4 percent of respondents who agree, 17.4 percent of respondents who acted neutrally, 17.4 percent of respondents who disagree, and 12.3 percent of respondents who strongly disagree. People spend time supporting general social media community activities, according to 21.2 percent

of respondents who strongly agreed to this, 31.7 percent who agreed, 22.1 percent who exhibited neutral behavior, 13.6 percent who disagreed with the statement, and 11.4 percent of respondents who strongly disagreed. Social media helps people contact new people constantly, according to 30.6 percent of respondents who strongly agreed to this, 32.1 percent who agreed, 14.8 percent who expressed neutral opinion on the subject, 11.7 percent who disagreed, and 10.8 percent who strongly disagreed. Interacting with people on social media networks makes them interested in things, according to 29.5 percent of respondents who strongly agreed with this, 24.5 percent of respondents who agreed, 20.7 percent of respondents who were neutral, 12.7 percent of respondents who disagreed, and 12.5 percent of respondents who strongly disagreed.

The results that are displayed in Table 22 show that the majority of the respondents were interested in events that were taking place in locations that were not in their immediate vicinity after they connected with people on their Facebook network. The findings also demonstrate how people's interactions on Facebook served as a catalyst for them to begin experimenting with new things in their day-to-day lives as a result of those interactions. Use of Facebook was found to be correlated with both social capital and psychological well-being in the research that was conducted by Steinfield et al. (2009). According to the findings, using Facebook is strongly associated with connecting various resources related to social capital. This hints that social networking platforms can assist users in the formation of diverse and heterogeneous networks, which can act as important sources of social capital.

Table 23: Distribution of respondents with respect to Social media is a source of offline Bridging Social Capital

N=520

Sr #	Offline bridging social capital	1		2		3		4		5	
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frq	%	Frq.	%	Frq	%	Frq.	%	Frq	%
1	Willing to spend time to support activities at university	143	27.5	154	29.6	97	18.6	59	11.4	67	12.9

2	I am interested in what goes on at university	134	25.7	154	29.6	96	18.5	73	14.1	63	12.1
3	Interacting with people in university push me to try new thing	147	28.3	129	24.8	97	18.6	80	15.4	67	12.9
4	At this university, I come into contact with new people all the time	111	21.3	123	23.6	107	20.6	99	19.1	80	15.4
5	I feel I am part of this university community.	133	25.6	140	26.9	103	19.8	76	14.6	68	13.1
6	Interacting with people at this university shows that everyone is connected	145	27.9	123	23.6	101	19.5	80	15.4	71	13.6

Test/Item	1	2	3	4	5	6
Mean	1.65	1.72	1.23	1.76	1.92	1.36
S.D.	0.47	0.56	0.81	0.19	0.77	0.62

Offline Bridging Social Capital: While social media has provided students with a platform to build online social capital, many students may not have offline social capital, according to one view in contemporary scholarship. The findings of the subsequent study, however, disprove this assertion, as they demonstrate that young people possess both types of bridging social capital. According to table 23, the majority of respondents were willing to participate in general campus activities (27.5 percent strongly agreed and 29.6 percent agreed) and were interested in what was happening in the community (25.5 percent strongly agreed and 29.6 percent agreed). In addition, 24.8 percent of respondents and 28.3 percent strongly agreed that after meeting people in college, they desired to try new things. These findings suggest that Pakistani students were also open-minded and empathetic in their offline interactions.

According to the findings, 21.3% of respondents strongly agreed, 23.6% of respondents agreed, and 25.6% of respondents strongly agreed that they considered themselves to be a part of the university community, while 23.6% of respondents agreed. In addition, the majority of respondents (27.9% strongly agreed and 23.6% agreed) began to view the world as a connected platform after interacting with students at the institution. These

results indicate that Pakistani students possess offline social capital as well. They had a global perspective, a diverse network of contacts, a sense of belonging to a larger community, and a reciprocal attitude towards that community.

5.2.1.4 Bonding Social Capital: Online/offline

The researcher examines descriptive statistics, frequency, and the percentage of the students' social capital for bonding in this part. Bonding social capital was measured both online and offline, much like bridging social capital. This type of social capital includes the capacity to mobilize solidarity, access to rare or limited resources, and emotional support.

Table 24: Distribution of respondents regarding people has online bonding for social capital formation

Sr #	Online bonding for social capital	1		2		3		4		5	
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%
1	I believe that people on social media becomes helpful to solve my issues	134	25.8	125	24.1	105	20.2	80	15.4	76	14.5
2	I have some friends on social media that are helpful for decision making	122	23.5	160	30.7	107	20.6	70	13.5	61	11.7
3	In time of crisis my social media friends give me small loan	117	22.5	180	34.6	108	20.7	65	12.5	50	9.7
4	People in my account can be used as references for me.	107	20.6	163	31.4	133	25.6	57	10.9	60	11.5

Test/Item	1	2	3	4
Mean	1.44	1.34	1.65	1.92
S.D.	0.46	0.87	0.19	0.81

Online Bonding Social capital: According to Table 24, 24.1 percent of respondents agreed, 20.2 percent of respondents reported a neutral response, 15.4 percent of respondents disagreed, and 14.5 percent of respondents strongly disagreed that they believe that people on social media become helpful to solve their issues. Of the respondents who strongly disagreed, 25.8 percent strongly agreed. Having friends on social media that are helpful for decision-making is something that 23.5 percent of respondents strongly agreed on, 30.7 percent agreed, 20.6 percent of respondents were neutral, 13.5 percent of respondents disagreed with the statement, and 11.7 percent of respondents strongly disagreed. 22.5 percent of respondents firmly believed that when they are in need, their social media buddies will lend them a modest amount of money. When people are in need, their social media friends will often lend them money, according to 34.6 percent of respondents, 20.7% of respondents who were neutral, 12.5% of respondents who disagreed, and 9.7% of respondents who strongly disagreed. Additionally, 10.9 percent opposed and 11.5 percent strongly disagreed that people in my account can be used as references for me, whereas 20.6 percent of respondents highly agreed, 31.4 percent of respondents agreed, 25.6% were neutral, and 11.4 percent of respondents disapproved.

The findings indicate that users of social media should have faith in the other members of their network because those other users may be able to help them find solutions to their individual issues. In a manner comparable to this, more than half of the people who participated in the survey had a Facebook friend to whom they turned for advice whenever they felt the need to make significant decisions in their lives. In a similar vein, they gave their permission to discuss their personal problems with friends on Facebook. Therefore, Pakistani students were able to receive emotional support in their online lives while also being able to rally support within the network itself. When people have close relationships and affiliations with one another, they increase their chances of being able to use the limited or scarce resources that the network provides. Students at the university level frequently have limited financial resources and are searching for recommendations to help them secure employment after graduation. According to the findings, almost half of the people who participated in the survey had friends on Facebook who might be willing to give them a loan of one thousand Pakistani Rupees. In addition, nearly two-fourths of those who participated in the survey believed that the positive references they could receive from their Facebook connections would help them when applying for jobs. According to these statistics, students in Pakistan have acceptable access to a limited number of online resources due to restrictions.

Table 25: Distribution of respondents regarding people has offline bonding for social capital formation

N=520

Sr #	Offline bonding for social capital	1		2		3		4		5	
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%
1	I have friends in campus that helpful in making important decisions	122	23.4	126	24.3	123	23.6	75	14.4	74	14.3
2	In campus there are number of people, I feel free to talk about personal issues.	110	21.2	113	21.7	101	19.4	100	19.2	96	18.5
3	I have some people in the campus that give me loan	107	20.6	135	25.9	103	19.8	98	18.9	77	14.8
4	Persons in the campus can be used as reference for job	119	22.9	114	21.9	123	23.7	81	15.6	83	15.9

Test/Item	1	2	3	4
Mean	1.87	1.28	1.74	1.09
S.D.	0.28	0.72	0.71	0.82

Offline Bonding Social capital: Pakistani youth also have offline social capital for bonding, which was similar to their online social capital. According to findings 25, 23.4 percent of respondents highly agreed that they had friends on campus who are helpful in making crucial decisions, 24.3 percent of respondents agreed, 23.6 percent of respondents indicated neutrality, 14.4 percent disagreed, and 14.3 percent strongly disagreed. In addition, 19.4 percent of respondents were neutral, 19.2 percent disagreed, and 18.5 percent of respondents strongly disagreed that in campus there are number of people they feel free to talk about personal issues. 21.2 percent of respondents strongly agreed, 21.7 percent agreed, and 21.2 percent of respondents agreed with this. In terms of having people on campus who lend them

money, 20.6 percent of respondents strongly agreed, 25.9 percent agreed, 19.8 percent were neutral, 18.9 percent disagreed, and 14.8% strongly disagreed. In terms of having people on campus with whom they feel comfortable discussing personal matters, 18.9 percent disagreed and 18.9 percent strongly disagreed. Additionally, 22.9 percent of respondents strongly agreed that there are people on campus who can serve as references for jobs, 21.9 percent agreed in this regard, 23.7 percent were neutral, 15.6 percent disagreed, and 15.9 percent strongly disagreed that there are any people on campus who can be used as references for jobs.

5.2.2 Bivariate Analysis

Bivariate analysis based on the relationship between two variables one is explanatory variable and other is response variables. Chi-Square test for association used to probe the connection between variables. The direction and strength of association in variables verify with the help of gamma statistics respectively. This relationship might be significant or non-significant based on the findings draw from the collected data. Correlation analysis also applied here to check the interdependence of variables because social media and social capital formation is interdependent on each other Hypothesis test under bivariate analysis are described below;

5.2.2.1 Index Construction

In order to examine the collective effect of entire variables in forecasting the response variable, all the statements in matrix questions are combined together to form a single prime or main variables which is called “index variable”. It is pre-requisite to confirm the reliability in element between the items in the matrix question, before the development of “index variable”. So, a reliability check is applied and the value of “Cronbach Alpha” is determined. To identify Cronbach Alpha values, “Statistical Package for Social Sciences” (SPSS) was used. At the time of reliability check, if the value of Alpha lies in the range of 0.8 to 1.0, because all items or statements or matrix questions are highly correlated and represent one idea. This enables the study of combine effect otherwise it is not possible.

After authentication of element of consistency, score on all the items in a matrix questions is summed up. The lowest and highest value is found by sub-menu descriptive statistics followed by frequencies. Then highest and the remainder is divided by the number of described level or categories in index variable.

Example;

This procedure can be explained, for example the variable ‘social capital online offline bridging bonding’ asked during field survey comprised of a set of seven and six statements with three response categories. It is possible to study the responses recorded on each of the individual statement in the variable representing Social Capital by employing descriptive statistics and calculating the percentages. But in order to find combine effect of all the nine dimensions of Social Capital, an index variable is required to be constructed after ensuring the element of consistency among all the nine dimensions through reliability analysis.

To construct index variable, the scores on all the items in the matrix question representing Social Capital were summed up and minimum and maximum score, mean score and value of standard deviation were determined. By adopting the principle as discussed above, the index variables were subsequently used for bivariate analysis. Here the researcher developed index variable and convert the strongly agreed and agreed into one category and disagree and strongly disagree into another one components. In this way for bivariate analysis researcher developed the dependent variable social capital (online and offline bonding and bridging) into three likert scale ranging from agree to disagree (1. Agree, 2. Neutral, 3. Disagree).

The index variable “Social Capital” has highest score “9” and lowest score “4” and calculated difference is “5”. It is desired to have three categories or levels of index variable “Social Capital”. 5 is divided by 3 (the level of categories) yielding the class interval of each category which is almost 2. So, categories of Social Capital as Index Variable are as, 1st category ranging from left to right 4-5 showing low level (Neutral), 2nd category ranging from 6-7 indicating medium level (disagree) and 3rd category ranging from 8-9 reflecting high level (agree) of Social Capital Index Variable.

Construction of Index Variable

Variables	No. of Items	Min Score	Max. Score	Mean	Std. Dev.	Cro. Alpha
Group on Social Media	06	4	9	15.27	5.53	0.72
Access to social media account	05	5	15	15.92	5.65	0.81
Social Media Intensity	06	6	10	8.83	2.09	0.71
Social media source of behaviour maintenance	05	4	16	16.85	9.04	0.79
Innovative social ties	04	5	15	9.89	3.80	0.71
Maintain prevail social ties	03	3	9	9.02	4.27	0.73
Seeking and sharing information	07	5	18	20.78	8.77	0.69
Source of entertainment	04	5	17	15.55	3.88	0.78
Help in self-documentation	03	3	9	8.10	2.04	0.74
Help in self-expression	02	5	16	25.54	9.03	0.73
Online bridging social capital	07	4	15	17.42	3.03	0.83
Offline bridging social capital	06	2	8	9.54	2.76	0.79

By adopting the principle as discussed above, the index variables were subsequently used for bivariate analysis. It is important to note here that all the Cronbach Alpha values are quite high showing a high level of reliability of the survey instrument.

5.2.2.2 X^2 Test of Association

Chi-Square test for association used to probe the connection between variables. The direction and strength of association in variables verify with the help of gamma statistics. This relationship might be significant or non-significant based on the findings draw from the collected data. Hypothesis test under chi-square analysis are described below;

Hypothesis: Higher proportion of young age people, higher will be the Social capital formation

Age is the completed number of years by respondents. In the current study researcher selected the age below range 18 and up to 37 and above. At present the youth proportion is the highest in the population pyramid of Pakistan.

Table 26: Association between age and social capital formation

For the purpose of statistical analysis hypothesis consider as under:

H0: Age and social capital formation is independent from each other

H1: Age and social capital formation dependent on each other

Age of the respondents (Years)	Social Capital			Total
	Agree	Neutral	Disagree	
18--27	93	13	17	123
	17.8%	2.5%	3.2%	23.6%
28-37	127	119	16	262
	24.4%	22.8%	3.0%	50.3%
38 or above	11	55	69	135
	2.1%	10.5%	13.2%	25.9%
Total	231	187	102	520
	44.4%	35.0%	19.6%	100.0%

Test	Value	D. F.	P. Value
Chi-Square	132.27	4	0.000**
Gamma	0.678	--	0.000**
** = Highly Significant			

Table 26 depicts the association between age of the respondents and social capital formation. The value of chi-square (132.27) describes a highly signification relationship between the variables and reject the null hypothesis “Age and social capital independent from each other” and accept the alternative hypothesis “Age and social capital are dependent”. The value of gamma (0.678) explains the direction of variable, positive sign with the value shows both variable are increased in the same direction as the proportion of young age increased the development level also increased because with the increase of young population. Moreover, the value of gamma (0.508) illustrates the strength of relationship that highlights a strong positive connection between variables. Results had linked with the study conducted by Bloom and Canning (2014) who defined young people are more attract and expert in the internet communication technologies that make them a hub of networks and relationship in

this modern and digital world. Youth try to explore the globe through social networking sites that is important factor in the social capital formation because youth on social media make friendship ties with the people across the globe according to the their own interest and will.

Hypothesis: Higher the completed years of Schooling, higher will be the social capital formation

Getting education is difficult but its product is so good (Aristotle). The most powerful weapon of the world is education through education one can change the globe (Nelson Mandela). According the Islam provision of education is the right of every one. Without better education society and not develop itself. Education is helpful for the human capital formation and getting better place in the job market. Education for all helpful for people to find their way and enhance the socio-economic development in the state.

Table 27: Nexus between education and social capital

For the sake of statistical analysis hypothesis is as under:

H0: Education and social capital not associated

H1: Education and social capital is associated

Education	Social Capital			Total
	Agree	Neutral	Disagree	
BS	73	5	14	92
	14.0%	0.9%	2.6%	17.6%
MA/MSc	92	12	8	112
	17.6%	2.3%	1.5%	21.5%
M.Phil.	45	100	10	155
	8.6%	19.2%	1.9%	29.8%
Ph.D.	21	70	70	161
	4.0%	13.4%	13.4%	30.9%
Total	231	187	102	520
	44.4%	35.9%	19.6%	100.0%

Test	Value	D. F.	P. Value
Chi-Square	172.34	6	0.000**
Gamma	0.627	--	0.000**
** = Highly Significant			

Table 27 explains the association between education and socio-economic development in the state. The value of chi-square (172.34) depicts a highly significant association between variables the value of gamma (0.627) describes the strength of relationship and shows strong positive relationship among variables explains the same direction of variables and present and directly proportion relationship as the education level of people increased their socio-economic development level also increased. So, the null hypothesis is rejected “Education and Social capital is not associated” and the alternative hypothesis “Education and Social capital is associated” is accepted. It coincide with Geol (2007) reported that Education has a huge impact on mankind. It guides and educates people's minds to think and make the right decisions. Education is indispensable if the nation strives to achieve growth and development.

Hypothesis: Higher time spent on social media, higher will be the social capital

Higher time utilization on the social media particularly social networking sites increase the level of social capital because as much you stayed on the social media the probability of making friends and developing ties is high.

Table 28: Connection between times spent on social media and social

For the statistical measurement hypothesis are as under:

H0: There is no association between time spent on social media and social capital

H1: There is association between time spent on social media and social capital

Time spent on social media	Social Capital			Total
	Agree	Neutral	Disagree	
Less than 1 hour	48	8	20	76
	9.2%	1.5%	3.8%	14.6%
1-2 hours	135	10	9	154
	26.0%	1.9%	1.7%	29.6%
3-4 hours	36	122	21	179
	6.9%	23.5%	4.0%	34.4%
5+ hours	12	47	52	111
	2.3%	9.0%	10.0%	21.3%
Total	231	187	102	520
	44.4%	36.0%	19.6%	100.0%

Test	Value	D. F.	P. Value
Chi-Square	177.23	6	0.000**
Gamma	0.712	--	0.000**
** = Highly Significant			

Table 28 explains the association between time spent on social media and social capital. The value of chi-square (177.23) depicts a highly significant association between variables the value of gamma (0.712) describes the strength of relationship and shows strong positive relationship between variables. So, the null hypothesis is rejected “There is no association between time spent on social media and social capital formation” and the alternative hypothesis “There is association between time spent on social media and social capital” is accepted. Use of Facebook was found to be correlated with both social capital and psychological well-being in the research that was conducted by Steinfield et al. (2009). According to the findings, using Facebook is strongly associated with connecting various resources related to social capital. This suggests that as users spend more time on social networking sites, there is likelihood that they will create more ties and social capital for themselves. [Cause and effect] Through the use of social networking services, users are able to build networks that are varied and diverse. The following study will investigate the gratification demands that are met by Facebook use among Pakistani university students in an effort to contribute further to the development of the U&G theory. The proponents of U&G research believe that gratification requirements need to be taken into consideration in order for any technological artifact or application to be successful (Ruggiero, 2000; Papacharissi, 2008). Researchers have found that using social networking sites like Facebook and SNS can result in a variety of gratification demands. On the other hand, there is an ongoing debate concerning the primary reasons why people use Facebook (Papacharissi & Mendelson, 2010).

The findings were consistent with the findings of Dixon's research (2022), which stated that internet users around the world spent an average of 147 minutes per day on social media, which was an increase from the previous year's average of 145 minutes. At this time, the Philippines is the country in which people spend the most time on social media each day, with an average of three hours and 53 minutes per day spent on such platforms by its population. In contrast, the average time spent by Americans on social media each day was only two hours and three minutes. At this time, social networking sites have a penetration rate of 54% across the entire globe. With a penetration rate of 79 percent, Western Europe came

out on top when compared to other regions around the world in terms of the usage of social media. The use rates in Eastern and Middle Africa were the lowest on the list, coming in at 10% and 8%, respectively. People engage in a wide range of activities on their various social media accounts. Users enjoy discovering content that is funny or interesting and sharing it with their friends, but the primary reason they use social media is to keep up with friends and current events in their communities.

Hypothesis: Sharing and seeking information on social media increase the social capital

Social media particularly social networking sites are important for the information sharing and seeking in the age of globalization.

Table 29: Association between sharing and seeking information and social capital

For statistical application it consider as under:

H0: Sharing and seeking information and social capital are not associated

H1: Sharing and seeking information on social media and social capital are associated

Sharing and Seeking information	Social capital			Total
	Agree	Neutral	Disagree	
Strongly Agree	6	98	21	125
	1.1%	18.8%	4.0%	24.0%
Agree	11	52	51	114
	2.1%	10.0%	9.8%	21.9%
No opinion	49	17	6	72
	9.4%	3.2%	1.1%	13.8%
Disagree	88	11	7	106
	16.9%	2.1%	1.3%	20.4%
Strongly Disagree	77	9	17	103
	14.8%	1.7%	3.3%	19.8%
Total	231	187	102	520
	44.4%	36.0%	19.6%	100.0%

Test	Value	D. F.	P. Value
Chi-Square	102.34	8	0.000**
Gamma	0.542	--	0.000**
** = Highly Significant			

Table 29 describes the association between sharing and seeking information and social capital formation. Value of chi-square (102.34) shows highly significant association between independent and dependent variable and the value of gamma (0.542) also depicts strength of positive relationship. Therefore, the null hypothesis “sharing and seeking information and social capital are not associated” is rejected and the alternative hypothesis “sharing and seeking information and social capital are associated” is accepted. According to the findings of the research that is presented in the following sections, students in Pakistan make frequent use of social media to access and share information on a variety of topics, including academics, social issues, politics, sports, and fashion. These findings are in line with those obtained from earlier research conducted with students at both the national and international levels. In addition, these results disprove the widespread belief that college students spend their time on social media. As a result of the proliferation of social networking platforms that grant users unrestricted access to information, modern civilizations have undergone a period of transition that has resulted in change. It is fascinating to learn that young people are more interested in acquiring knowledge through the use of social networking sites than through the use of other forms of technology (Kim et al., 2011). People all over the world who make frequent use of Facebook as a resource for information gathering and dissemination are familiar with the platform (Baek et al., 2011). In Pakistan, Facebook has developed into a dependable platform for the dissemination and gathering of information (Ahmad et al., 2016).

Hypothesis: Social Media Maintain the existing relationship behaviour that increase the social capital

Social network sites are popular communication tools that help people maintain relationships with their friends, yet there has been little research examining how people use these tools to enact relationship maintenance. By analyzing communication between individual friendships on a popular social network site, Facebook, this research examines types of maintenance behaviors enacted on the site, and how they predict relational escalation of Facebook friendships

Table 30: Association between Social Media Maintain the existing relationship behaviour and social capital

For chi-square test it consider as

H0: Social Media Maintain the existing relationship behaviour and social capital are not associated

H1: Social Media Maintain the existing relationship behaviour and social capital are associated

Social media maintain the social relationship	Social Capital			Total
	Agree	Neutral	Disagree	
Strongly Agree	10	52	59	121
	1.9%	10.0%	11.3%	23.3%
Agree	33	104	6	143
	6.3%	20.0%	1.2%	27.5%
No opinion	75	10	10	95
	14.4%	1.9%	1.9%	18.3%
Disagree	89	10	12	111
	17.1%	1.9%	2.3%	21.3%
Strongly Disagree	24	11	15	50
	4.6%	2.1%	2.9%	9.6%
Total	231	187	102	520
	44.4%	36.0%	19.6%	100.0%

Test	Value	D. F.	P. Value
Chi-Square	201.26	8	0.000**
Gamma	0.528	--	0.000**
** = Highly Significant			

Table 30 describes the Association between Social Media Maintain the existing relationship behaviour and social capital and the value of chi-square (201.26) depicts highly significant relationship between social media maintenance behaviour and social capital.

Therefore, the null hypothesis “Social Media Maintain the existing relationship behaviour and social capital are independent” is rejected and alternative hypothesis “Social Media Maintain the existing relationship behaviour and social capital are dependent” is accepted. Moreover, the value of gamma (0.528) also presents the strength of positive relationship between explanatory and explained variables. Consistent with Sprecher et al(2019) .’s conclusion that relationships are embedded in larger social networks, including both partners' families and friends, the conclusion was that relationships are embedded in larger social networks. This chapter examines the role of social networks in the maintenance of close relationships, drawing on contributions from a variety of fields. We begin by discussing research in the field of communication that demonstrates how people use social networks as one of several relationship-maintenance strategies, such as by engaging in activities with mutual friends. The literature in social psychology on how social networks influence the motivation of both dyad members to engage in different maintenance strategies as a result of their commitment to one another is then reviewed. In addition, the social network can have a substantial effect on a couple's ability to maintain a relationship, especially through the provision of relationship advice, which is discussed in this chapter. The discussion then shifts to more general questions regarding the structural or compositional characteristics of social networks and how they influence the maintenance of spousal ties. The processes through which networks influence relationship maintenance vary, including how networks influence relationship maintenance differently throughout the life course and via technology (e.g., social media).

5.2.2.3 Correlation Analysis

This section presents the results of Pearson r correlational analysis which was done to examine the associations among various independent variables and dependent variables, bridging social capital, bonding social capital, civic participation and political participation. The independent variables were distributed in four categories; demographic variables, social media profile of the students, Facebook use of the students and students’ motivations to use social media in their daily lives.

Table 31: Correlation between various independent variables and social capital (Online Bounding/Bridging)

Independent Variable	Online Bounding Social Capital	Online Bridging Social Capital
Age	0.567**	0.367**
Income	0.423**	0.521**
Education	0.673**	0.780**
Maintain Social Ties	0.791**	0.812**
Motivation to use Social Media	0.623**	0.721**
Time Spent on Social Media	0.890**	0.743**
Group Affiliation	0.678**	0.723**
Seeking and Sharing information	0.634**	0.612**
Self-Expression	0.751**	0.675**

According to Table 31, there is a statistically significant correlation between social media users and online social capital that is both bridging and bound. At the 1 percent level of significance, it demonstrates a strong positive connection with age. Similar to this, there is a high positive relationship between online bridging social capital and income, with a $r=0.521$ correlation for the former and $r=0.423$ for the latter. Additionally, education is crucial for the growth of social capital. With values of 0.673 and 0.780 for online binding and bridging, respectively, the association between education and online binding and bridging social capital is very substantial. Online bonding social capital value ($r= 0.791$, at $p0.001$, and online bridging social capital value ($r= 0.812$, at $p0.001$) demonstrate strong positive correlations with social media connection maintenance practices. These results showed that social media use was strongly correlated with both bridging and bonding social capital.

Additionally, the results show a statistically significant link ($r=0.623$, $r=0.621$, and $p0.001$) between student motivation to use social media for establishing new social ties and online bonding and bridging social capital. Maintaining current social connections was favorably connected with the students' online social capital. Online social capital for bonding and for watching birds was connected with students' motivation to utilize Facebook for information sharing and seeking. Additionally, the amount of time spent on social media, membership in different organizations, and the behavior of searching out and sharing information on social media show a strong statistical correlation with the development of

social capital on the indicator of bonding and bridging social capital. With $r=0.751$ and $r=0.675$ for online social bonding and online bridging social capital, respectively, self-expression was also connected with the development of social capital.

Steinfeld et al. (2009) discovered a correlation between Facebook use and social capital and psychological well-being. The results demonstrated that using Facebook is closely associated with connecting social capital assets. This suggests that social networking platforms can assist users in building networks that serve as valuable sources of social capital. In addition, the following study aims to advance U&G theory by examining the pleasure demands satisfied by Facebook usage among Pakistani university students. Proponents of U&G research believe that gratification requirements must be taken into account for the success of any technological product or application (Ruggiero, 2000; Papacharissi, 2008). Different gratification needs have been identified in relation to SNS and Facebook usage. Nevertheless, there is ongoing debate regarding the primary reasons why people use Facebook (Papacharissi & Mendelson, 2010).

According to a number of academics, the majority of Facebook users have social needs. This entails researching information on Facebook, establishing new social connections, and maintaining existing relationships. However, according to the researchers, Facebook is primarily used for personal reasons. These requirements consist of self-expression, entertainment, and self-documentation. In this study, Pakistani users selected both types of satisfaction demands as reasons for using Facebook.

According to the study's findings, Pakistani university students use Facebook for both social and personal reasons. They utilised Facebook for a variety of purposes. They were reasonably effective at creating new connections and maintaining their existing social networks through Facebook. Facebook was a useful resource for college students searching for and sharing information. On this platform, they could freely express themselves in front of other Facebook users. Facebook was also a source of enjoyment for them. In order to evaluate the motivational needs of Facebook users, the majority of the studies in the present body of research used samples from western populations. This study's sample is non-Western. According to the findings, non-Western Facebook users had similar objectives to Western Facebook users (Aljasir, 2015).

According to Dixon's (2022) research, internet users worldwide spent an average of 147 minutes per day on social media, an increase from 145 minutes the previous year. Philippines citizens spend an average of 3 hours and 53 minutes per day on social media. In contrast, Americans spent only two hours and three minutes daily on social media. The global rate of social network penetration is currently 54%. In terms of global social media usage by region, Western Europe ranked highest with a 79 percent penetration rate. Eastern and Middle Africa ranked last on the list, with 10% and 8% use penetrations, respectively. People use social media for a variety of purposes. Users enjoy discovering and sharing amusing or intriguing content, but they primarily use social media to keep up with friends who are interested in current events.

Table 32: Correlation between time Spent on Social Media and Social Capital Formation

N=520

Variables		Time Spent on Social Media	Social Capital formation
Time Spent on Social Media	Pearson Correlation	1	.052
	Sig. (2-tailed)		.001
	N	520	520
Social capital Formation	Pearson Correlation	.052	1
	Sig. (2-tailed)	.001	
	N	520	520

Table 32 depicts that it was implicit that time spend on social media and social capital formation are directly proportional to each other. Analysis of social capital formation and social media usage intensity or time was found correlated which depicted that strong positive relationship was found between social media usage hours and social capital formation. The correlation revealed that formation of social capital is extremely attached with the time spend on social media. The university students who are more connected with the social networking site and long-time use on that sites developed more online social capital as compared to those youth who are not strongly attached with the social networking sites.

The findings were consistent with the findings of Dixon's research (2022), which stated that internet users around the world spent an average of 147 minutes per day on social

media, which was an increase from the previous year's average of 145 minutes. At this time, the Philippines is the country in which people spend the most time on social media each day, with an average of three hours and 53 minutes per day spent on such platforms by its population. In contrast, the average time spent by Americans on social media each day was only two hours and three minutes. At this time, social networking sites have a penetration rate of 54% across the entire globe. With a penetration rate of 79 percent, Western Europe came out on top when compared to other regions around the world in terms of the usage of social media. The use rates in Eastern and Middle Africa were the lowest on the list, coming in at 10% and 8%, respectively. People engage in a wide range of activities on their various social media accounts. Users enjoy discovering new content that is either funny or interesting and sharing it with their friends, but the primary reason they use social media is to keep up with friends who have an interest in current events. The most recent study added more weight to the finding that university students in Pakistan make excessive use of Facebook. For the purpose of measuring this excessive use of Facebook, two modified scales known as the FBI and FRMB were utilized. These scales are frequently utilized in studies that are based on Facebook to evaluate Facebook usage. Both of these scales underwent their initial validation in a Pakistani society for the very first time.

Table 33: Correlation between Social Capital formation and Affiliation/following of groups on social media

N=520

Variables		Social capital formation	Affiliation/following of groups on social media
Social capital Formation	Pearson Correlation	1	.462**
	Sig. (2-tailed)		.000
	N	520	520
Affiliation/following of groups on social media	Pearson Correlation	.462**	1
	Sig. (2-tailed)	.000	
	N	520	520
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 33 proposed axiom was analyzed that social capital formation and affiliation/following of various groups on social media was correlated. The analysis revealed the strong relationship between the variables which shown significant and positive value, it means the more following on the social media networking sites increase the level of social capital formation, Because follower of the same group develops the same kind of ideology that come them to close each other and make the social capital.

5.2.3 Multivariate Analysis

Bivariate analysis is usually used to check the relationship, strength, and direction of the relationship between two variables. In most cases, however, these relationships do not provide a sufficient basis for a relationship with the victims. Therefore, to develop a causal relationship, some other variables were added to the study. When more than two variables are included in an analysis, it is commonly referred to as multivariate analysis (Panneerselvam, 2005). In this study, several regressions were performed to detect the effect of the predictor on the response variable and a factor analysis procedure was performed, which is one of the suitable techniques for developing a causal relationship between the predictor or explanatory variables in the response variable.

Multivariate analysis is performed to identify whether the ratio is false or non-false. Multivariate analysis also allows the researcher to find the relative importance of each independent variable in determining a dependent variable. Multivariate analysis also indicates the suitability of independent variables to study a dependent variable (Zafar, 1996).

5.2.3.1 Multiple Regression Analysis

Multi-regression analysis is a cumulative technique for analysing numerical data consisting of different predictors and a single response variable. There are several models in regression analysis, such as linear regression, ordinal regression, binary regression, and numerical regression (Richard and Ramey, 2004).

Regression methods, such as linear, logistic, and ordinal regression, are useful tools for analyzing the relationship between several explanatory variables and the outcome variable (Chatterjee and Hadi, 2006; Chen and John, 2004). In the current study, linear regression and ordinal logistic regression modeling are used to check the effect of predictors on the response variable.

5.4.1.1 Multiple Linear Regression Model

Multiple linear regressions are commonly used to see the multiple effects of more than one explanatory variable on response variable. Therefore, several linear regressions were used to identify the relationship between independent variables associated with the social media and its effects on social capital. The appropriateness of several linear regressions for the present study was confirmed by verifying the assumptions of several regression models. First, the linearity of the relationship between the dependent variable and the independent variable was tested by plotting disaggregated diagrams of the dependent variables and the independent variables. Second, homoscedasticity; the consistency of the variations in error terms in the regression model was also confirmed using a graphical method (Gujarati 1998).

According to the graphical method of confirming homoscedasticity, the square residues of the model were designed for the estimated values of the dependent variable, and the presence of an unsystematic pattern between the two variables confirms that the error terms in the regression model have homogeneous variance. Third, the model presented in this study was also tested for autocorrelation; correlation between successive error terms in the regression model (Webster 1995).

The applicability of the regression model depends on the structure of the data. Data scatter plots are obtained to know the data model. Distributed graphs show that the data meet the assumption of homogeneity of variances because scatter plots did not show trend or patterns. The assumption of normality of the data is examined by drawing a histogram of the residues. The histogram of the residues is like a normal curve showing that the data meet the assumptions of normality.

If the data satisfy the assumptions of homogeneity and normality of variances, then simple linear multiple regression is an appropriate technique to identify the relative importance of predictor variables when explaining the response variable and goodness-fitting of the model. The relative significance of the independent variables is determined using a regression coefficient (beta) and the model fit is examined using a coefficient of variation (R^2). The regression coefficient basically indicates the rate of change of the response variable when the predictor variable is changed by one unit. The magnitude of the regression coefficient indicates how large the independent variable is important in explaining the dependent variable. The higher the magnitude of the independent variable, the greater will be the relative importance of that variable in determining the response variable. The sign of the

regression coefficient indicates whether the effect of the prediction variable is positive or negative. A positive sign indicates that the change in the dependent variable is in the same direction as the independent variable. On the other hand, a negative sign indicates that a change in a dependent variable is the opposite of a change in an independent variable. The coefficient of variation (R^2) is an indication of the goodness of a suitable model. If in social sciences R^2 is greater than 0.40 (40 percent), the regression model is considered the best model, i.e., the independent variables included in the regression model are relevant, appropriate, suitable for studying the response variable (Zafar, 1996).

Table 34: Impact of explanatory variables on the response variable Social Capital (Online Bounding): Linear regression Model 1

Regression Results	
Variable Model 1	Standardized β
Age	0.271**
Education	0.151**
Time spent on social media	0.167**
Maintain Social ties	0.256**
Motivation of use Social Media	0.324**
Information sharing and Seeking	0.172*
F	202.106
R^2	0.592
Adjusted R^2	0.589
P-value	0.000**

Predictor: Age, education, Income, Time spent on social media, Maintain Social ties, Motivation to use social media, Information sharing and seeking

Dependent Variable: Social capital (Online Bounding)

**= Highly Significant

*= Significant

Using multiple linear regression, the relationship between independent and dependent variables was analyzed. The analysis revealed that the model was statistically significant with a p-value of 0.00 and an F-statistics value of 202,106. The coefficient of determinants (R^2) is 0.589, indicating that 58.9% of the change in social capital (online bounding) can be attributed to the variables discussed in this model. The remaining variation may be attributable to additional variables that were not considered. The preceding table provides a comprehensive description of each variable and its associated values. Six variables are used

to explain the evolution of social capital (online bonding). Age predicts that the dependent variable will change by 27,1% as a result of the younger age group of respondents, which is more media dependent and forms social capital. Education is the next component. According to the beta value, respondents' educational levels caused a 15.1% shift in the online social capital boundary. As respondents' educational attainment increases, so does the rate of social capital formation. The amount of time spent on social media indicates an increase of 16.7 percent in respondents' use of social media. The maintenance of social ties is essential to the transformation of social capital. This variable's beta value is 25,6%, which represents a 25% increase in social capital as a result of maintaining existing social ties. The altered motivation to utilize social media accounts for 32.4% of the change in social capital. Sharing and searching for information is one of the most important aspects of building social capital on internet platforms. The beta value indicates that the respondents' information-sharing and information-seeking were responsible for the 17.2% change in social capital.

Table 35: Impact of explanatory variables on the response variable Social Capital (Online Bridging): Linear regression Model 2

Regression Results	
Variables Model 2	Standardized β
Age	0.171**
Education	0.243**
Time spent on social media	0.271**
Maintain Social ties	0.207**
Motivation of use Social Media	0.251**
Information sharing and Seeking	0.198*
F	191.100
R ²	0.555
Adjusted R ²	0.548
P-value	0.000**

Predictor: Age, education, Income, Time spent on social media, Maintain Social ties, Motivation to use social media, Information sharing and seeking

Dependent Variable: Social capital (Online Bridging)

**= Highly Significant

*= Significant

In order to investigate the connection between the independent variables and the dependent variables, multiple linear regression was utilized. Following the completion of the

analysis, it was found that the model was valid and had achieved statistical significance with a p-value of 0.00 and an F-statistics value of 191.100. There are six different factors that are used to explain the change in the dependent variable, all of which have a strong correlation with one another. The value of the coefficient of determinants, or R², is 0.548, which indicates that the variables investigated by this model are responsible for 54.8 percent of the variation in social capital (online bridging). There is a possibility that the remaining shift can be attributed to other variables that are not taken into account by this model. According to the findings presented in Table 35, which can be found above, the factors that contributed to this change in social capital (online bridging) are shown to be the primary culprits. The overall model is suitable for making predictions based on a single variable.

Table 36: Relationship between Independent Variables and Social Capital Formation (Online Bounding/Bridging): Results of Logistic Regression

	Variables	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Time spend on media	.044	.059	.574	1	.449	1.045
	Group affiliation	.030	.230	.017	1	.896	1.031
	Maintain social ties	.085	.182	.219	1	.640	1.089
	Behavior maintenance	2.727	.383	50.783	1	.000	15.291
	Information seeking & Sharing	1.035	.359	8.311	1	.004	2.816
	Constant	5.436	1.014	28.729	1	.000	.004
a. Variable(s) entered on step 1: Time on media, group affiliation, maintain social ties, behavior maintenance, and information seeking and sharing.							

Logistic regression model was employed and the results of analysis exposed that social media usage is important for the sake of social capital formation particularly online bonding and bridging. While the exponential values indicated that Time on media, group affiliation, maintain social ties, behavior maintenance, and information seeking and sharing were found closely consistent to the social capital formation. Moreover, the value of all the variables had a significant impact on the social capital formation. So, researcher concluded that all variables are predictor of the social capital formation the change in the log of the

independent variables that are entered in the model has positive significant effects on the dependent variable.

5.4.1.2 Variable discussion of the Regression Models

Young people are more interested in and knowledgeable about internet communication technologies, making them a hub for networks and connections in this contemporary and digital world, according to a study by Bloom and Canning (2014). Through social networking sites, adolescents attempt to learn about the world. This is significant for the development of social capital because young people form friendships with people from all over the world based on their individual interests and desires. According to Geol's 2007 report, education has a significant impact on the human race. It guides and instructs the mind so that people can reason and make wise decisions. Education is crucial if a nation is to experience growth and development (Geol, 2007).

According to Dixon's (2022) research, internet users worldwide spent an average of 147 minutes per day on social media, an increase from 145 minutes the previous year. Philippines citizens spend an average of 3 hours and 53 minutes per day on social media. In contrast, Americans spent only two hours and three minutes daily on social media. The global rate of social network penetration is currently 54%. In terms of global social media usage by region, Western Europe ranked highest with a 79 percent penetration rate. Eastern and Middle Africa ranked last on the list, with 10% and 8% use penetrations, respectively. People use social media for a variety of purposes. Users enjoy discovering amusing or intriguing content to share with their friends, but they primarily use social media to keep up with friends who are interested in current events.

The maintenance of social ties is essential to the transformation of social capital. The inference was consistent with Sprecher et al., (2019) concluded that relationships are embedded within larger social networks, which include both partners' families and friends. This chapter examines the role of social networks in the maintenance of close relationships, drawing on contributions from a variety of fields. We begin by discussing research in the field of communication that demonstrates how people use social networks as one of several relationship-maintenance strategies, such as by engaging in activities with mutual friends. The literature in social psychology on how social networks influence the motivation of both dyad members to engage in different maintenance strategies as a result of their commitment to one another is then reviewed. In addition, the social network can have a substantial effect

on a couple's ability to maintain a relationship, especially through the provision of relationship advice, which is discussed in this chapter. The discussion then shifts to more general questions regarding the structural or compositional characteristics of social networks and how they influence the maintenance of spousal ties. There are various ways in which networks influence relationship maintenance, including how networks influence relationship maintenance differently throughout the life course and via technology (e.g., social media).

Bumgarner (2007) enumerated seven reasons why Facebook users exist. These motivations include: social utility (using Facebook with friends, discussing Facebook with others); directory (using Facebook as a directory and to track people, such as for class information); voyeurism (learning about others from a distance, comparing oneself to others); herd instincts (using the sites because everyone else does, and not wanting to be left out); collection and connection (amassing friends, organizing friends, feeling connected to others); persona (creating an online persona); and persona maintenance (meeting people particularly for romantic reasons, finding parties or events). However, the analysis revealed that social interaction is the primary reason why people use Facebook. Users typically utilize Facebook to communicate with their friends. They explore the accounts of their friends, view their images, and interact with them. They demonstrate who they are to their friends by utilizing Facebook. The other motives can also be used to predict the actions of Facebook users.

Sharing and searching for information is one of the most important aspects of building social capital on internet platforms. According to the findings of the following study, Pakistani students frequently use social media to access and share information regarding social issues, politics, sports, fashion, and religion. These findings are consistent with previous national and international-level research involving students. In addition, these results contradict the notion that college students spend their time on social media. Due to the emergence of social networking platforms that allow users unrestricted access to information, modern civilizations have changed. It is quite intriguing that young people are more interested in using social networking sites to acquire knowledge than other forms of technology (Kim et al., 2011). Facebook is well-known throughout the world among those who regularly access and share information via this platform (Baek et al., 2011). In Pakistan, Facebook has become a reliable source for locating and sharing information (Ahmad et al., 2016).

5.3 Qualitative Study

Qualitative designs are broadly used in the sociological research, the modern researcher most of the time focused on the qualitative approach while doing research and the importance of this approach is broadly appreciated (Divan, *et. al.*, 2017). These qualitative methods might be unknown for the basic science researcher like engineering and technology and mathematics (Rowland & Myatt, 2014; Rosenthal, 2016). There are number of resources, images and texts available for qualitative design but it mostly focused on the making assumptions, information gathering rather than the true focused on analysis process.

A qualitative data collection method was also used to address those determinants that are not naked or transparent in the quantitative design. The Qualitative design is an effective way out to probe the opinion of people towards their beliefs, behavior and values of a specific population (Mack, *et. al.*, 2005).

Discussion presented in this chapter is independent in its status, rather than supporting the posture dimensions. In this study, the interview schedule was not designed based on the focus group discussions. The information collected in these discussions on the same general topics was treated as independent, independent status data. Other studies provide evidence that the use of questionnaire and FGDs has been independently addressed in the presentation of results (Suyono, *et. al.*, 1981).

5.3.1 Focus Group Interviews

The focus group discussion is developed so that many people's decisions are made in a social context. Participants, who are a relatively homogeneous group of people, are asked to consider questions. The focus group discussion is usually nice and enjoyable for the participants. They convey and share their opinions and provide some extra comments in addition to their original answers when they hear other participants say so. It is not necessary for the group to reach any consensus. A session usually begins with the rise of a specific question to focus the discussion. It is imperative that the moderator has a neutral role in the session. The moderator has a few prerequisites for the discussion to run smoothly, such as to manage the situation and skill to get more and more information that is necessary for researcher. Moreover, moderator equally treats all members of the group instead of making importance and gives more space to the 1 or 2 members of participants. The participants must be sharing their own views and knowledge towards the topic of discussion researcher can

lead them. Local language of the participants is considered respectful. It is essential to make confirm the meanings of native languages because sometime words have different meaning in different cultures. For a small group of people, it is usually not possible to ask more than four to five important questions per hour.

5.3.2 Beginning the Focus Group Discussions

The main highlights were taken into consideration when initiating group discussions includes topic overview, discussions ethics, and question. It is necessary to create awareness among all participants towards the importance and nature of research that become helpful for understanding because familiarity and understanding with the topic helpful for the participants for explaining their point of view. Members of group were informed that they had been selected through some criteria related to their common characteristics and interest. It was made clear to all members that there were no misconceptions and they freely give opinion in favor or in against the subject or questions. Participants are free but keep in mind the below mentioned rules;

- It is an academic research
- Speak one and other wait for their turn.
- Do not attached any event with any particular personality that create issue
- All the conversation done during FGD will be recorded to avoid the information missing related to the important aspects.
- The session will be consisted of 1 to 1.5 hours continuously without any break.
- Inductive technique was designed to probe the opinion of participants moving from general to specific questions.

5.3.3 Note taking and recording of the Focus Group interviews

The moderator recorded the focus group discussion in two main ways, i. e. by taking notes and recording. When using a tape recorder during discussion process, the notes consist mainly of key themes; catalogue of the most important topics presented by the participants will be taken. The keywords or quotations are written in the local language of the participant.

The foremost objectives of the discussion are to probe and collect the information rather than the change the participant's mind. The main purpose of written submissions is to

collect high quality information. The moderator tries to take short notes quickly without disturbing the ongoing conversation. Notes are made depending on the nature of the study.

The recorder is part of the researcher's indispensable equipment that uses qualitative methods. The recorder does not tune in to the conservative changes that are said in the interpretation, or record the words slower than they are spoken. In addition to increasing the accuracy of data collection, the use of a recorder allows the interviewer to be more attentive to the participant. However, most evaluation interviews are organized so that the recorders are appropriate if properly explained to the interviewee.

Use of recording does not finish the importance of note taker. Because notes helpful for the researcher to verify the information. Memorizing the topics before discussion is helpful for making new question during the process of discussions. Moreover, note taking useful for counter verification of recorded information.

5.3.4 Analysis strategy used for Qualitative data

The qualitative information gathered through FGD and Interview guide was analyzed through content analysis method. "Content analysis is the systematic, objective and narrative of explicit communication content" (Berlson, 1974). It is a tool of qualitative analysis that helpful to approximation of the appearance of the certain concept or views within texts. Moderator quantifies and analyzes the presence, myths and meaning and association of such words and concepts. Then make conclusions about the messages within the texts. Texts of analysis can be defined as books, chapters, interviews, conversations, essays, discussions, articles and newspaper headlines, advertising, speeches, theater, informal conversation, historical documents and any communicative language. Moreover, Braun and Clarke methodology of thematic analysis was applied to analyze the results of qualitative information.

Thematic analysis is the process of identifying patterns or themes in qualitative knowledge. Braun & Clarke (2006) suggest that it is the first qualitative method that should be learned because "it provides the core competencies that are useful for performing many other types of analysis". An additional benefit, especially for learning and teaching, is that it is a method rather than a methodology (Braun & Clarke 2006; Clarke & Braun 2013). This means that, unlike many qualitative methodologies, it is not tied to a particular epistemological or theoretical perspective.

There are many different approaches to thematic analysis (Alhojailan, 2012; Javadi & Zarea, 2016). However, this diversity means that there are some confusion in the nature of thematic analysis, including how it differs from qualitative content analysis (Vaismoradi, Turunen & Bonda, 2013). In this example, we follow the 6-step framework of Braun & Clarke (2006) (see figure 5.1). This is undoubtedly the most impressive approach, at least in the social sciences, probably because it provides a clear and useful framework for conducting thematic analysis.

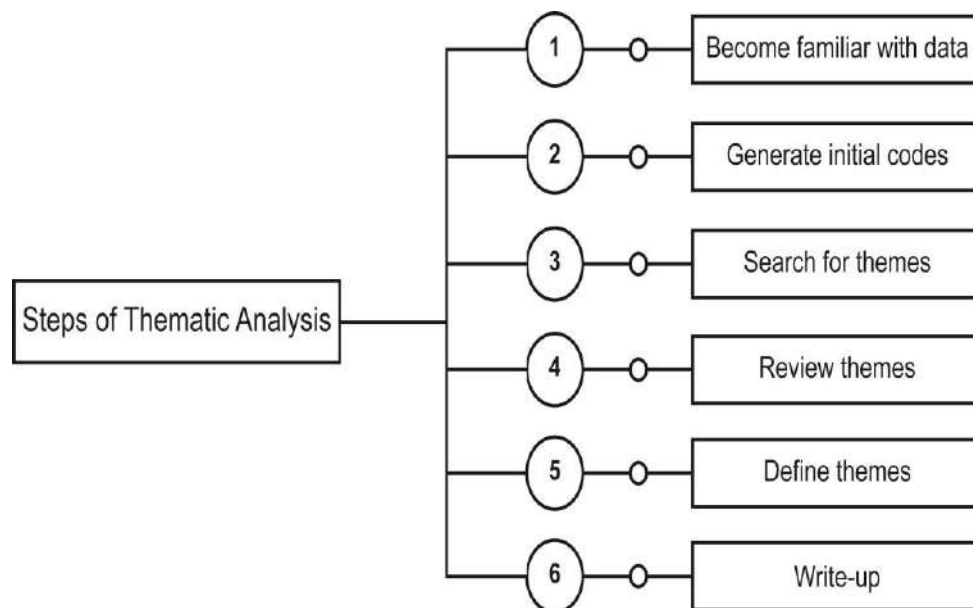


Figure 5.1 Steps of Thematic Analysis

Source: Thematic Analysis framework (Braun & Clarke, 2006)

1. Become familiar with the data.

The first step in any qualitative analysis is reading and re-reading the texts. The researcher should be well versed in his or her entire database or data set (all interviews and any other possible information) before the researcher goes further. At this point, it is useful to take notes and make early impressions.

2. Generate initial codes.

At this point, the researcher begins to organize data systematically, coding reduces much of the data to small pieces of meaning. There are different ways of coding and the method was defined according to the objectives.

The researcher's job was to address certain research questions and analyze the data with that in mind - so this was a theoretical thematic analysis rather than an inductive one. Based on this, the researcher coded every piece of data that was relevant or captured something of interest to our research question. The researcher did not encode every text. However, if the researcher had done a more inductive analysis, the researcher could have used line-by-line coding to encode each line. The researcher used open coding; that is, we did not have any pre-set codes, but we developed and edited the codes as the researcher worked through the coding process.

3. Search for themes.

As previously defined, a theme is a model that captures something significant or interesting to an information and / or research question. As Braun & Clarke (2006) explain, there are no hard and fast rules for a theme. The subject is characterized by its importance. If the researcher has a very small data set (eg, one short focus group), there may be a significant overlap between the coding phase and the initial theme identification phase.

4. Review themes.

During this phase, the researcher will review, modify and develop the initial themes that we identified in Step 3. Do they make sense? At this point, it is useful to gather all the information related to each topic. The researcher can easily do this by using the "cut and paste" function in any word processing package, by copying scissors or by using some Microsoft Excel method (Bree & Gallagher, 2016). Using quality data analysis software, on the other hand, can make the process much faster and easier, but it is not necessary.

The researcher read information on each theme and wondered if the information really supported it. The next step is to think about whether the themes work with the whole dataset. In this example, the data set is one snippet, but usually you have more than this and you need to consider how the themes work in both the interview and all interviews.

5. Define themes.

This is the final refinement of the themes, and the purpose is to "identify" the "essence" of each theme (Braun & Clarke, 2006). What is the saying of the theme? If there are sub-themes, how do they interact and relate to the main theme? How do the themes relate to each other?

6. Writing-up.

After developing and considering most relevant themes and data now researcher is ready for write up process. Results are discussed in next mentioned portion.

5.5 Discussions/Results from FGDs

Analyzing qualitative data can present challenges, not least for inexperienced researchers. In order to make explicit the ‘how’ of analysis, we applied Braun and Clarke (2006) thematic analysis framework to data drawn from learning and teaching research.

The foremost aim of the study was to explore the effects of social media usage on the social capital formation among university students. Most of the participants' answers were in Urdu that translated into English. The current section covers the perspectives of key FGD informants related to these topics and the conclusions of qualitative analysis. Following are the results found from the discussions with focus group members.

- **What do you know about Social Media and how to access it**

Social media refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks.

Social media is platform that helps the people to interact with broader audience and share and transfer information and knowledge (Participant).

Social media ek aisa platform hy jis k through students ek dosry k sath internet k through judty (connect) hoty hy aur ek dosry se sari information share krtay. Social media k zariye hum pori world ma kisi se b information ly saktay hy (Participant).

Another student added that social media is source of different websites that are accessed through the Internet. On social media we can share idea, information and listen and watch some entertainment and infotainment program (Participant).

The vast majority of students log into their social media accounts through the university's provided Wi-Fi, which they access on their mobile devices and laptop computers. According to the findings, the Chief Minister's Laptop Scholarship Scheme is the primary motivation for individuals to use their own personal laptops. As part of this programme, laptops have been

given out to students in Pakistan who are pursuing degrees at the graduate and undergraduate levels in public and private educational institutions (Ahmad & Sheikh, 2013).

- **Which are the most popular networking sites**

Almost all of the respondents are using more than two social networking sites and have very much information about the social networking sites which includes dating sites as well. They mentioned there are different social media and social networking sites available to them like Facebook, Twitter, Orkut, Hi5, LinkedIn, Instagram, Blued, and YouTube. Majority is comfortable to use Facebook and YouTube.

Young people were more likely to feel out of touch when they did not get a chance to be on Facebook and became upset if it go shut down for any reason. In conclusion, Pakistani students intensively used Facebook in their daily lives. It is matched with Ahmad et al., (2016) who study the intensity of Facebook usage and youngster consider it is part and parcel of their life.

- **Have you any knowledge about social capital**

Maximum participants in the focus group was unfamiliar with the term, but when the researcher explain the term social capital in simple words that people try to respond. They reported that social capital is the network of social relationship that is based on the trust and connection of people with each and they help one another in the time of ups and downs (Participants)

Ye ek logo ja group hota hy jis ma log ek dosry k sath information share krty hy aur aps ma dosti bna lety. Social media k through pori dunia k log ek dosry se easily connect ho jaty hy aur information share krty es tara ye network bra hota jata hy jis insan k jitney zida contacts hoty hy utni zaida e us ki social capital ma b azafa hota hy (participant)

The findings were in line with the previously proposed definition of social capital, which A by-product of social capital is the formation of social relationships between individuals as a result of social interaction carried out within the context of structured social networks. Researchers have begun to address the concept of social capital at the individual level rather than the community level and the virtual world rather than the corporeal world in order to differentiate between two distinct types of social capital that can be found at the individual level (Kwon et al., 2013). Students place a high value on social capital for many different

reasons, including for the purpose of having fun, organising extracurricular activities, and making new friends (Giannakos, et., al., 2013).

- **Affiliation on social media with different group**

Social Networking sites have widespread popularity among its users because of its features. One leading feature is to create page and social groups for particular cause and purpose. The renowned groups on different social networking sites like Facebook are created for; sharing information of the department and university, getting updates of political parties, disseminating news, sharing information related to religion, and for spreading awareness on social problems. The results indicate that Pakistani students also made use of this feature of Facebook and had memberships of various social groups.

Majority of the students have affiliation with the educational, entertainment group on the social media.

Respondents added that: hum ny social media apny time ko utlize krny k liye istmal krna start kia tha. Hum zaida ter waha per songs, and movies dekhty hy jis se hamra waqt acha guzr jata hy.

Social media pr different groups majood hy jin k zariye hum apny intrest k logo se milty hy zaida ter hum entertainment krty hy sometime online games khelty hote b hum aise logo ko join krty hy jo kud b video games khety hy but games py hoi dosti hum ko phr lamby aur achy safar py ly jati hy jidr hum ek dosry ki phr social life ma madad krty hy (Participant).

There are different kind of group available at social media that connect the people of same interest. Maximum people joined the entertainment groups on the social media that come for long term relationship that become helpful in practical and social life.

On respondents added that I am playing Chess on the social networking sites and I meet some people there at starting just for playing chess but within the passage of time they become very good friends of mine and now they always with me in time of distress and happiness (respondents).

- **Social media helpful for developing and maintain social ties**

Besides using SNSs for developing new social relations, people use this technological miracle for the maintaining existing social relationships as well. Social media has been

considered one of the platforms that people widely utilize to meet other people sharing similar interest. The research studies show that this social network site has been used across the globe to make new social ties and relationships.

Social networking service platforms are built with weak connections in mind. Using Twitter, you can follow and be followed by someone you've never met in person. In the absence of Facebook, you will be unable to keep in contact with people who you would otherwise be unable to communicate with. This implies that the services provided by social networking sites make it easier to maintain current ties while also fostering the development of new partnerships. Each social networking service, on the other hand, offers an own collection of features. It is arguable if social networking services assist users in expanding their networks, as well as in maintaining and strengthening current ties (Participant).

Social media hamri social ties ko maintain krny ma bri madad deta hy some time hum school and college fellow k sath offline ho chuky hoty hy aur phr achank se wo hum ko kisi social networking site py mil jaty hy jis se bri khushi hasil hoti hy. Es tara social media na sirf hum ko new relationship bnwany ma madad deta hy bal k old relations ko b behal krny ma sath deta hy (Participant).

Social media is source of maintain social ties through social media people find out their old and far away friends and connect them again. In this way social networking sites not only promote the new relationship but also helpful to maintain our old social bound.

These findings lend credence to earlier studies that demonstrated that users of this social networking site utilize it as a means of maintaining contact with long-lost friends. The information that is presented below provides support for the hypothesis that young people use Facebook to both strengthen the connections they already have and to make new friends. According to research carried out in many different parts of the world, people make use of these platforms in order to keep their social connections (Sheldon, 2008; Chigona, 2013; Hew, 2011). Specifically, Facebook has established itself as a leading social networking site that users utilize in order to maintain contact with their existing friends and coworkers (Park & Lee, 2014).

- **Motivational Needs of Pakistani social media users User**

Some respondents view social needs as a major motivation to use Facebook. These needs are the development of new social ties, the maintenance of current social relationships and the seeking of information through Facebook.

On the other hand, the researchers contend that people use Facebook for personal needs. These needs are entertainment, self-expression and self-documentation. In this study, both kinds of gratification needs were opted as motivations to use Facebook on the part of Pakistani users.

According to the study's findings, Pakistani university students use Facebook for both social and personal reasons. They utilized Facebook for a variety of purposes. They were reasonably effective at creating new connections and maintaining their existing social networks through Facebook. Facebook was a useful resource for college students searching for and sharing information. On this platform, they could freely express themselves in front of other Facebook users. Facebook was also a source of enjoyment for them. In order to evaluate the motivational needs of Facebook users, the majority of the studies in the present body of research used samples from western populations. This study's sample is non-Western. According to the findings, non-Western Facebook users had similar objectives to Western Facebook users (Aljasir, 2015).

The subsequent study intends to contribute to U&G theory by investigating the pleasure demands satisfied by Facebook use among Pakistani university students. Proponents of U&G research believe that gratification requirements must be taken into account for the success of any technological product or application (Ruggiero, 2000; Papacharissi, 2008). Different gratification needs have been identified in relation to SNS and Facebook usage. Nevertheless, there is ongoing debate regarding the primary reasons why people use Facebook (Papacharissi & Mendelson, 2010). After conducting a systematic literature review, the author developed an inspiring model for Pakistani Facebook users. This model considered the social and personal Facebook usage requirements of Pakistani students. As a result, our research provided more comprehensive data and extended the existing U&G research to comprehend Facebook users' desires for pleasure.

- **Level of Social media use among University Students**

The frequency with which Facebook was utilized by college students is the subject of the second objective. In earlier research, it was discovered that there is a high rate of Facebook usage among college students. The most recent survey offered further confirmation that students attending universities in Pakistan make excessive use of Facebook. For the purpose of measuring this excessive use of Facebook, two modified scales known as the FBI and FRMB were utilized. These scales are frequently utilized in studies that are based on Facebook to evaluate Facebook usage. To our knowledge, this is the first time either of these scales has been validated in Pakistani society.

- **Manifestation of Social Capital (Online bounding/bridging)**

The purpose of the research was to investigate the different ways in which Pakistani Facebook users demonstrated their social capital. The researcher looked at contemporary theories regarding social capital. After looking into the theory of social capital, the researcher positioned the investigation within the Putnam school of social capital. The findings of the study suggest that social capital and bonding are connected to one another. In addition, civic participation is a direct consequence of high levels of social capital. The current study looked at social capital in relation to a particular setting in the context of SNS research. In order to provide a more comprehensive understanding regarding the generation of social capital, the issues that were discussed above needed to be taken into consideration in greater detail within a single study. Our research altered the social capital matrix and connected it with civic participation as a result of these various considerations. Different forms of social capital, including both online and offline components were taken into consideration. As a direct consequence of this, six distinct types of social capital have been identified. According to the findings of the study, Pakistani students are engaging in offline and online activities that contribute to their social capital (online & offline). These findings demonstrate that studying social capital in context, both online and offline, is a viable academic endeavor. In addition, Putnam's theory of social capital was successfully tied to the discussion of social capital through the use of this study, which was successful in tying civic engagement to the discussion of social capital.

The development of online social capital is significantly aided by the use of social media as a primary driver. Bridging and online binding are both processes that are carried out, and offline binding is developed (participant).

The findings demonstrated that Pakistani students identified with and felt a sense of belonging within the larger community. In other words, they had the misconception that they shared a connection of some kind with them. This feeling served as the glue that enabled the students to successfully form social bonds with one another. Even though these bonds were not particularly strong, they were extremely useful to them in their day-to-day lives. But as they got to know more people, these connections became even stronger. Students in Pakistan also had the opportunity to interact with people they didn't already know thanks to Facebook. Because of their interactions with other people on Facebook, they also had the impression that they were connected to everyone and everything in the world. They were also prepared to sponsor events in their local community as well as Facebook groups. The majority of respondents had online bridging social capital because they were outgoing, interacted with a diverse variety of people, saw themselves as belonging to a larger group, and had diffuse reciprocity with a larger community. In other words, they were socially connected because they were outgoing and interacted with a diverse variety of people.

- **Relationship between Social media and Social Capital**

Globally, empirical evidence has been produced to support the notion that Facebook usage encourages the expression of social capital (Ellison et al., 2007; Valenzuela et al., 2009; Vitak et al., 2011; Warren et al., 2015; Jin, 2015). The study focused on this interaction in order to draw conclusions about Pakistani society.

Focus group discussions revealed that Pakistani students' Facebook usage predicted their online social capital bridge-building, online social capital bonding, and online and offline civic engagement. It was discovered that online civic engagement and online social capital contributed significantly more to Facebook use intensity than offline civic engagement. In contrast, the current study examined a significant correlation between students' Facebook usage and bonding social capital, which is stronger than bridging social capital. Additionally, Jin (2013) found that Facebook use intensity was more significant for strengthening social ties than for forming new ones. When Facebook becomes an integral part of a person's daily routine, it fulfills its purpose of forming both new and stronger social bonds.

In contrast, Facebook connection maintenance behaviors, the second predictor of Facebook use, predicted all types of social capital except offline bonding social capital. In the study of bridging and bonding social capital, FRMB was a strong predictor of online bridging

social capital, a moderate contributor to offline bridging social capital, and a weak predictor of online bonding social capital. In addition, FRMB had a substantial impact on the variance of respondents' online civic engagement, but a negligible impact on their offline civic engagement. These findings confirm the positive causal association between Facebook use and the development of social capital among college students. Ellison et al. (2004) used this scale for the first time to evaluate Facebook usage and social capital.

- **Relationship between motivations to use of Social Media and Social Capital**

Modern academics believe that the benefits of using Facebook are highly dependent on the user's motivations. Utilization of Facebook with discretion is specifically linked to the development of social capital. According to prior research, the Facebook usage motivations of students served as a predictor of their social capital (Papacharissi, & Mendelson, 2010). The formation of online and offline social capital among college students was extensively examined in relation to three motivations: making new contacts, maintaining existing social relationships, and seeking information. However, it went unnoticed that the needs for amusement, self-expression, and self-documentation constitute personal fulfillment.

This study's findings supported the notion that motivations are crucial for promoting positive Facebook usage (Kwon et al., 2013). Facebook was the second-largest contributor to offline bridging and bonding social capital and the top predictor of online bridging and bonding social capital, as determined by regression analysis. These results confirmed that Facebook can be used to create new social connections and that it is connected to both diverse and homogeneous networks (Zhong, 2014). In addition, it was found that respondents' Facebook usage explained their offline civic engagement. This conclusion, however, contradicts that of Zhong (2014), who observed the evolution of online civic engagement as a result of the formation of new social bonds.

Facebook is very well-liked by its users because it enables them to maintain their relationships (Nhm, 2013; Park & Yang, 2012). Those who use Facebook to maintain social relationships have greater bridging social capital (Ellison et al., 2007) and bonding social capital than those who use Facebook for other purposes (Lee, 2013). This study uncovered a causal relationship between Facebook use for maintaining social relationships and bridging social capital and civic engagement. This relationship could be utilized both online and offline.

Facebook is widely recognized for providing unrestricted access to information. Any information pertaining to any aspect of society is readily available for individuals to seek out and share. Pakistanis can see this more clearly because YouTube was previously banned in their country. Moreover, when Pakistan experienced a national emergency in 2007, Facebook became a vital source of news for young people (Shaheen, 2008). This context clearly demonstrates Facebook's significance to Pakistani culture, particularly among young people. According to the study, students' use of Facebook for information sharing and seeking was a significant and influential factor in the development of their students' bridging social capital, bonding social capital, and civic participation (Warren et al., 2014).

In recent years, users and gratifications studies have cited self-expression as a major motivator for Facebook usage. This social networking site has established itself as an adept and suitable venue for self-promotion. Users express their emotions, ideas, and thoughts on this website. University students in Pakistan who utilized Facebook communicated with others. Self-expression was the best predictor of all types of social capital. According to this result, college students utilized this platform effectively to influence others. By expressing themselves on Facebook, users can strengthen both homogeneous and heterogeneous ties (bridging social capital). Moreover, such Facebook usage serves as an incentive for individuals to communicate with one another in order to achieve group goals and advance collective causes.

The users also share information about their daily activities, such as the locations they visit and the actions they perform. In other words, users document their lives digitally. Through the sharing of forgotten experiences, time spent together, and group activities, this record provides a resource for bonding and bridging with peers during difficult times. The purpose of this study was to demonstrate that self-documentation accurately captured the differences between online and offline bridging social capital, online bonding social capital, and online civic participation among college students. Although this motive significantly influenced the social capital associated with online bonding, it was insufficient to explain other types of social capital.

- **Contribution of other variables in predicting Social Capital of the students**

As predictors of distinct types of social capital, the study identified socio-demographic variables and fundamental Facebook profile attributes. It was discovered that students' participation in Facebook-based groups may explain the variance in online bridging

social capital. However, this factor did make a small but significant and advantageous difference. In addition, it was hypothesized that students who were members of political Facebook groups possessed greater online social capital than those who were not. The study identified age and length of Facebook account ownership as predictors of online social capital bonding. People spend a significant amount of time on Facebook and rely on it more than any other website to maintain their homogeneity ties, as indicated by this result. These findings corroborated the data obtained from previous research endeavors.

It's interesting to note that the length of time a person had a Facebook account had a strong and significant effect on their offline social capital. Due to the conversion of online capital into offline capital, it could be argued that individuals who used Facebook for an extended period of time had extensive offline ties and emotional support. Future research should investigate how online social capital contributes to the comprehension of offline social capital.

The analysis revealed twelve characteristics that explain the variance in online civic engagement among students. Students' varying levels of online civic engagement were characterized by their average Facebook usage, number of Facebook friends, membership in Facebook-based social awareness groups, political party membership, and age. In contrast, the variation in students' offline civic engagement was explained by respondents' education, age, and Facebook page membership in a political party.

5.6 Relevance of the Qualitative and Quantitative findings

Men constitute the majority of participants in focus group discussions, just as they do in quantitative data. Individuals produce, share, and/or exchange knowledge and ideas in online groups and networks through the use of social media. Social media is a platform that enables people to exchange knowledge and communicate with a larger audience. In quantitative studies, the vast majority of respondents agreed that social media facilitates knowledge exchange, information seeking, and personal development.

The majority of students use campus and dorm Wi-Fi to access social media on their mobile devices and laptops. On the quantitative side, 64 and 55 percent of respondents said they accessed social media via their laptop or mobile device, respectively. The findings validated the Chief Minister Laptop Scholarship Scheme as the primary driver of personal

laptop usage. Under this programme, graduate and undergraduate students in Pakistan have received laptops from the public and private sectors (Ahmad & Sheikh, 2013).

Nearly all of the respondents utilize multiple social networking sites, including dating sites, and are extremely knowledgeable about these platforms. They mentioned having access to numerous social networking and social media platforms, such as Facebook, Twitter, Orkut, Hi5, LinkedIn, Instagram, Blued, and YouTube. The majority of users are comfortable with Facebook and YouTube. The quantitative section yielded the same results as the qualitative section, with the majority of respondents agreeing with the websites mentioned in the qualitative section and the majority of users being found on Facebook and Instagram. Young people were more likely to feel out of touch and upset if Facebook were to be shut down for any reason if they were unable to use it. Finally, it can be stated that Pakistani students frequently utilize Facebook in their daily lives.

The popularity of social networking websites among their users is largely attributable to their features. A key feature is the ability to create pages and social groups for a specific cause or objective. The popular Facebook groups are designed for exchanging information about the department and university, receiving political party updates, publishing news, sharing religious information, and raising awareness about social issues. Pakistani students utilized this Facebook application and belonged to a variety of social groups, according to the findings.

The majority of students are connected to online communities that employ comparable qualitative and quantitative methodologies for educational and recreational purposes.

People utilize SNSs not only for establishing new social connections, but also for maintaining those that already exist. People frequently use social media to connect with individuals who share their interests. Surveys indicate that people from all over the world have formed new relationships and social ties on this social networking platform.

Social networking service platforms are created with weak connections in mind. On Twitter, you can follow and be followed by individuals you have never met in person. Without Facebook, you will be unable to keep in touch with individuals with whom you could not otherwise communicate. This indicates that the features provided by social networking sites facilitate the formation of new alliances and make it easier to maintain

existing ones. Alternatively, each social networking service has its own set of features. It is debatable whether social networking services assist users in maintaining and strengthening existing relationships and expanding their networks. On the quantitative side, the majority of respondents indicated that they use social media to maintain relationships with friends and family.

Social media is a tool for maintaining social connections because it facilitates the reconnection of estranged friends. Social networking websites allow us to maintain our existing relationships while simultaneously fostering new ones.

According to several respondents, Facebook usage is primarily motivated by social requirements. This entails researching information on Facebook, establishing new social connections, and maintaining existing relationships.

However, according to the researchers, Facebook is primarily used for personal reasons. These requirements consist of self-expression, entertainment, and self-documentation. In this study, Pakistani users selected both types of satisfaction demands as reasons for using Facebook. On both sides, similar outcomes have been observed.

It was discovered that college students use Facebook frequently. The current study confirmed that Pakistani college students utilize Facebook excessively. Both of these scales were initially validated in Pakistani society.

The purpose of the study was to determine how Pakistani Facebook users manifest social capital. The researcher examined contemporary theories of social capital. After examining social capital theory, the researcher assigned the study to the Putnam school of social capital. According to the research, social capital is the link between bonding and social capital. Additionally, social capital is the cause of civic engagement. This study examined social capital in a specific context within SNS research.

The quantitative findings indicate that Pakistani students identified with and felt a sense of belonging in the larger community. In other words, they believed they were somehow related to them. This emotion served as the adhesive that enabled the students to form social bonds. Despite their lack of strength, these relationships benefited their daily lives. However, these relationships grew stronger as they met new people. Pakistani students also had the opportunity to meet new people through Facebook. Moreover, they felt connected to everyone in the world as a result of their Facebook interactions. Additionally,

they were willing to sponsor Facebook groups and local events. The majority of respondents possessed online bridging social capital because they were outwardly focused, had contact with a broader range of individuals, viewed themselves as members of a larger group, and had diffuse reciprocity with a larger community.

Focus group discussions revealed that Pakistani students' Facebook usage predicted their online social capital bridge-building, online social capital bonding, and online and offline civic engagement. It was discovered that online civic engagement and online social capital contributed significantly more to Facebook use intensity than offline civic engagement. In contrast, the current study examined a significant correlation between students' Facebook usage and bonding social capital, which is stronger than bridging social capital. Researchers found that the intensity of Facebook use played a greater role in bonding social relationships than in bridging social relationships in their quantitative study. When Facebook becomes an integral part of a person's daily routine, it fulfills its purpose of forming both new and stronger social bonds.

The users also share information about their daily activities, such as the locations they visit and the actions they perform. In other words, users document their lives digitally. Through the sharing of forgotten experiences, time spent together, and group activities, this record provides a resource for bonding and bridging with peers during difficult times. The purpose of this study was to demonstrate that self-documentation accurately captured the differences between online and offline bridging social capital, online bonding social capital, and online civic participation among college students. Although this motive significantly influenced the social capital associated with online bonding, it was insufficient to explain other types of social capital.

5.7 Chapter Summary

The analysis of data is the topic of this chapter. The quantitative investigation is explained in part 1 of the chapter. In the quantitative phase, the researcher begins with a descriptive analysis and explains each variable in terms of the data's mean, mode, and standard deviation. To determine the strength of a relationship in bivariate analysis, researchers use correlation, the chi-square test of association, and the gamma test. The index variable was constructed prior to the start of the bivariate study. The results show that the association between the independent and dependent variables is statistically significant. The

study's multivariate analysis, which uses linear and logistic regression, shows a substantial correlation between numerous social media usage variables and their impact on social capital. The chapter's final component covers qualitative analysis. The researcher conducted focus group interviews in this section and created themes based on the key variables. Similar findings to those from quantitative study are made here by the researcher, who discovers that social media use positively affects the growth of social capital.

Chapter 6

SUMMARY

6.1 Summary

The purpose of this research is to investigate how social media influences the development of social capital among university students in Punjab. Information and communication technologies (ICTs) have been viewed as a crucial societal pillar in Pakistan. Since their development and widespread use, ICTs have had a profound impact on contemporary civilizations. As the use of ICTs becomes more pervasive in people's daily lives, the nature of social interaction has shifted toward weak or improvised engagement. However, the utilization of information and communication technologies is contingent upon the dissemination and application of technological advances. The proliferation of ICTs such as computers and the Internet has sparked a discussion about how people can actively influence and control how technology is used. Numerous academics believe that the widespread use and rapid growth of Internet technology are reshaping the social and civic lives of individuals. Understanding the social effects of Internet technology on human existence is becoming more crucial as Internet usage becomes more pervasive in everyday life. According to academics, the Internet can improve the lives of individuals. It will cause a revolution in the way people live because it enables them to interact with loved ones and overcome geographical and temporal limitations. Nonetheless, some dissenting voices refuse to acknowledge its potential.

In recent years, the expanding use of mobile phones, personal computers, and the Internet has demonstrated how widely accepted and vital social media has become in people's everyday lives throughout the globe. Mobile devices are used to access 1,685 billion of the 2,1 billion active social media accounts, accounting for 35% of the total. Many well-known companies across the world utilize social media barometers to measure market pulses and get direct feedback from customers through social media networks. The extensive acceptance and influence of the social media on the daily lives of billions of people everywhere the whole world is as obvious as the growth of the cell phones, personal computer, and the Internet in the previous few years. The Governments, politicians, entertainment industries, online businesses and the various companies are considering social media platforms (Facebook, Instagram, Twitter etc.) as significant part of their core outreach programs. According to the

figures given by wearesocial.sg, 29% of the whole world's population is using social media. There are 2.1 billion active accounts of social media among which 1.685 billion are using their social accounts on mobile phones. The popular brands of the world are capturing the pulse of market through the use of social media barometers and also acquiring direct feedback from the customers through the use of social media networks.

Pakistan's general public is becoming more familiar with the use of social media websites like Facebook, Instagram, Skype, Twitter, and other similar platforms. The proliferation of low-cost smartphones and the availability of mobile internet have had a huge influence on social media usage in Pakistan. People are drawn to social media in order to voice their thoughts, share their experiences, offer suggestions, and provide input on a wide range of problems, including politics. As of April 2013, Facebook had more than three billion daily users and was the most popular social networking website on the globe. In Pakistan, Facebook is the most widely used social networking site by far. In Pakistan, over 17.2 million people, according to latest estimates, use Facebook. Twitter, which has more than 280 million daily connections, is gradually rising in popularity as a social networking tool as well. Astonishingly, Pakistanis are becoming increasingly interested in social media, with the number of people who use it increasing despite the country's high level of illiteracy and the fact that the vast majority of its population lives in rural areas. In Pakistan, the use of digital media has increased rapidly across all social classes, especially in urban areas. In Pakistan, new media usage peaked in 2013–14 at over 60 percent. Nonetheless, only about 13–18% of Pakistan's population is online. More than 8 million Pakistanis utilize social networking sites (SNSs) as their primary source of amusement, excitement, and adventure. People who are unable to greet their relatives and friends in person can do so online.

The primary objective of this study is to comprehend the relationship between socioeconomic factors and basic social media profiles and the development of social capital. This research was conducted at universities in Punjab, Pakistan. Combining qualitative and quantitative research methods. Large universities in the province of Punjab hosted the study. Using the Taro Yamani Formula, a representative sample of 520 was chosen at random. The data was collected using a questionnaire, and SPSS was used to analyze it. The Chi-Square, Gamma Test, Correlation, Linear Regression, and Logistic Regression tests were used to examine the relationship between variables. On the other hand, qualitative data from focus group interviews were analysed using NVIVO's thematic analysis technique, and it was

demonstrated that social media was helpful in the development of online social capital, which ultimately leads to the bridging and bonding of offline communities.

6.2 Main Findings

The main findings from qualitative and quantitative data are presented here. The quantitative findings distributed into three parts.

6.2.1 Univariate Findings

Sex is the physical difference between male and females. Gender and sex equality and close link with the socio-economic development. Equal opportunity for the gender makes country prosperous. Table 1 illustrates that majority of the respondents i.e. 54.1 percent were male and 45.9 percent of the respondents are females.

55.8 percent of the respondents belonged to the age group of 18-27 that is the majority of respondents that lie in the young age group users of social media, majority of the respondents i.e. 39.8 percent were living in the joint family system, 37.5 percent of the respondents were studying in BS four program, 32.7 percent had Rs. 25001-30000, while 10.7 percent of the respondents had monthly income between 30001-35000.

8.8 percent of the respondents just have 1 account on the social media, most of respondents i.e. 38.3 percent reported that they have 2-4 social media accounts, 34.8 percent of the students have 5-7 numbers of accounts and 18.1 percent of the respondents had 7+ accounts on the different social media accounts. It depicts that majority of the students have more than 2 accounts on the social media and majority is Facebook users among them.

Majority 29.8 percent used it since 1-2 years, most of the respondents i.e. 31.9 percent are using social media platforms since 3-4 years and 28.7 percent of the respondents using it since five or more than five years. It shows that majority of youth is using social media since more than 2 years that highlights entry in the big cities and admission in the universities push them to use social media because it is the necessity of life in the universities.

Most of the respondents that is 40.2 percent used it from two-three hours in a day and majority of the respondents i.e. 48.1 percent had following between 2001-3000 and 16.9 percent of the respondents had more than 3000 followers on the internet. Followers and

friends is helpful for the social capital formation if you have more friends and followers on the social networking sites there will be more chances of social capital formation

37.6 percent of the respondents joined 5-7 groups on the social media, and 18.1 percent of the respondents joined more than 7 groups on the social networking sites.

37.5 percent of the respondents reported that they have joined different educational groups on Facebook and other social media sites, 40.2 percent of the respondents have religious group membership on the internet, majority of the respondents 48.1 percent agreed that they had joined political groups on the web page, 46.7 percent of the respondents who are greater in number joined the infotainment groups, majority of the respondents i.e. 51.4 percent agreed that they had joined entertainment groups on the social media sites, 45.0 percent a large number reported neutral opinion in this regard and 16.7 percent of the respondents disagreed that they had joined any dating group.

64.8 percent of people browse social networking sites using their cell phone. This was made feasible by young people in Pakistani society using their cell phones excessively. Because Wi-Fi was available on campuses and there were affordable internet packages available to mobile phone users in Pakistan, they used their mobile phones to access Facebook. Laptops, which are utilised by 55.0 percent of respondents, are the second-most popular device.

Majority of respondents, or 57.9%, who provided their sex in their profile information did so; only 42.1% did not. The majority of respondents included information about their educational background in their profiles, whereas 25.6% did not. Only a small percentage of respondents (30.6%) reported writing their date of birth in the profile information, while the bulk of respondents (69.4%) did not indicate their date of birth. Large-scale respondents (52.2%) identify their religious affiliation on the profile page, compared to 47.5% who omitted it. The majority of social media users—57.3%—uploaded their profile picture, while 42.7% didn't use it as their default image on social networking sites. 31.2 percent of respondents did not provide their contact information on social networking sites, compared to 68.8 percent of respondents who did so. 74.8 percent of respondents disclose information about their caste on social media, compared to 25.2 percent who omitted it. It shows how we are passionately committed to and believe in the caste system. The majority of respondents (51.7%) did not disclose their relationship status on social media, according to the

respondents, who made up 48.3% of those who said they publish their relationship status online.

The results suggest that 37.1 percent of respondents agreed that they use social media as part of their daily activities, 26.4 percent of respondents had a neutral opinion on this, and 36.5 percent of respondents disagreed. Additionally, research shows that 30.8 percent of respondents have a neutral perspective on this matter and that 31.3 percent of respondents dispute that being on social media and sharing it with others makes them feel any sense of pride, with 37.9 percent of respondents agreeing. Social media is a part of 35.4 percent of respondents' daily lives, 31.9 percent of respondents acted neutrally in this regard, and 32.7 percent of respondents disagreed. The majority of respondents, 38.3 percent, agreed that when they log out of social media, they feel disconnected from their community and other people. In contrast, 35.9 percent of respondents acted neutrally in this situation, and 25.8 percent of respondents disagreed that they felt disconnected. In addition, the majority of respondents, or 47.3%, agreed that they feel a part of the social media community, whereas 28.5 percent of respondents had no opinion and 24.0 percent disagreed with the statement. Feeling unhappy when the internet is down is the final item on this index. In accordance with the results, 31.4 percent of respondents express annoyance when social media is turned off, 34.8 percent express neutral attitude in this regard, and 33.8 percent deny that they experience annoyance. The findings show that the students consider themselves to be a member of the global Facebook group of social media users.

Sometimes people post questions on the wall asking their followers and friends for help. Responding to advise and giving guidance maintains social relationships, according to 32.3 percent of respondents who highly agreed on the topic, 31.9 percent who agreed, 16.5 percent who had no opinion, 10.2 percent who disagreed, and 9.1 percent who severely disagreed with the statement. Birthday wishes on friends' walls help to develop and maintain social relationships, according to 20.6 percent of respondents who strongly agreed with this statement. This statement was supported by 34.4 percent of respondents, 29.8 percent of respondents who agreed, 7.7 percent of respondents who disagreed, and 7.5 percent of respondents who strongly disagreed. Additionally, 21.4 percent of respondents attempted to respond to questions posted on a website, 33.4 percent agreed, 22.3 percent did not express an opinion, 12.3 percent disagreed, and 10.6 percent strongly disagreed that responses to questions posted on social networking sites (SNSs) walls maintain social relationships.

27,9 and agreed Social networking is good for meeting new friends, according to 30.6 percent of respondents. 19.4% had no opinion, while 13.3% and 8.8% of respondents disagreed and strongly disagreed with this statement, respectively. 20.6 percent of the respondents highly agreed that they should add the friends of their friends, 34.2 percent agreed, 21.5 percent did not have an opinion, while 12.3 percent objected and 11.4 percent strongly disagreed. In addition, 15.4 percent opposed and 14.8 percent of respondents strongly objected that they permitted strangers to add them on social networking sites, whereas 19.6 percent of respondents strongly agreed, 20.6 percent agreed, 29.6 percent had no opinion, and 15.4 percent had no view at all. Facebook is well-known among its users for encouraging them to add new friends who are complete strangers. Additionally, individuals connect with one another based on information about shared interests. 32.1 percent of respondents agreed, 18.6 percent did not agree, 13.6 percent disagreed, and 8.8 percent strongly disagreed that they can find people sharing the same information on social media. In contrast, 26.9 percent of respondents strongly disagreed that they can find people sharing the same information offline.

Social media is beneficial for communicating with friends, according to 30.6 percent of respondents who strongly agreed on the topic, 31.9 percent who agreed, 16.7 percent who had no opinion, 11.3 percent who disagreed, and 9.5 percent of respondents who severely disagreed. The majority of respondents indicated that using social media to reconnect with former acquaintances was helpful, with 25.8% strongly agreeing and 30.0% agreeing. Social media is useful for reconnecting with old friends, but 21.7 percent of respondents had no opinion on the subject, 12.9 percent disagreed, and 9.6 percent strongly disagreed.

On social media, organizations dedicated to education are formed, sharing details on global educational opportunities and development. The results show that 20.7 percent of respondents did not agree at all that social media is a platform for sharing and accessing educational information, while 39.1 percent of respondents agreed to some extent that social media is a source of academic information. The majority of respondents agreed to some extent that social media is a source of accessing and sharing academic information.

19.2 percent of respondents disagreed completely with the statement that social media provides information linked to sports, compared to 37.3 percent who strongly agreed with the statement and 43.5 percent who agreed to some level. the majority of respondents 22.3 percent of respondents disagreed completely with the idea that social media provides information

connected to politics, compared to 39.8 percent who agreed to a great extent, 37.9 percent who agreed to some level, and 39.8 percent who agreed to a lesser amount.

23.9 percent of respondents disagreed completely with the statement that they play games for entertainment on social media, compared to 36.3 percent who strongly agreed, 39.8 percent who somewhat agreed, and 36.3 percent who strongly disagreed. The majority of respondents (42.9%) agreed to some extent that they read and post jokes on social media for enjoyment, although only 39.6 percent of respondents said they do so frequently. Only 17.5 percent of respondents said they never read or post jokes on social media for entertainment. The majority of respondents 34.4 percent agreed to a considerable extent that sharing and watching amusing videos on social media can be a source of entertainment, followed by 39.4 percent who agreed somewhat and 26.2 percent who disagreed completely. The majority of respondents, or 43.7%, said they agree somewhat that they can listen to and share songs on social media, while 23.8% of respondents said they don't agree at all that they can share, watch, or listen to songs on social media. 32.5% of respondents said they watch and share songs on social media.

The use of social media to display one's personality was strongly agreed with by 24.6 percent of respondents, agreed upon by 28.6 percent of respondents, viewed neutrally by 23.3 percent, disagreed upon by 12.7 percent of respondents, and strongly disagreed upon by 10.8 percent of respondents. The use of social media to inform others about oneself was strongly agreed upon by 26.3 percent of respondents, agreed upon by 27.3 percent, reported neutral conduct by 21.5 percent, disagreed upon by 12.7 percent of respondents, and severely disagreed with by 12.2 percent of respondents.

Interacting on social media provides information about things outside the town, according to 26.3 percent of respondents very agreeing, 29.1 percent agreeing, 21.3 percent neutral, 13.3 percent disagreeing, and 10.0 percent of respondents severely disagreeing. Interacting with others on social media encourages people to try new things, according to 28.6% of respondents, 30.9% disagree, 20.6% were neutral, and 10.8% and 9.1% of respondents strongly disagreed. Interacting with others on social media discourages people from trying new things, according to 30.9% of respondents. 22.5 percent of respondents firmly concurred that they use social media to communicate with others and join a broader group. A total of 24.8 percent of respondents agreed, 20.0 percent were neutral, 17.5 percent opposed,

and 15.2 percent strongly disagreed that people use social media to communicate and become a part of a wider community.

Social media serves as a reminder to users that everyone in the world is connected, according to 34.4 percent of respondents who strongly agree with this statement, 19.4 percent of respondents who agree, 17.4 percent of respondents who acted neutrally, 17.4 percent of respondents who disagree, and 12.3 percent of respondents who strongly disagree. People spend time supporting general social media community activities, according to 21.2 percent of respondents who strongly agreed to this, 31.7 percent who agreed, 22.1 percent who exhibited neutral behavior, 13.6 percent who disagreed with the statement, and 11.4 percent of respondents who strongly disagreed.

According to the findings, 21.3% of respondents strongly agreed, 23.6% of respondents agreed, and 25.6% of respondents strongly agreed that they considered themselves to be a part of the university community, while 23.6% of respondents agreed. In addition, the majority of respondents (27.9% strongly agreed and 23.6% agreed) began to view the world as a connected platform after interacting with students at the institution.

According to 25.8% of respondents who strongly agree, 24.1% of respondents who agree, 20.2% of respondents who reported a neutral response, 15.4% of respondents who disagree, and 14.5% of respondents who strongly disagree, social media users are helpful in helping people solve their problems. 23.5 percent of respondents strongly agreed, 30.7 percent agreed, 20.6% of respondents were neutral, 13.5 percent of respondents disagreed, and 11.7% of respondents strongly disagreed with the statement that having friends on social media who are helpful for decision-making is advantageous. 22.5 percent of respondents strongly believed that their social media friends will lend them a modest amount of money when they are in need. According to 34.6% of respondents, when people are in need, their social media friends frequently lend them money, compared to 20.7% who were neutral, 12.5% who disagreed, and 9.6% who strongly disagreed. In addition, 10.9 percent disagreed and 11.5 percent strongly disagreed that people in my account can be used as references for me, while 20.6% of respondents strongly agreed, 31.4% agreed, 25.6% were neutral, and 11.4 percent disagreed.

6.2.2 At Bivariate Level

This study examined students' motivations for using Facebook, which included establishing new social connections, maintaining existing ones, seeking and sharing

information, having fun, expressing oneself, and chronicling one's own life. A correlational analysis revealed a strong and positive association between these motivations and the online and offline social capital of students. In addition, it was found that students' online and offline social capital had a positive correlation with their social media usage frequency. In addition, both types of social capital for bridging were associated with Facebook relationship maintenance practices. However, there was little correlation between the students' average daily Facebook usage and offline-online social capital. Although there was a correlation between Facebook friends and close friends and online bridging social capital on a weekly basis, there was no correlation between offline bridging social capital and Facebook friends or close friends.

The subsequent study revealed a correlation between students' online and offline social capital and their motivations for using SNS. Creation of new social links, maintenance of existing social ties, seeking and sharing of information, amusement, self-expression, and self-documentation were all shown to have substantial and positive correlations with both types of tying social capital. In addition, there was a significant correlation between the students' Facebook usage and their two forms of social capital for friendship. In addition, there was a statistically significant correlation between Facebook relationship maintenance practices and offline and online social capital. In addition, respondents' age, the length of their Facebook account, the number of friends they had, and the number of close friends they had was positively and slowly correlated with their online and offline social capital for bonding. In this study, there was a strong correlation between students' online and offline civic engagement and their reasons for using Facebook, such as creating new social connections, maintaining existing ones, finding and sharing information, having fun, expressing themselves, and documenting themselves.

The level of SNS use and the maintenance of Facebook relationships were positively associated with both types of civic engagement, mirroring the correlation between motivations and site use. In addition, there was a strong correlation between online and offline civic participation and the age, number of Facebook friends, and number of close Facebook friends of the respondents. There were gender differences in the online bridging social capital, online bonding social capital, offline bonding social capital, and online and offline civic activity of the students. Male students had greater financial resources than female students. Similarly, all dependent variables exhibited significant changes as a result of the students' membership in various Facebook-based social groups.

6.2.3 At Multivariate Analysis

Using multiple linear regressions, the relationship between independent and dependent variables was analyzed. The analysis revealed that the model was statistically significant with a p-value of 0.00 and an F-statistics value of 202,106. The coefficient of determinants (R²) is 0.589, indicating that 58.9% of the change in social capital (online bonding) can be attributed to the variables discussed in this model. The remaining variation may be attributable to additional variables that were not considered. The preceding table provides a comprehensive description of each variable and its associated values. Six variables are used to explain the evolution of social capital (online bonding). Age predicts that the dependent variable will change by 27,1% as a result of the younger age group of respondents, which is more media dependent and forms social capital. Education is the next component. According to the beta value, respondents' educational levels caused a 15.1% shift in the online social capital boundary. As respondents' educational attainment increases, so does the rate of social capital formation. The amount of time spent on social media indicates an increase of 16.7 percent in respondents' use of social media. The maintenance of social ties is essential to the transformation of social capital. This variable's beta value is 25,6%, which represents a 25% increase in social capital as a result of maintaining existing social ties. The altered motivation to utilize social media accounts for 32.4% of the change in social capital. Sharing and searching for information is one of the most important aspects of building social capital on internet platforms. The beta value indicates that the respondents' sharing and seeking of information were responsible for the 17.2% increase in social capital.

The model was found to be statistically significant with a p-value of 0.00 and an F-statistics value of 191,100. The change in the dependent variable is explained by six factors that have a strong correlation with one another. The value of the coefficient of determinants (R²) is 0.548, which indicates that the variables discussed in this model explain 54.8 percent of the variation in social capital (online bridging). The remaining variation may be attributable to variables not included in this model. These contributing factors account for 54% of the change in social capital (online bridging), and the overall model is consistent with a prediction based on a single variable.

The study revealed that the use of social media, particularly online bonding and bridging, is essential for the development of social capital. Utilizing a logistic regression model. The exponential values indicated a strong correlation between the development of social capital

and time spent on media, group affiliation, maintaining social links, behavior maintenance, and information seeking and sharing. In addition, the values of all variables had a significant impact on the generation of social capital. The researcher determined that the change in the log of the independent variables included in the model has positive, substantial effects on the dependent variable, and that all variables are predictors of social capital formation.

6.2.4 Findings from qualitative side

Social media refers to methods of communication where individuals produce, share, and/or exchange knowledge and concepts in online groups and networks.

Social media is a platform that enables interaction with a larger audience and the sharing and transfer of knowledge.

Nearly all of the respondents use multiple social networking sites, including dating sites, and they have a wealth of knowledge about these sites. They mentioned that they had access to a variety of social networking and social media platforms, including Facebook, Twitter, Orkut, Hi5, LinkedIn, Instagram, Blued, and YouTube. The majority feels at ease using Facebook and YouTube.

The majority of focus group members were not familiar with the concept, but when the researcher explained social capital in straightforward terms, people tried to respond. They said that social capital is a network of social relationships built on individuals' trust and connections with one another, in which they support one another during ups and downs. Because of their features, social networking websites are very popular among their users. The ability to construct pages and social groups for a certain cause or goal is a key feature. The well-known Facebook groups are made for exchanging information about the department and university, getting political party updates, publishing news, sharing information about religion, and raising awareness of social issues. The findings show that Pakistani students used this Facebook tool and belonged to a variety of social groups.

People utilize SNSs not only for establishing new social connections, but also for maintaining those that already exist. People frequently use social media to connect with individuals who share their interests. Surveys indicate that people from all over the world have formed new relationships and social ties on this social networking platform.

Social networking service platforms are created with weak connections in mind. On Twitter, you can follow and be followed by individuals you have never met in person. Without Facebook, you will be unable to keep in touch with individuals with whom you could not otherwise communicate. This indicates that the features provided by social networking sites facilitate the formation of new alliances and make it easier to maintain existing ones. Alternatively, each social networking service has its own set of features. It is debatable whether social networking services aid users in maintaining and strengthening existing relationships and expanding their networks.

According to several respondents, Facebook usage is primarily motivated by social requirements. This entails researching information on Facebook, establishing new social connections, and maintaining existing relationships.

However, according to the researchers, SNS is primarily used for personal reasons. These requirements consist of self-expression, entertainment, and self-documentation. In this study, Pakistani users selected both types of satisfaction demands as reasons for using Facebook.

6.3 Conclusions

In the subsequent research, a motivational model encompassing six key purposes of Pakistani Facebook users was developed. Five of the six incentives contributed significantly to regression models' explanations of various forms of social capital. Maintaining existing social ties, expressing oneself fully, and establishing new social ties completely predicted all types of social capital investigated in this study. Self-documentation as a predictor also explained the variations of four dependent variables, with the exception of offline bonding and offline civic activity of the students. Only one motivation, recreation and entertainment, did not change over time as a contributor to regression models, excluding offline social capital. This study has contributed to the discussion surrounding the U&G theory, which posits that users' desires for gratification motivate their use of social networking sites and Facebook. This study provides a comprehensive examination of the motivational needs of Pakistani university students for using SNS, taking into consideration the literature currently available on SNS use in Pakistani society. Previous research overestimated the negative effects of SNS use on Pakistani university students' ability to learn. This research lacked robust inference, representative samples, and conceptual ambiguity. These issues were resolved, and the

findings of the study provided a clearer understanding of the motivational needs of young Pakistani SNS users.

In Pakistan, there is a widespread belief that using Facebook and the Internet is a waste of time. Even in academic circles, there is a perception that access to Facebook increases students' likelihood of engaging in antisocial behavior and decreases their academic performance. This perspective's epistemological development centers on a passive view of technological use. In some Pakistani academic institutions, students are required to adhere to restrictions on their use social networking sites during class.

This study challenges the students' passive perspective on technology use and advances the optimistic school of thought. According to the author, technology is neither good nor bad; the manner in which people employ it is determined by their objectives. Social networking sites have undeniable facilitative effects on postmodern culture. The significance of this to Pakistani society grows substantially. The proliferation of SNSs has changed traditional modes of communication. Pakistani youth, who are among the most active SNS users, can connect with others on a social level through Facebook. According to the survey, they had a positive SNS experience. Consequently, for them, this platform has become a digital public sphere where they can interact and communicate with each other independently, share their emotions and thoughts, have unrestricted access to all types of information, forge heterogeneous connections with people outside of their borders, successfully maintain homogeneous ties, and also share information about themselves and their lives with others.

It was discovered that online students had greater social capital for bridging and bonding than offline students. Similar results were reported for civic engagement. According to the findings of this study, SNS users in Pakistan are more resourceful online than offline. In an online setting, the importance of bridging social capital surpassed that of bonding social capital and civic engagement. This indicated that young people in Pakistan were adeptly forming bridge relationships and other types of partnerships that would be more advantageous to them in the future.

According to Putnam (2000), high levels of social capital encourage residents to participate in civic activities. This claim was supported by the current study because it also considered the civic engagement of students. It is intriguing to note that students' social capital for connecting varied slightly between online and offline settings. Such results were

also discovered in earlier studies. This is the first study to examine each of social capital's six aspects separately. In order to expand the scope of the technique used in the current work, further research into the relationship between social capital and the growth of social connectivity through social media is warranted.

Through the use of SNS, college students were able to successfully build social capital that bridges and connects. Through this forum, they also participated in civic activities. When the reasons why students use social networking sites were examined, the effectiveness of this relationship increased. Using Facebook for self-expression, information searching and sharing, maintaining existing social connections, and self-documentation contributed to the development of social capital among Pakistani youth, according to this study.

6.4 Limitations of the Study

In response to the proliferation of social networking sites (SNS), numerous studies have been carried out to investigate the impact that these websites have had, both on individuals and on society as a whole. At the moment, the most well-known SNSs (such as Facebook, Twitter, LinkedIn, and Flickr) entice social scientists to investigate users' motivations for utilizing these platforms, explain usage trends, and evaluate the relationship between it and their social lives. These platforms include Facebook, Twitter, LinkedIn, and Flickr. Facebook is the most common example of a social networking site (SNS) that is extensively researched all over the world. However, the studies indicate that consumers do not use social networking sites (SNSs) in a standardized manner. Users of various SNSs utilize these platforms in a variety of distinct ways. Because of this, it is impossible to generalize the findings of research based on Facebook to users of other social networking sites (SNS). This restriction also applies to the study that is being discussed. The primary objective of this research was to investigate the effects that using Facebook has on college students in the city of Lahore in the Pakistani province of Punjab. The participants in the study were not representative of all social networking site users. In a manner analogous to this, the findings couldn't be applied to any other SNSs.

Social networking sites was initially conceived of as a tool that would be useful for use by college students. As a direct consequence of this, the researchers based their research

on samples taken from students. The findings of these studies can be put to use by university students, who are the intended audience for these studies.

6.5 Recommendations

The cross-sectional survey research method was utilized in the majority of the studies that were conducted on SNSs. Only a few of the studies decided to employ a combination of research methods or a longitudinal approach. In spite of this, it is now essential to conduct studies that combine mixed method research with longitudinal analysis. It is recommended by the author of this study that additional research be carried out employing a qualitative or mixed research methodology in order to verify the results of this study. A longitudinal study is one option that could be considered when looking into how the use of Facebook impacts students' levels of social capital over the course of time. It would also be interesting to conduct a comparison study that included samples from Facebook users as well as from people who don't use Facebook. It's possible that this will address the differences in the ways that the two groups manifest their social capital.

The vast majority of the studies that were conducted in the previous research used extremely small study samples. The current study, on the other hand, only used a small number of participants for the study sample. Additional research should be carried out using the largest sample size possible from a variety of metropolitan areas to determine whether or not there are socio-cultural differences in Facebook usage. In order to generalize the results of this study, the researcher suggests conducting additional research not only with schoolchildren and teenagers but also with younger people who have a lower level of education.

The bivariate analysis that this study conducted shed light on gender differences in Facebook usage as well as how the platform influences people's social capital. When conducting further research, this facet ought to also be taken into consideration. In this particular investigation, it was found that participants' involvement in social groups organized on Facebook contributed to the development of their social capital. The researcher suggests looking into how the activities that took place within these social groups relate to the users' social capital, in addition to examining the culture that developed within these social groups. Within the context of the social capital hypothesis, this study investigated the concept of civic engagement. The researcher suggests that the upcoming study include the factor of political

participation as a variable. In this investigation, the social capital theory was applied in order to analyze positive patterns of Facebook usage. The potential drawbacks of using Facebook could be investigated in forthcoming research in relation to a variety of sociological models, including the social capital hypothesis.

6.6 Policy Implications

Pakistan has transitioned to a more digital way of life. A variety of programmes and projects aimed at utilizing information and communications technologies (ICTs) for the purpose of societal advancement and human development have been launched by both the provincial and federal governments. One of the most important initiatives currently being carried out in this sector is the Chief Minister and Prime Minister Youth Laptop Scheme. Students in higher education institutions have been given computers as a token of appreciation for both their past and current academic accomplishments as a result of this initiative. People, in addition to these activities, have preconceived notions about how information and communications technologies are used in everyday life. People have the misconception that spending time on the internet and social networking sites (SNS) in particular is a waste of time. Even among academics, the administration of the university views the use of social networking sites as being detrimental to the academic success of students. It is possible that children will engage in behavior that is antisocial, according to their perspective. This belief is reflected in the policies of a number of educational institutions in Pakistan, which prohibit students from using Facebook and other social networking sites (SNSs) while they are in class. The fact that students use Facebook so infrequently gives the appearance of being beneficial, but in reality, it has a wide range of adverse effects on them. According to the findings of the most recent survey, young people in particular use these platforms in order to acquire new information, meet new people, and stay current with their existing social networks. As a result, maintaining a healthy balance between their academic and social lives may prove challenging for them if they do not have round-the-clock access to the relevant platforms. In the end, it has an impact on how they work and live their lives. According to the findings of this research, policies that prevent students from utilizing social networking sites like Facebook to their full potential need to be reevaluated.

In addition, the eligibility requirements for the Chief Minister and Prime Minister Youth Laptop Scheme would become more difficult to meet if Internet access were restricted.

According to the author, technology is neither good nor bad; rather, the author believes that the motivations of individuals determine how they use technology. To put it another way, the end users' objectives will determine how they apply any given technology in their work. According to the current state of affairs, the use of Facebook was driven by beneficial wants or goals that contributed to the expansion of social networks and the manifestation of social capital. Facebook and other social networking sites (SNSs) may each be utilized in a distinct manner.

Educational institutions are required to develop a framework for the effective utilization of social networking services (SNSs) in the classroom. In this context, educating teachers about the ways in which Facebook could potentially contribute to the teaching and learning process could prove to be beneficial. Students currently enrolled in higher education institutions need guidance on how to make effective use of Facebook for their academic lives. It is of the utmost importance that a structure for the use of social networking sites in educational settings (SNS4E) be designed. When it comes to successfully implementing the utilization of SNS to raise academic standards across the nation, the administration of the university will be able to see the roles that professors and administrators play in the process. In this age of information, it is impossible for anyone to stop the widespread adoption of the internet among the general population.

The expansion of the Internet is also altering traditional forms of social organization and patterns of interpersonal communication in Pakistani society at the present time. The use of Facebook by regular people in Pakistan acts as a social enabler and facilitator for those interactions. According to the findings of this study, Facebook has evolved into a public online space where users can independently connect with one another and have conversations with one another. Since its widespread adoption, Facebook has been a significant driver of increased civic participation among people. It is possible to use social networking websites in this manner to cultivate a sense of community, engage users in public awareness campaigns, and disseminate information on the rights of users. As a consequence of this, the establishment of a structure for the development of social networking sites is essential (SNS4D). It is possible that individuals working for the government, bureaucrats, academics, and other concerned social groups will use this policy framework as a guide in order to make effective use of these platforms for the benefit of Pakistani society.

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Questionnaire # -----

GOVERNMENT COLLEGE UNIVERSITY FAISALABAD

DEPARTMENT OF SOCIOLOGY

**Effects of Social Media on Social Capital Formation among University Students in
Punjab, Pakistan**

Questionnaire

Researcher

Muhammad Arqam Mushtaq

Research supervisor

Dr. Muhammad Shabbir Ch.

NOTE: This Questionnaire is a part of the research being conducted by Muhammad Arqam Mushtaq for his PhD research. It is requested to choose one option that you think is your answer to question or statement. The researcher ensures that this information will be kept confident. (muhammadarqam41@yahoo.com)

A) Socio-economic Characteristics

1. Name of the Respondent -----
2. Sex of the Respondent
 - i) Male -----
 - ii) Female -----
3. Age of the respondent
 - i) 18-27 -----
 - ii) 28-37 -----
 - iii) 38+
4. Family type of the respondent
 - i) Nuclear -----
 - ii) Joint -----
 - iii) Extended -----
5. Education of the Respondent
 - i) BS (Four Years)
 - ii) MSc/BS 5th Entry (Two Years)
 - iii) MS/M.Phil. (Two Years)

iv) PhD

6. Household income from all resources

- Less than 20000
- 20000-25000
- 25001-30000
- 30001-35000
- 35001+

B) Social media Accounts information.

7. Can you tell me about your social media accounts

- i) 01
- ii) 2-4
- iii) 5-7
- iv) 7+

8. How long ago you are on social media

- i) Less than one year
- ii) 1-2 years
- iii) 3-4 years
- iv) 5+ Years

9. How much time spent on social media daily

- i) Less than one hour
- ii) One to two hours
- iii) Two-Three hours
- iv) More than three hours

10. How many friends Followers you have on social media

- i) Less than 1000
- ii) 1001-2000
- iii) 2001-3000
- iv) More than 3000

11. How much social media groups affiliation/Membership?

- i) Less than 2
- ii) 2-4
- iii) 5-7
- iv) 7+

12. Which Types of groups you are belong to on social media

Sr #	Statement	1	2	3
		Agree	Neutral	Disagree
1	Educational group			
2	Religious Group			
3	Political Group			
4	Infotainment			
5	Entertainment Group			
6	Dating groups/sites			

13. How you access social media accounts

Sr #	Statement	1	2	3
		Mostly	Sometime	Never
1	Desktop Computer			
2	Laptop			
3	Cell Phone			
4	University Computer			
5	Friends Device			

14. Which Profile Information you are sharing on your social media accounts?

Sr #	Statement	1	2
		Yes	No
1	Sex		
2	Education		
3	Date of Birth		
4	Religion		
5	Picture		
6	Contact details		
7	Caste		
8	Relationship Status		

15. Social Media Intensity In your everyday life

Sr #	Social media Intensity	1	2	3
		Agree	Neutral	Disagree
1	Social media is part of my everyday activity			
2	I am proud to tell people I am on social media			
3	Social media has become part of my daily life			
4	I feel out of touch when I haven't logged onto social media for a while			
5	I feel I am part of the social media community.			
6	I feel upset if social media shut down			

16. Do you think that social media is a source of behavior maintenance

Sr. #	Social media is a source of behavior maintenance	1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I try to respond when a good news shared on webpage					
2	I try to respond when a bad news shared on webpage					
3	I try to respond when advice is needed on SNSs					
4	I try to respond on friends wall on birthdays					
5	I try to respond when someone ask question on my wall					

17. Do you agree that Social media help you to make innovative social ties?

Sr. #	Social ties	1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Social media helpful to make a lot of new friends					
2	I always add friends of friends on social media					
3	I always allow strangers to add me as a friend					
4	I can find people sharing the same interest					

18. Do you agree that Social media help you to maintain prevailing social ties?

Sr. #	Maintain Existing Social Ties	1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Social media is helpful to communicate with friends					
2	Social media help me to find old friends					
3	Most of friends in social media are known in real					

19. Do you agree that Social media is a platform of seeking and sharing information?

Sr. #	Social Media Platform of seeking and sharing information	1	2	3
		To Great Extent	To Some extent	Not at all
1	Share information on social Issues			
2	Access and Share academic information			
3	Access and share Sports information			
4	Access and share Political Information			
5	Remain updated about fashion style			
6	Access and share religious information			
7	Access / share information about jobs			

20. Do you agree that Social media is a source of entertainment?

Sr. #	Source of Entertainment	1	2	3
		To Great Extent	To Some extent	Not at all
1	I use social media to play games			
2	I use social media to read and post jokes			
3	I use social media to watch and share funny video			
4	I use social media to watch and share songs.			

21. Do you agree that Social media is helpful in self-documentation?

Sr. #	Source of Self-Documentation	1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I use social media to record what I do in life					
2	I use social media to what I have learned					
3	I use social media to record where I have been					

22. Do you agree that social media help in self-expression?

Sr. #	Self-Expression	1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I use social media to show my personality.					
2	I use social media to tell others about myself.					

23. Do you agree that Social media is helpful in Online Bridging Social Capital?

Sr. #	Social media is helpful in Online Bridging Social Capital	1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Interacting on social media give information about things outside of my town					
2	Interacting on social media makes me want to try new things					
3	Interacting on social media makes me part of a larger community.					

4	Social media network reminds me that everyone in the world is connected.					
5	Spend time to support general social media community activities.					
6	I come in contact with new people all time.					
7	Interacting with people on my social media network makes me interested in things					

24. Do you agree that Social media is a source of Offline Bridging Social Capital?

Sr. #	Social media is a source of Offline Bridging Social Capital	1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Willing to spend time to support activities at university					
2	I am interested in what goes on at university					
3	Interacting with people in university push me to try new thing					
4	At this university, I come into contact with new people all the time					
5	I feel I am part of this university community.					
6	Interacting with people at this university shows that everyone is connected					

25. Bonding social capital, do you agree that people have online bonding for social capital formation

Sr. #	Online Bounding	1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I believe that people on social media becomes helpful to solve my issues					
2	I have some friends on social media that are helpful for decision making					
3	In time of crisis my social media friends give me small loan					
4	People in my account can be used as references for me.					

26. Do you agree that people have offline bonding for social capital formation?

Sr. #	Offline Bounding	1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I have friends in campus that helpful in making important decisions					
2	In campus there are number of people, I feel free to talk about personal issues.					
3	I have some people in the campus that give me loan					
4	Persons in the campus can be used as reference for job					

GOVERNMENT COLLEGE UNIVERSITY FAISALABAD

DEPARTMENT OF SOCIOLOGY

**Effects of Social Media on Social Capital Formation among University Students in
Punjab Pakistan**

Interview Guide

Researcher

Muhammad Arqam Mushtaq

Research supervisor

Dr. Muhammad Shabbir Ch.

NOTE: This Interview Guide is a part of the research being conducted by Muhammad Arqam Mushtaq for his PhD research. The researcher introduced himself to the informant or a Focus group of informants depending on the situation and the setting. The researcher explained to the informants that he seeks to understand the perception and understanding about social media and social capital. Questions below were the guiding questions asked to informants. It is an academic research exercise and all the information will remain confidential. It is requested to choose one option that you think is your answer to question or statement. The researcher ensures that this information will be kept confident. (muhammadarqam41@yahoo.com)

DISCUSSION QUESTIONS

We are now going to begin our questions

- What do you know about Social Media and how to access it
- Which are the most popular networking sites
- Have you any knowledge about social capital
- Affiliation on social media with different group
- Social media helpful for developing and maintain social ties
- Motivational Needs of Pakistani social media users User
- Level of Social media use among University Students
- Manifestation of Social Capital (Online bounding/bridging)

- Relationship between Social media and Social Capital
- Relationship between motivations to use of Social Media and Social Capital
- Contribution of other variables in predicting Social Capital of the students