# Promoting Civic Engagement of Youth through New Media and Information Literacy

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*Abstract: The rapid rise of New Media has enabled society to share information through Information and Communication Technology (ICT). It has become a vital tool for information dissemination, leading to the emergence of a Media Literate. New Media has also evolved into a platform for sharing civic knowledge, addressing social issues, and engaging in civic activities, commonly known as "Civic Engagement." Young people, in particular, have been instrumental in leveraging platforms like Facebook, Twitter, YouTube, and Instagram for Civic Engagement. For this, a survey of 450 university students in Punjab, Pakistan, was conducted. The results indicate that these students actively use New Media for various Civic Engagement activities, including fundraising, political involvement, advocacy campaigns, and social innovations. The empirical evidence suggests a strong correlation between increased use of New Media platforms for Civic Engagement by university students and a subsequent increase in Civic Engagement across society as a whole.*
*Keywords: Information Technology, Civic Engagement, Civic Participation, New Media, University Students, Youth, Media Literacy*

## 1.      Introduction

Human being has been very curious to discover about, what is going on around the globe. For receiving information of the world, different platforms have been used, from print media to electronic media (Webber & Johnson, 2006). In 21$^{st}$ century, modern inventions have changed information patterns and process. Traditional media have been transformed into New Media, i.e. Facebook, Twitter, Youtube and Instagram etc. A large number of persons have also been using different devices for processing of information (Ittefaq et al., 2022). Every individual of society has access media platforms for transferring and evaluating information that is part of Media and Information Literacy (Price, 2002).

On the other hand residents of this planet have also curiosity to do something for serving the nation. Some try to facilitate the humanity while some others serve the nation for noble cause. Media channels are the main source for sharing such information for society. New Media of today is heavily being used by individuals,

institutions and groups for political and social purposes (Kahne & Middaugh, 2013). Media usage can create peace and distortion in the society. A responsible media usage ensures peaceful environment, while irresponsibility in this regard can destroy the society. Being a responsible citizen and a responsible media user, it might ensure peace and progress in the society. A civic sense can be promoted by the use of New Media (Boyd & Dobrow, 2011).

## 1.1    Background

United Nations Educational Scientific and Cultural Organization (UNESCO) raised a slogan "*Think Globally, Act Locally*" under the theme of Media Information Literacy and it has become a Glocal approach to the development of New Media Literacy. Efforts have been done to promote Media Literacy in Europe and other developing countries during previous decades but after the emergence of internet and digital technology. New Media has also become a tool for learning and literacy in developing countries as well. Users of the New Media learn skills and understand the process of sharing information. Many countries have been using Social Media literacy as a curriculum, as academic learning. Different universities offer Communication Studies/Media Studies programs and disciplines for Media and Information Literacy (Aziz et al., 2023a). With the passage of time it became very easy to access mobile phone, internet devices and media platforms for information purposes. In the 21st century every individual has become a regular user of New Media either they are Media Literate or not. It is need for the hour that users of New Media must learn skills to access and to analyze media information for ensuring authenticity and avoiding disinformation (Manca, 2021).

To meet the challenges regarding authenticity in media information, to avoid propagating the truth and disinformation, United Nations General Assembly (UNGA) has been ensuring Media Information Literacy since 2012.With the rapid expansion and use of digital technology it is very necessary to be able to access, organize, analyze and use information ethically (Alexander & Galina, 2020).

**Media and Information Literacy**

Media and Information Literacy (MIL) is a skill or capability that ensures a person to get information, analyze its perspective, create new dimensions of information and evaluate the knowledge as well. A person who is rich informed, having knowledge of media usage and media processing massages, can evaluate the information received by different media platforms (Frau-Meigs et al., 2017). Media Literacy is the name of abilities of using different types of media in a responsible and right way (Breivik, 2005). It is also called device literacy that means to own, access and understand the basic technology of the media device as well. Information Literacy is the name of those abilities which an active media user has. He/she can discover new ways of

knowledge, consult new sources for information and knows about how information is produced and shared over the time. Information Literacy makes a person to be eligible to apply information over the society for discovering new horizons of knowledge (Virkus et al., 2005). A Media Literate has the knowledge, ability and skills to practice the media devices (Thoman & Jolls, 2004). An Information Literate can determine, access, evaluate, use and understand information.

These are different dimensions of Media and Information Literacy that includes; Accessing Media Information, Using Media, Evaluating Media and Information, Creating Media and information, participating in Media, Knowing hoe Media works and demanding Media Quality and rights (Reineck & Lublinski, 2015).

## 1.2    Civic Engagement

Civic Engagement is the name of those political, nonpolitical and social participations, experiences and practices which make the society a developed place and ensure a quality of life with full of responsibility (Ehrlich, 2000).

Forms of Civic Engagement includes; Activism or Advocacy, Civic Learning, Community Service/Volunteerism, Community Engaged Internship, Philanthropy/Fundraising, Political Engagement, Community Engagement Research and Social Entrepreneurship/Social Innovation.

In this research "New Media" and "Youth; University Students" will be studied and measured (Aziz et al., 2023b).

## 1.3    Factors of Civic Engagement

Following are different type of factors of Civic Engagement:

Some contexts that are associated with adolescent Civic Engagement are Intergeneration Closure, Friends' Civic Engagement, Parents' Civic Engagement, Civic Education, Neighbor Influences, School Influences, Family & Peers' Influences and Civic Behaviors (Rossi et al., 2016). Culture, Values, Time and Capital Constraints leads to decrease the Civic Engagement. Forced Voluntarism, Retired persons and other Sponsored Civic Engagement activities change its nature but evidences show that young people have extra potential to involve in Civic engagement. Direct Political Action, Monthly Volunteer Hours, Organizational Participation, Advocacy and Voting Attitude can foster the Civic Engagement among youth (Nishishiba et al., 2005).

## 1.4    New Media

All those means of communication which use digital technology on internet for process of information and data or any media that delivered information digitally. For example websites, media networks, music television streaming, Twitter, Facebook, YouTube and Instagram etc. (Flew, 2008).

## 1.5    Youth Proportion

United Nations Organization (UNO) declares youth all those persons who are between 15 to 24 years of age. 16 % of the global population is youth that is 1.2 billion in strength (www.un.org).

As per National Youth Policy of Pakistan (2012) youth is called those persons having age between 15 to 29 years (Qasim et al., 2023). Punjab Youth Policy also defines youth age between 15 to 29 years as well (www.yas.punjab.gov.pk). There are 180 million youth in Pakistan that is two-thirds of the whole population of Pakistan (Ashraf et al., 2013). 65.1 % population of Pakistan is youth (Ahmad & Azim, 2010).

## 2.    Literature Review

A study on students of Czech Republic shows that there is immediate and short term impact of Media Literacy on Civic Engagement of students (Romer et al., 2023).There is high level of Media Literacy among university students either they are media Graduates or from other disciplines (Adhiarso & Suyanto, 2018). There are limited studies conducted on New Media Literacy in Malaysia but some studies shows that the information of New Media is not filtered through any factors due to that false information and propagation is shared rapidly. New Media literacy enables media users to judge and confirm information from many other sources (Shin & Zanuddin, 2019). Media Information Literacy pushes people to be active and well informed about the globe and it creates power to think critically (Grizzle, 2019).

Social networking sites and digital media have not only negative effects on university students but it has also some positive effects as well. Students learn different activities and strategies of doing good deeds, welfare, political engagement etc. (Mustafa, 2018). A large number of youth is using New Mediaplatforms in Pakistan that enables them to be rich informed about the country. They are politically and socially active especially in serving the society. There are 44 million New Media accounts in Pakistan. Facebook is very popular with 30 million users in the state (Zaheer, 2018). Perceived moral conflicts and literacy impacted on learning and civic participation. During 2016 US Presidential Elections, 3810 students were tested the impact of New Media consumption on Civic Engagement and findings reveal that New Media increased the world knowledge and awareness of the students. They also desired to take interest in different social activities for the betterment of society (Boulianne, 2016).

Impact of Media Literacy can be measured depending upon different forms of civic activities (Lenzi et al., 2015). Youth are civic actors who have ability and skills to evaluate every piece of information shared by digital media. They also take part in social and political activities. Media Literacy played a vital role in Civic Engagement and youth development. There are number of studies, conducted in term of literacy about media contents with respect to civic development. There is positive relationship between New Media and civic knowledge (Eveland, 2002).

From above mentioned studies it has been summarized that Media Information Literacy and Civic Engagement are correlated with each other. Some researchers proved one dimension of Media Literacy and others explored different forms of Civic Engagements as well. Following gap will be followed for current study.

## 2.1    Theoretical Framework

A brief description of the relevant theory has been mentioned here. It has also been described that how the theory is linked and applied with current study.

### 2.1.1    Social Learning Theory

This theory proves both identification and imitation to explain how different persons get knowledge to observe others in their environments (Bandura, 1986). In this study it has been explored that how youth observed and learnt from society in order to explore, consume and access to New Media options and how they learnt social behavior regarding Civic Participations.

### 2.1.2    Social Cognitive Theory

Social Cognitive Theory is also used in Mass Communication and Media Studies as well as in other social sciences. This theory describes that every individual acquires knowledge by observing others within the context of social interactions, experiences and outside media influences (Bandura & Walters, 1977).  This theory has been applied on this study as it addressed individual's knowledge and observation that how they interacted with their surroundings.

### 2.1.3    Theory of Media Literacy

This theory states that Media Literate persons is deeply involved in their media exposure, experiences and believe that they are in control of media impacts and also own basic knowledge of media content, its producers and effects as well (Potter, 2004). This theory covered all the critical abilities of youth for assessing media contents. It addressed how individuals access, analyze, create, reflect and act to media messages and information.

## 3.    Methodology

This study has been designed to collect primary data from the research subjects. In order to conduct this study, Quantitative Research Approach has been used. For this purpose Survey has been conducted as data collection tool by distributing a comprehensive questionnaire comprised of Closed Ended questions. An online standardized questionnaire after a comprehensive review of literature has been developed for collection of data. Population of the study is enrolled students in all public sector universities of the Punjab, a province of Pakistan.

University students are assumed as best user of media and information collector who can apply their abilities

for the betterment of the society (Kaeophanuek et al., 2018). University students are also most engaged persons in Civic Participation (Brisbin & Hunter, 2003). Sampling frame was most populated public sector universities of Punjab. Having large population in public sector universities these were the best representatives of the whole population for the study. Total population in universities of Punjab is 440363 (www.bos.gop.pk).

Probability Sampling Technique has been applied for sampling purpose, as this type of sampling is more representative, objective and researcher can't be biased over here and every member of the population has same chance for selection (Griffin, 2006). Cluster Sampling Technique has been applied to divide Punjab province into its nine political divisions and one most populated public sector university from each political division has been selected. Further Simple Random Technique has been applied to select 50 students from each public sector university. Total sample size was 450 university students for this study.

Sample size has been calculated by using the Krejcie & Morgan (1970) online calculator. According to this formula from 75,000 to 1000,000 populations, a sample size of 384 is an appropriate and representative sample for this study.

## 4.    Results and Findings

### 4.1    Descriptive Analysis

There are 55% male, 43% female and 08% transgender respondents who took part in this survey. Respondents were also from both areas, rural and urban as given in figure 01.
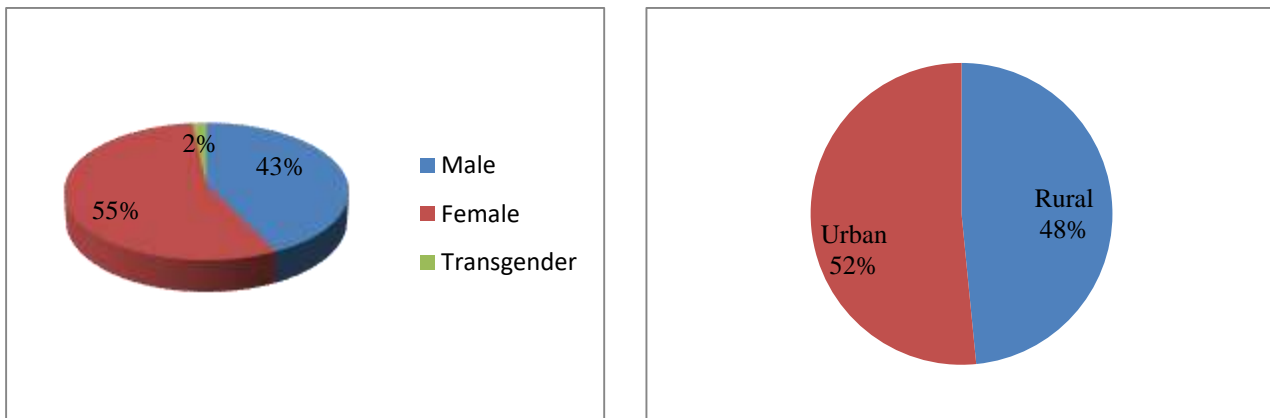


**Figure 01:**        **Gender Participation**                **Area wise participation of respondents**

Different age groups of respondents from 18 years to 30 years and above have been selected for survey purpose and they have diverse educational level including Graduation and post-graduation (Figure 02).
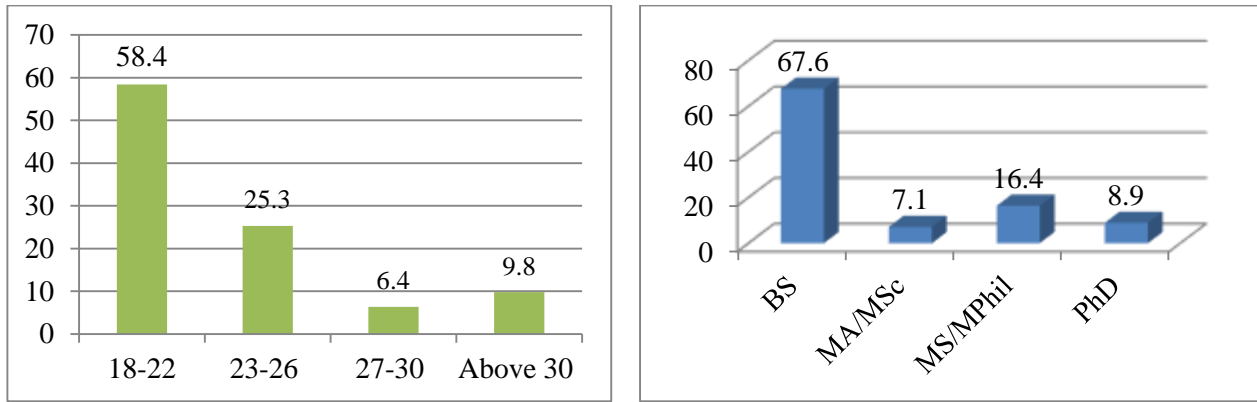
**Figure 02:**          Age of respondents                           Education level of respondents

It has been explored that university students spend significant time on using different New Media platforms. Different response categories including time from Zero hour to 04 hours and above have been asked from respondents. These responses were assigned numeral from 01 to 05. Results showed that they spent 01 to 02 hours on Facebook and Twitter while 02 to 03 hours on Instagram and YouTube daily. Some respondents also spent 01 to 02 hours on other than these platforms (Table 01).

**Table 01: Time Consumption on New Media**

|  | Mean | Std. Deviation |
|---|---|---|
| Facebook | 1.59 | 1.022 |
| Twitter | 1.36 | 0.742 |
| Instagram | 2.23 | 1.258 |
| YouTube | 2.39 | 1.215 |
| Other channels | 1.78 | 1.109 |

A question regarding participation in Civic Engagement was also asked from students. Mean (*m*) value from 3.01 to 3.18 indicated that students participated in different forms of Civic Engagement. The Standard Deviation of 1.504 indicated that there was a moderate amount of variability in the data points for this activity area (Table 02).

**Table 02: Participation in Civic Engagement**

|                                 | Mean | Std. Deviation |
| ------------------------------- | ---- | -------------- |
| Advocacy Campaign               | 3.10 | 1.504          |
| Community Services/Volunteerism | 3.03 | 1.498          |
| Fundraising                     | 3.18 | 1.440          |
| Political Engagement            | 3.15 | 1.531          |
| Social Innovation               | 3.01 | 1.529          |

It has been studied about consumption patterns of New Media in this research. Mean ($m$) value range from 2.04 to 2.71 indicates central tendencies of the data. Respondent access and evaluate Media information and also participate in Media information. They also knew how media works and discuss Media quality on New Media platform. The Standard Deviation values range from 1.015 to 1.267 indicates that there is moderate amount of variability in the data points of Consumption Patterns of New Media (Table 03).

**Table 03: Consumption patterns of New Media**

|  | Mean | Std. Deviation |
|---|---|---|
| Accessing Media Information | 2.04 | 1.015 |
| Evaluating Media Information | 2.30 | 1.100 |
| Participation in Media Information | 2.71 | 1.198 |
| Knowing how Media works | 2.39 | 1.116 |
| Discussing Media quality | 2.69 | 1.267 |

To check the Media Literacy of the respondent whether they confirm accuracy of the content and credibility of the source of the content, findings reveal that they try to confirm accuracy and credibility of the content and source frequently (Table 04).

**Table 04: Accuracy and Credibility of the content on New Media**

|  | Mean | Std. Deviation |
|---|---|---|
| Accuracy of the content | 2.37 | 1.056 |
| Credibility of source of the content | 2.47 | 1.188 |

It is also part of Media and Information Literacy to explore the knowledge of the respondents regarding New Media system. While inquiring about How New Media works and how information is generated, it was found that respondent's knowledge is fair. They are well are of this knowledge as Mean (*m*) of central tendencies of the data from 2.34 to 2.54 and *SD* from 1.29 to 1.32 show the statistics in table 05.

**Table 05: New Media Knowledge**

|  | Mean | Std. Deviation |
|---|---|---|
| New Media Working | 2.34 | 1.290 |
| New Media Information Generation | 2.46 | 1.306 |
| New Media Organization System | 2.54 | 1.321 |

Exploring the extent of inspiration by New Media for Civic Engagement, respondents were asked different response anchors in term of frequency. Results of the survey received that respondents frequently get inspired by the New Media platform for Civic Engagement (*m=2.20*) (Table 06).

**Table 06: Inspiration by New Media for Civic Engagement**

| | |
|---|---|
| Mean | 2.20 |
| Std. Deviation | 1.305 |

Respondents were also asked about different sources including New Media, Main Stream Media, Interpersonal Channels and Self Interest for Civic Engagement Inspiration. Descriptive Statistics showed the results ($m=2.10$ to $m=2.56$) that respondents are inspired by these media platforms frequently (Table 07).

**Table 07: Inspiration by Media Platforms for Civic Engagement**

| | Mean | Std. Deviation |
|---|---|---|
| New Media | 2.20 | 1.305 |
| Main Stream Media | 2.56 | 1.375 |
| Interpersonal Channels | 2.36 | 1.341 |
| Self Interest | 2.10 | 1.312 |

It was also surveyed the extent of inspiration by different content of media for Civic Engagement. Findings revealed that these media content has also inspired the respondents regarding their desired Civic Engagement (Table 08).

**Table 08: Inspired by Media Content for desired Civic Engagement**

| | Mean | Std. Deviation |
|---|---|---|
| News | 2.28 | 1.227 |
| Articles/Columns | 2.49 | 1.249 |
| Features | 2.66 | 1.234 |
| by Documentaries | 2.46 | 1.346 |
| Tweets | 2.48 | 1.421 |
| Public Service Messages (Advertisements) | 2.50 | 1.392 |
| Live Speeches | 2.61 | 1.269 |
| Vlogs | 2.48 | 1.352 |
| Blogs | 2.69 | 1.373 |
| Other Sources | 3.00 | 1.575 |

To check the promotions of Civic Engagement on New Media, respondents were asked how they promote Civic Engagement by using New Media Platforms. For this it was questioned to what extent they spread General awareness of Civic Engagement, Motivate other people, Promote and take participation in Discussion on desired Civic Engagement. Statistics showed the results that respondents frequently applied these tactics on New Media for promotion of their desired Civic Engagement (Table 09).

**Table 09: Promotion of Civic Engagement on New Media**

|  | Mean | Std. Deviation |
|---|---|---|
| General awareness | 2.69 | 1.340 |
| Motivation | 2.78 | 1.346 |
| Promotion | 2.87 | 1.334 |
| Discussion | 2.94 | 1.219 |

Civic Engagement has different forms of political and nonpolitical participation (Ehrlich, 2000). For this study it was explored to what extent respondents highlighted social issues and their solution on New Media platforms. Responses of this question received the results that they used Facebook, Twitter, Instagrm, YouTube and some other channels as well for the sharing of solutions of different issues (Table 10).

**Table 10: Use o fNew Media platforms for sharing solutions of the Social Issues**

|  | Mean | Std. Deviation |
|---|---|---|
| Facebook | 2.86 | 1.462 |
| Twitter | 2.90 | 1.399 |
| Instagram | 2.61 | 1.282 |
| YouTube | 2.92 | 1.367 |
| Other Channels | 3.17 | 1.436 |

Answers to the question, which medium is more powerful New Media or Main Streams Media for promoting Civic Engagement showed (Table 11) relatively positive reception by the respondents. Respondents strongly believed that New Media is more powerful for promoting Civic Engagement activities in the society.

**Table 11: New Media is powerful than Main Stream Media**

| Mean | 1.81 |
|---|---|
| Std. Deviation | 1.022 |

### 4.2 Inferential Analysis

Previously descriptive statics were used to elaborate the frequencies of the variables including consumption pattern of New Media, Civic Engagement participation etc. In inferential statistics different claims have been justified. To check the hypotheses of the study different statistical analysis like Correlation, ANOVA and Chi-Square were utilized.

To check the relationship between variables Correlations has been utilized for this study, it was hypothesized that there is significant relationship between Media Literacy and Civic Engagement. Evaluation of Media Information; sub variable of Media Literacy, and Inspiration by New Media for Civic Engagement; sub variable of Civic Engagement. Statistical analysis showed that there is significant (.000 ≤ .05) relationship

between Media Literacy and Civic Engagement (Table 12).

### Table 12: Correlation between Media Literacy and Civic Engagement

|  | Evaluating Media Information | Inspiration by New Media for Civic Engagement |
|---|---|---|
| Pearson Correlation | 1 | .373** |
| Sig. (2-tailed) |  | .000 |

To check association between variables Chi-Square is utilized. In this study this hypothesis is there is strong association between Media working knowledge and Promotion of Civic Engagement. Findings revealed that a statistical significance (.000 ≤ .05) association existed between Media Working knowledge and Promotion of Civic Engagement (Table 13).

### Table 13: Knowledge of Media Working and Promotion of Civic Engagement

| Test Statistics | | |
|---|---|---|
|  | Knowing how Media works | Spreading Promotion of Civic Engagement |
| Chi-Square | 381.600a | 191.867a |
| df | 5 | 5 |
| Asymp. Sig. | .000 | .000 |

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 75.0.

### 4.2.1 ANOVA Table

Regression: The sum of squares due to regression is 26.922, with 1 degree of freedom (df). The mean square is 26.922. The F-statistic is 15.616, and the associated p-value is very low (p < 0.001), denoted by ".000a". This suggests that the regression model as a whole is statistically significant. Residual: The sum of squares of the residuals (unexplained variability) is 772.343, with 448 degrees of freedom. The mean square for the residuals is 1.724.

Total: The total sum of squares is 799.264, with a total of 449 degrees of freedom (Table 14, a).

### 4.2.2 Coefficients Table

Intercept (Constant): The intercept value is 2.242, with a standard error of 0.170. The t-statistic for the intercept is 13.160, and the associated p-value is very low (p < 0.001), indicating that the intercept is statistically significant. Use of New Media: This predictor's coefficient is 0.214, with a standard error of 0.054. The standardized coefficient (Beta) is 0.184. The t-statistic for this predictor is 3.952, and the associated p-value is very low (p < 0.001), indicating that this predictor is statistically significant (Table 14, b).

### 4.2.3 Interpretation

The ANOVA results indicate that the regression model, which assesses the relationship between the frequency of using a specific type of social media and the promotion of civic engagement, is statistically significant. The

coefficients table provides information about how the predictor variables influence the dependent variable: The intercept (constant) value of 2.242 represents the expected value of the dependent variable (promotion of civic engagement) when all predictor variables are zero. The predictor "Use of New Media" has a positive coefficient of 0.214. This suggests that as the frequency of using this type of social media increases, the promotion of civic engagement tends to increase as well. Both the intercept and the predictor are statistically significant based on their low p-values. The standardized coefficient (Beta) for the predictor indicates its relative importance in predicting the dependent variable within the context of other predictors.

**Table 14: Use of New Media for Promotion of Civic Engagement**

**(a) ANOVA[b]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| | Regression | 26.922 | 1 | 26.922 | 15.616 | .000[a] |
| | Residual | 772.343 | 448 | 1.724 | | |
| | Total | 799.264 | 449 | | | |

**(b) Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| | (Constant) | 2.242 | .170 | | 13.160 | .000 |
| | Use of New Media | .214 | .054 | .184 | 3.952 | .000 |

a. Predictors: (Constant), Use of New Media

b. Dependent Variable: Spreading Promotion of Civic Engagement

## 5.    Discussion

This study aimed to analyze Media Literacy for the promotion of Civic Engagement by university students on New Media platforms. For this, it was studied about New Media working knowledge, Information generation process, consumption patterns of New Media and different forms of Civic participation of university students. By New Media it means Social Media and Civic Engagement describes about the Social Participation for the betterment of society.

A survey conducted to check university students' using habits of New Media and their Civic participation. Results of survey by 450 university students were analyzed in descriptive statistics and inferential statistics because youth especially students are civic actors who have ability and skills to evaluate every piece of

information shared by digital media. They also take part in social and political activities (Kahne & Middaugh, 2013).

Respondents' demographics including gender and age (Graph 01), area and educational level (Graph 02) were also kept in view to ensure significance representation of the population.

Findings revealed that university students spent 01 to 03 hours on average on Facebook, Twitter, Instagram and YouTube channels daily (Table 01). As described by Zaheer (2018) that there are 44 million New Media accounts in Pakistan. Facebook is very popular with 30 million users in the state. They also took part in different forms of Civic Engagement including Advocacy Campaign of different social issues, Volunteerism for social development, fundraising for helping needy persons, Political Engagement in election and vote casting and Social Innovation for designing and implementation of new solutions for welfare of community (Table 02). Mustafa, (2018) stated that social networking sites and digital media have not only negative effects on university students but it has also some positive effects as well. Students learnt different activities and strategies of doing good deeds, welfare, political engagement etc.

Results of Media and Information Literacy of university students showed that they had access Media information, they evaluated information while using New Media Platforms, Participated in Media information for discussing demands of Media quality (Table 03)and they also had knowledge of media working, system as well. University students were also capable to confirm the source of media content from where it transmitted, and they also tried to check the accuracy of media content (Table 04). This analysis is in line with Media Literacy Theory (Potter, 2004). It is explained that Media Literacy is the name of abilities of youth for assessing media contents. It addressed how individuals access, analyze, create, reflect and act to media messages and information. Chin & Zanuddin (2019) has also mentioned that New Media literacy enables media users to judge and confirm information from many other sources.

University students were literate about Media working system, Information generation process and organization process of media industry (Table 05). They also got inspiration of their desired Civic Engagement (Table 06) by different types of content of media including New Media, Main Stream Media, and Interpersonal channels (Table 07).  News, Articles, Columns, Documentaries, Tweets, Public Service Messages, Live Speeches, Vlogs and Blogs of Social Media were major source of inspiration for Civic participation (Table 08). It is related to lines of Adhiarso &Suyanto (2018). They concluded that there is high level of Media Literacy among university students either they were media Graduates or from other disciplines.

Results indicated that university students informed and discussed with other people about their desired Civic Engagement for motivation and promotion purposes (Table 09). They also share solutions of the social issues

by utilizing Facebook, Twitter, Instagrm and YouTube platforms (Table 10). University students believed that using New Media ensures promotion of Civic Engagement. Results of the study emphasized that New Media has more power for promotion of Civic Engagement activities than any other media platform (Table 11). Boulianne (2016) studies that during 2016 US Presidential Elections, 3810 students were tested the impact of New Media consumption on Civic Engagement and findings revealed that New Media increased the world knowledge and awareness of the students. They also desired to take interest in different social activities for the betterment of society

To determine reliability of the survey results inferential testing including Correlation, ANOVA and Chi-Square were conducted for exploring significance differences.

As there is significant ($.000 \leq .05$) relationship between Media Literacy and Civic Engagement (Table 12). University students evaluated media content and participated in deferent activities of Civic Engagement, so it ensured their strong relationship. If they evaluated the media information regarding Civic Engagement then they could inspire others for promotion of Civic Engagement. These findings related with the thoughts of Lenzi et al. (2015) who explained that the impact of Media Literacy can be measured depending upon different forms of civic activities.

A statistical significance ($.000 \leq .05$) association existed between Media Working knowledge and Promotion of Civic Engagement (Table 13) as described by Eveland (2002) that there is strong association between New Media and Civic Participation.

University students knew about media industry working, how information is generated, processed and shared. So they could utilize New Media platforms for promoting Civic Engagement.

The frequency of using New Media increases, the promotion of Civic Engagement (Table 14). Inferential analysis indicated that. A well Media Literate can promote Civic Engagement in a better way by using New Media platform number of times. Results are in line with analysis of Boyd & Dobrow (2011) who stated that Media Literacy played a vital role in Civic Engagement and youth development. There are number of studies, conducted in term of literacy about media contents with respect to civic development.

## 6.    Conclusion

University students have used New Media for Civic Engagement. They shared information regarding Civic Engagement on Facebook, Twitter, Instagram and YouTube as well. Many of the university students got inspiration for Fundraising, Advocacy Campaigns, Social Innovation and Volunteerism. These students accessed New Media for collecting content of social issues and made sure the accuracy and credibility of the content. They also consume content of New Media in form of text, images, audio and video as well. This

content is based on Civic Engagement. They discussed and interacted with other media users for participation in Civic Engagement. It has been concluded that university students had Media and Information Literacy and they also promoted Civic activities for the betterment of the society.

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