

Article

The Impact of Social Media on the Minds of Young People: Facebook as a Model

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Abstract: This study tries to investigate the influence of social media content on the identity-building of adolescents. It should start the transition from the collectivism of childhood to the individualism of an independent adult in this period. Nevertheless, there are several trends of this rapid individualization. The danger is double. On the one hand, the incomplete socialization of such young people causes problems for society. Still, the most serious issue is the identity crisis of young (or sometimes very young) people, who are not ensured solid support from the intergenerational community. This is certainly effective if it belongs to the same enlarged social network. The question is whether the virtual community of the internet can have such an identity-defining capacity that can help the socialization of young people or lead to a more serious discrepancy. I conclude the favorable and unfavorable influences. The two standpoints are both based on empirical data. So, I can depict some solutions regarding how to minimize the negative and maximize the positive influence during late adolescence to ensure both the well-being of the subjects and the solid identity positioning of the growing generation. Finally, I draw some conclusions about the adaptability of adults and the social utilities of social media. I consider the popular commercial platforms and the regional and situational social media.

Keywords: Social Media Impact , Young People, Facebook, Model

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1. Introduction

We inhabit a civilization saturated with social media, where the flow of knowledge becomes a daily routine. A social networking platform with more than 600 million active members is integral to our everyday existence. The population comprises individuals from many cultures and distinct lifestyles. This distinctive platform enables to convey reality using images rather than written language. This youth is molded not merely by a culture of excessive spending, but by social, psychological, and psychosocial dimensions in an incessant pursuit to surpass others. Individuals perpetually seek to display their superiority. An endeavor is underway to demonstrate the representativeness of elevated self-esteem on this platform. This study seeks to assess the expressions of young individuals' friends within the context of the identities they present on this platform, as well as the language, style, and terminology they employ (Rozgonjuk et al., 2020).

This problem pertains to the age of young individuals and their depiction of identity, particularly within the framework of relational psychology on social media platforms.

Understanding how young men and women attain freedom and the ability to engage in distinctive and creative experiences is crucial for psychology. A substantial demographic, particularly individuals aged 12 to 30, confronts several challenges. This group's concerns are the formation of individual identity, reciprocal acknowledgment, and deliberate self-expression. These contextual relationships render identity representation fluid and dynamic within personal and social networks. These advancements provide users the autonomy to modify or enhance the status or group exhibited on the social network. The management of this circumstance further exacerbates the psychological strain on an already intricate group of communicators. Typically, depictions of self-image and their presentation as definitive and absolute achievements are precarious and subjective. Users must establish their identities and engage in the identity representation issue inside the communal framework. The objective is to elucidate the processes of self-creation, construction, and deconstruction (McGorry et al., 2022).

This social media network exemplifies a domain of control, supporting relational psychology theory. The most distinctive attribute is not to lead but to be closely followed. Through these control mechanisms, social networks fulfill the desire for connectivity and provide users with a feeling of identity. Moreover, in contrast to previous instances where users disapproved of the preferred or received communal interaction, social networks provide this function. The issues regarding the identity representation scale utilized by users of the content posted on this site and its administration remain unrecognized. Nonetheless, in comparison to general usage, these difficult instances are quantitatively minimal and seemingly insufficient to satisfy the needs of others (Aichner et al., 2021).

Moreover, they consistently conceal their identities within their fluid and dynamic process. It is untenable to assert that all control powers afforded by these accessors are applicable to allophonic representation, as this may be misleading for its textual and visual identity. In this scenario, comprehending the perspectives of these two instantaneous control identification systems and the components that constitute identify features appears crucial. This aligns with the problem identification idea in social psychology and the necessity for recognition by others at both micro and macro levels of relational psychology (Smith et al., 2021).

Subsequently, we present facts regarding the influence of Facebook on its users, particularly the youth who have contributed to its popularity. Facebook is not inherently unique; yet, it is the most significant social networking site worldwide. The majority of individuals utilize Facebook due to their affinity for it. They perceive it as a means to be informed about current events and to foster a sense of connection with people (Junaidi et al., 2020). Nonetheless, an increasing body of information indicates some concerning negative effects associated with Facebook usage. This social networking platform, Facebook, may be a double-edged sword (Chung et al., 2021). If it significantly influences individuals' life satisfaction, it is imperative to compile all available evidence regarding its consequences (Ahmad & Murad, 2020).

What is the significance of the unfavorable evidence against Facebook? Ultimately, the decision to utilize Facebook rests with the individual. Is the inquiry into the relatively nascent discipline of happiness studies—specifically, the determinants of diminished life satisfaction—of genuine significance when juxtaposed with more pressing global challenges such as warfare, famine, and disease? These inquiries are significant. Nonetheless, social networking platforms such as Facebook are increasingly ubiquitous (Islam et al., 2021). For numerous young individuals, Facebook usage is nearly as prevalent as email or news consumption. The negative impacts of Facebook usage on life satisfaction are significant when considering the implications of companies capitalizing on our growing desire for social connection, community belonging, and the perception that others are concerned about our experiences (Saini et al., 2020).

This study aims to address the deficiency of psychological research specifically focused on social media. The research agenda in this domain is extensive. Questions persist regarding the disparate effects of various social media platforms, not all of which are exclusively "social," nor are they all definitively media. Currently, the project centers on Facebook, the most prominent and socially engaging social media platform. What is Facebook's relationship with "the mind"? It is intimately linked to an obligation primarily arising from current ethical problems. Socially driven favoritism blatantly contravenes principles of fairness and social decorum, making it straightforward to elucidate, in their own terms, the aspects of the system and the rationale for skepticism towards individuals engaged with the social psyche. Social media's promotion of a conspiracy of invisibility is significant (Zimmer, 2010). Nonetheless, the challenge of the more limited aspects persists, specifically that such self-representation and co-representation allow users' identities to detach from any significant connection to their own selves or others. Due to social media's role as social facilitators, enabling the effortless establishment of equilibrium between casual acquaintances and adversaries, it is anticipated that a significant amount of humility regarding reality is relinquished in practice. However, it may be surprising to many that the social consciousness of each Facebook user should be vigilant when friends, tagged in an image, or greeted (Obermayer et al., 2021).

Literature Review

Ahmed and Abdul Rani (2021) conducted a study investigating the adverse effects on pupils' academic report cards. The research will employ qualitative methodologies through face-to-face interviews with twenty-five university students in Negeri Sembilan. The objective was to ascertain students' intentions towards Facebook usage in conjunction with their formal traditional and digital learning, enabling the identification of symptoms associated with excessive Facebook engagement among students. Prolonged engagement on Facebook adversely impacts academic achievement, affecting overall educational outcomes. The study suggested that Facebook can influence students' academic performance.

Alexander's study (2012) analyzed the correlation between Facebook usage and academic performance among high school students at Dollarway High School. The research involving 72 students administered two surveys. The study demonstrated a negative correlation between the intensity of Facebook usage and GPA, a negative correlation between the intensity of Facebook usage and goal attainment, and a negative correlation between the intensity of Facebook usage and consistency. The data suggest a detrimental correlation between Facebook usage and academic performance in certain demographics. Further investigation is required to ascertain the reasons for these adverse connections in certain groups and the absence in others.

Karim et al. (2020) analyzed the correlation between Facebook usage and academic performance among high school students at Dollarway High School. The research involving 72 students administered two surveys. The study demonstrated a negative correlation between the intensity of Facebook usage and GPA, a negative correlation between the intensity of Facebook usage and goal attainment, and a negative correlation between the intensity of Facebook usage and consistency. The data suggest a detrimental correlation between Facebook usage and academic performance in certain demographics. Further investigation is required to ascertain the reasons for these adverse connections in certain groups and the absence in others.

Sereetrakul (2013) conducted a study to ascertain the influence of time spent on Facebook and its usage on the academic performance of 251 undergraduate students at a private university in Bangkok, Thailand. The study indicated that students utilized Facebook for an average of one hour and thirty minutes for communication and collaboration. It was found that the time spent on Facebook did not influence academic achievement, that communication via Facebook negatively impacted academic

performance, and that collaboration on Facebook did not adversely affect academic achievement. The research has identified time management as a significant predictor of students' academic success.

In most cases, the research devoted to social media is aimed at distinguishing the negative sides of web applications. It is a matter of numerous publications and social surveys; the emphasis in those publications is laid on the necessity of limitation and careful use of online services. Their references inform of the negative impact of the permanent usage of online technologies and correlate them with a higher percentage rate of suicides among adolescents, a disrupted rhythm of life, aggressive behavior and deviation, depression, and dissatisfaction. Among the most dangerous consequences of the growing influence of the internet and online services is that "addiction" reduces social contact, intellectual abilities, and humor (Meates, 2020).

2. Materials and Methods

Study Sample Size and Population

Our data comes from a survey of 251 young Iraqi students aged 16–25 as shown in table: 1 **Demographics of Sample Members**. The survey was completed online as a self-administered questionnaire, and respondents were recruited using an online survey platform and through promotion on partner organizations' websites and social media channels. The sample was not random; it was a non-probability volunteer sample and did not represent all young . The survey participants comprised 72 students representing the Iraqi youth in this age range. Data quality was assessed using elimination. For social media usage, respondents were asked to indicate if they had the apps and the frequency with which they used them.

Study Variables

First variable examined is the amount of time spent on Facebook. While this may be symptomatic, it has been operationalized to measure the impact of using Facebook on young people. It is important because if many young people spend a lot of time on activities with negative effects, then changes to these activities could have a significant beneficial effect. This desirable goal is almost certainly a pipe dream, but it is impossible to know until we understand the underlying links. A second important variable is the adolescent phase of life. It is only during adolescence that young people learn to use social skills. The transfer of these social skills from the face-to-face world to the virtual world will significantly affect how young people interact. A third important variable is rejection. It is important to know whether the frequent reports on the extent and impact of rejections have substance. Rejection is a fair variable to explore because adolescence has already been connoted as a time of alienation (Karim et al., 2020).

A fourth variable that should affect the motivation for social networking is the number of friends. Young people make many friends during adolescence and will use Facebook to keep in touch with them. Individuals with more friends use Facebook more because the total time available for spending with friends is greater. Two other related variables might also affect the choice of using friends as motivation. The strength of people's friendship networks has been identified as an essential factor determining emotional and physical health. Increases in the frequency of interactions with friends and family are more substantial than improvements in relationships with friends and family predicting well-being, so there will be a strong rationale for examining these relationships. Facebook is now used very extensively, but it might bring proportionally few prizes. Conflicting evidence suggests that fewer happiness levels and life satisfaction will be inferred from the number of friends instead of increasing well-being. This effect may be because the variables are intended for face-to-face contact (Lopez et al., 2023).

3. Results and Discussion

From the (Table .1)it is clear that the percentage of males was 48.5 and the percentage of females was 51.5, which means that the number of females in the sample is more than males. Table 1 also shows participants 16-19 for the survey are (28.2%) percent and the other participants aged 20-25 are (71.2%) percent.

Table 1. Demographics characterization.

Parameters		Frequency (%)	P Value
Gender	Male	121(48.5%)	0.021
	Female	124(51.5%)	
Age	16-19	72(28.8%)	0.036
	20-25	179(71.2%)	

The independent samples analysis showed that females' subjective time spending on Facebook was significantly higher than males, There were also a number of gender differences in participants' styles of using Facebook. Females were more likely to treat Facebook as integral part of life.

Table 2 shows the data of study questionnaire that consists of 10 items and revealed that items (1,2, 7 and 9) have high values; this means that students use Facebook for those items statements at a high level. While Items (4,5,,8 and 10) have medium values; which means that the use of Facebook in reaching out to teachers by students is in moderation. The clusters mean of (3.10 and 3.25) shows that generally, students use social media at a low level.

Table 2. Study questionnaire answers by study population Statistics.

No	Items Statement	S. N.	Mean	standard deviation	Decision
1.	The page contributes to providing the information I need.	521	2.93	0.82	High
2.	It is easy to obtain the information I need.	521	3.52	0.62	High
3.	The page does not provide important information.	521	3.10	0.89	Low
4.	It provides an opportunity to view diverse educational experiences.	521	3.63	0.65	Medium
5.	The page represents the opinions of those in charge of it and does not reflect the vision of students.	521	2.81	1.03	Medium
6	It posts misconceptions.	521	3.25	0.68	Low
7	It contributes to providing the information I am looking for.	521	2.25	0.93	High
8	It provides information that is not related to the specialization.	521	3.33	0.88	Medium

9	Inquiries are answered quickly.	521	3.23	0.90	High
10	It provides general information that is not related to the specialization	521	3.11	0.40	Medium

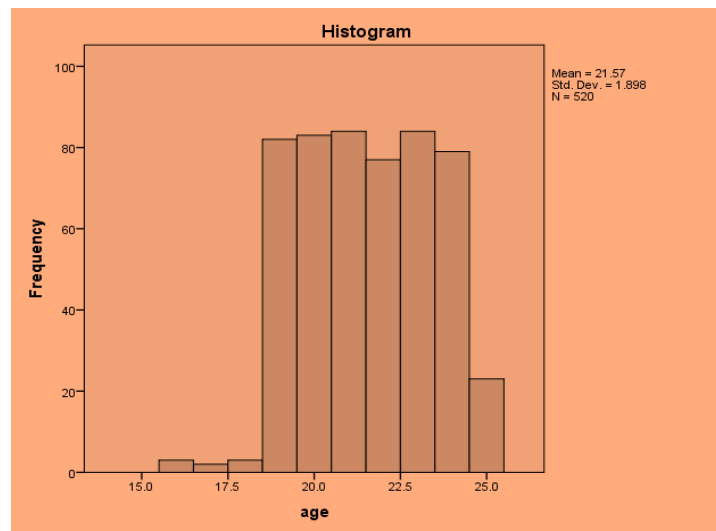


Figure 1. Age distribution of study sample.

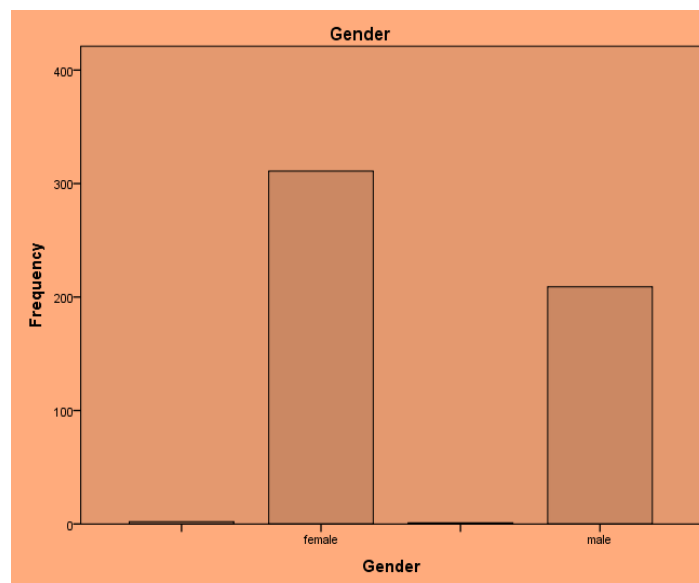


Figure 2. Distribution of study sample gender.

Understanding that the stuff we are utilizing is essential for effective tools. With knowledge and comprehension, they could be utilized efficiently and for beneficial purposes. Consequently, these observations pertain to the understanding of the impact of social networks on the psyche of adolescents. It is not the hazards that are paramount, but rather the important role and potential of these networks in education, creativity, relationships, employment, and opportunities for enrichment and development. The analysis of Facebook, a principal social network and paradigmatic of this digital landscape, is undeniably significant in its implications for the broader spectrum of social networks, or more accurately, social web applications. Its contribution, albeit partial and constrained, can be viewed as a proposal for engaging with the social web to maximize personal, educational, and interpersonal benefits.

The initial section of this study aims to provide an analysis of a particular application of Facebook, which may also be applicable to other social networks. Nonetheless, it may possess attributes that define its unique characteristics. The second chapter presents a focused analysis of Facebook as a quintessential example of social networks, given its widespread utilization. This emphasizes the functions that define its utilization and specifically directs attention to the users' cognition, in accordance with a paradigm of eudaimonia. The concluding section examines Facebook as an archetype and evaluates the characteristics of other social networks, seeking elements pertinent to a broader discourse.

4. Conclusion

The data indicate that Facebook is becoming a model of consciousness among young individuals. The cognitive development framework does not entirely facilitate the enhancement of critical thinking skills among college students within the setting of Facebook modeling; rather, a connection exists between Facebook and cognitive development. The study should incorporate behavioral change modeling of Facebook, in addition to cognitive changes, to generalize the results of consciousness change modeling of Facebook across all theoretical frameworks. The correlation between the behavioral 'liking' of political parties by liberal and conservative students and the alterations in awareness modeled by Facebook warrants investigation. Research indicates that Facebook serves as an appealing cognitive framework for college students in the domains of information creation, evaluation, analysis, and utilization. This outcome is significant for the psychology of social networking.

The study possesses multiple limitations that provide avenues for future investigation. Initially, the focus is solely on Facebook. It is essential to examine the effects of alternative social networking platforms on the psyche of adolescents. Secondly, the research findings had to be juxtaposed with those of adolescents not utilizing these social networking platforms. Research should investigate if Facebook participation exacerbates and promotes political shifts in the right and left wings or undermines and erodes the foundational beliefs of these political factions. Third, an investigation should be conducted into why certain pupils have become less concrete and formal or imaginative and introspective thinkers. Future studies may investigate if Facebook promotes biased thinking, including sexism, racism, or ideological distortion. Fourth, the influence of Facebook on real-life decisions and behaviors that create cognitive frameworks warrants investigation.

The study results have ramifications for the current literature. They can be beneficial in a more extensive examination of the theoretical competencies of college students who are Facebook members. The relationship among developmental cognitive frameworks at the Facebook level, unconscious mechanisms, and reactive social networking awareness must be thoroughly elucidated. Although the outcomes are examined separately, this will promote concept development. Although the novel thought control methodology has not been elucidated innovatively, the results contribute to the enhancement of cognitive growth at the collegiate level. The limitations of the current study suggest potential avenues for further research into various aspects of cognitive frameworks present on Facebook.

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