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Impact of Netflix Indian Web-series on Sentiments of Youth of Pakistan

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Abstract

Students' academic achievement and sentiments must now take into account the use of web streaming services. Every year, the pace of technological advancement quickens, and the following generation is all too ready to join in. At COVID-19, the Netflix streaming service was one of the most appealing and engaging platforms for young people. Young people and students in Pakistan have taken to this paid-for video-streaming network. In addition, surveys were sent out via Facebook and email to see if academic success influenced students' use of social media. Netflix has no association with academic accomplishment, according to the statistics, which is contrary to what was projected based on their cumulative test score. The goal of this study is to see how social media influences academic achievement among younger generations in Karachi, Pakistan. Students aged 11 to 20 were invited to fill out surveys that were given via Facebook and email. A total of 115 boys and girls aged 11 to 20 years old, enrolled in seventh through twelfth grades, were included in the study. This group is made up of people from various social backgrounds. A cross-tabulation is used to determine the outcome of both variables. Young people in Karachi, Pakistan, spend a substantial amount of time on social media, according to the findings of the study, which has a negative impact on their academic advancement.

Keywords: Web Production, Academics, Learning, Movies, Pakistani Youth, Development

1. Introduction

In their writings, Mike Moran, Jeff Seaman, and Hester Tinti-Kane have maintained for a long time that the term "social networking" has a nuanced meaning, and that one site may provide people with numerous chances to be content providers, controllers, and users. All postings that are shared on social networking accounts would allow people to connect with one another before this material is published (Moran, Seaman, and Tinti-Kane, 2017). It is referred to as "internet networking" to refer to the act of participating on the Internet, while "social media" refers to the instrument that fosters such participation (Hartshorn, 2018). Social networking provides the ability to connect with and interact with other users via two-way communication, which means that everyone who has an online presence may participate in social media activities. A distinction should be made between two sorts of social media users: new natives and foreign immigrants. These humans emerged on the planet after 1980, at a time when digital media was developing. Human beings who were born before 1980 and have altered their way of life in order to accept digital technology are referred to as digital refugees (AntonSon and Christopher, 2018). Micro-blogging sites, social networking live-streams, and other similar services (AntonSon and Christopher, 2018). The 12- to 19-year-old school children who were the subject of this research were the most youthful group surveyed. Some of the services addressed in this article include Yahoo, Twitter, Google, and a few of other websites as examples. They must be well-educated in order to be able to shape Pakistan's growth path ahead of them. The younger generation will be in charge of our society in the future, and vice versa. In addition, an evaluation of the numerous activities to which they are exposed must be carried out, since these activities may have either a helpful or a detrimental influence on them. The goal of this research is to determine if the prevalence of social problems is increasing or decreasing.

Students' academic achievement is influenced by their involvement in social networks. What role does academic success have in this? All of these concerns are addressed in this piece. Over the years, social networking has been understood in a number of various ways by different people. Pakistan is one of the countries that uses social media the most often, notably Facebook. Even though it has a penetration rate of roughly 17 percent, it dominates the MENA region since it has more than 11 million subscribers. In the first half of 2012, Pakistan gained an extra 1,608,426 Facebook members, making it the country with the biggest number of Facebook users in the Middle East and North Africa. According to Luke Richards, 46 percent of social media users in Pakistan say that social media drives them to make their nation a better place to live (Richards, 2012). According to Dr. Anthony Curtis, there were around 1.28 billion Facebook users worldwide in 2018, with approximately 55 million of them being from the SAARC countries (Curtis, 2018). The purpose of this study is to assess the impact of social media on the academic achievements of the younger generation; as a result, the following is the structure of the paper: an examination of previous research involving university students and high school pupils who do not dwell in Pakistan There was a follow-up discussion after the study methods and findings from the questionnaire distribution were presented. This included reactions to the hypotheses proposed in the article and reactions to the technique. Finally, the purpose of this review, as well as its limitations, will be examined.

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2. Literature Review

As Paul Kirschner and Aryn Karpinski (2018) put it, Netflix is an internet directory that supports users in identifying their friends, relatives, and employers by finding them on social media sites, rather than a streaming service (2017). Teenagers all across the globe, according to Curtis, are abandoning Facebook in favour of social media platforms such as SnapChat, Twitter, and Instagram (Curtis, 2018). As Victoria Rideout notes, "entertainment media" (which includes "more than double the overall amount of time spent in school each year among the younger generation, as measured by the amount of time they spend on social media") takes up "more than double the average amount of time spent in school." Social impact (also known as "influence") is a significant influence on one's sentiments, beliefs, and attitudes, as stated by Robert E. Rideout (2018). Her research indicates that the typical American youngster spends around 7 1/2 hours per day simply playing on the internet, not to add the time they spend multi-tasking at the same time, according to her. The usage of a smartphone for entertainment, communication, and social networking is one alternative. As Rideout points out, social networking differs from full-time job or long-term study in that the amount of time spent on the Internet has expanded dramatically in recent years (Rideout, 2018, p. 5). Consumers are encouraged to submit feedback on the things offered by Abelardo Pardo, who believes that digital technology is a launching pad for fresh developments. The fact that social networking facilitates relationships between students, their professors, and organisations with similar educational interests is also addressed by Pardo.. Kilt used in religious ceremonies (Pardo, 2018, p. 45) Kirschner focuses on the characteristics of Homo sapiens, who are current learners, as well as the many forms of study that they use. For the sake of this informal paraphrasing, people believe that this current approach has "metacognitive abilities," which indicates that they are capable of finding answers on their own. This is referred to as "discover-based learning."

Finally, we shown in the previous part that the younger generation has an uneasy connection with technology, which allows them to multi-task well. There is concern that the share of the younger generation who uses the Internet to help them in their school activities will reach 46 percent, as some estimates suggest. Kirschner and Karpinski (2017) developed a formalised formalised formalised formalised (Kirschner and Karpinski, 2017). With June Ahn's research, we may have a better understanding of the concept of "Signaling Theory," which is concerned with how individuals utilise social networking platforms to project themselves and develop their identities, as well as how they promote their own trust among others. If the consumer loses their colleagues' trust, according to her, this pushes them to make more connections across numerous networks, resulting in the formation of new friendships and business relationships (Ahn, 2018b).

It is said by Kaveri Subrahmanyam and Patricia Greenfield that Internet use may be useful as well as detrimental in certain situations. and educators are doing all they can to keep an eye on how kids are exploiting digital technology for instructional reasons (Subrahmanyam and Greenfield, 2018). A number of educational organisations around the country have said that

social networking has a good impact on the development of young people's curricula. Even while schools are aware of the impact that social networking has on children's education, they do not have easy access to social networking sites (Ahn, 2017). An additionally points out that the millennial age of social media allows for the use of the following three models: Facebook, which provides a complete online presence as well as a network of friends, Twitter, which allows for the sharing and watching of content, and Instagram, which allows for the sharing and watching of photos and videos. Students' social networking profiles are examined by academics at the period of identity development when students are developing their identities, according to Ahn (Ahn, 2017).

Gwenn Schurgin O'Keeffe and Kathleen Clarke-Pearson both think that social networking sites have negative repercussions, including the dissemination of incorrect information and the difficulty in determining one's online privacy rights. Person-to-person contact assaults, as they are referred called, have been implicated in the initiation of cyberbullying and online harassment (O'Keeffe and Clarke-Pearson, 2018), as well as other forms of harassment. A number of other studies have indicated that cyberbullying and harassment are now taking place as well. Teacher interviews were done by Rideout in order to get insight into their perceptions of the impact of entertainment coverage on student academic achievement. According to the data, 71 percent of instructors agreed that media had an impact on pupils' attention spans and that they were concerned about it. A similar number of instructors (58 percent) indicated that social media had an influence on their writing skills since they often utilise informal phrasing and abbreviations in their writing. Many of the teachers said that it had negatively impacted their face-to-face listening and reasoning abilities in the classroom (Rideout, 2018). It is said that "the instant benefits of video games have made the criteria necessary for more challenging jobs considerably more difficult," according to a middle school math teacher. Riders are required to wear a formal rideout uniform (2018, p. 8) Based on the interviews she conducted, Rideout asserts that playing gaming media has the potential to boost the reading ability of kids, with the outcome increasing by 46 percent when used in conjunction with other media. Multitasking with agility and adaptability (Rideout, 2018).

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Figure: 1 Some Popular Web-series in Pakistan

In a study conducted by O'Keeffe and Clarke-Pearson, the American Academy of Pediatrics discovered that the usage of social media had a number of benefits for the organization. According to several studies, one of the key benefits of social networking is that it allows individuals to perceive themselves in a more expansive light by enabling them to engage with others and by encouraging them to be more inventive via the use of blogs. Individual projects are often required as part of the school's workload, which results in increased efficiency. According to O'Keeffe and Clarke-Pearson (2017), students may benefit from social networking in order to better comprehend concepts, but they can also interact with others in order to trade knowledge in a community atmosphere. The Jerusulam School collaborated with Victor Lavy and Edith Sand to investigate how friends' personalities influence middle-school pupils' usage of social networking sites. The medicine was provided by groups of pals who were similar to one another. The term "reciprocal friends" refers to people with whom you have similar interests or who are coworkers. Friendships that are not reciprocal are a second kind of friendship, since some students have refused to recognise the existence of a specific classmate's connection. Three of their exam results were revealed to have been influenced by students: Hebrew, Algebra, and English. Students who did not have a common friend felt that receiving poor exam results had a negative influence on their overall satisfaction with their education.

In this case, it seems that since students have similar social network ideals and aspirations as well as comparable learning styles, they may have a stronger bond with one another as a result of inspiration and other impacts throughout their schooling (Lavy, 2018). Jeff Cain and Katherine Chretien, among others, have established the concept of 'interprofessional education' as a way of thinking about schooling. It implies that more individuals will get together and exchange knowledge with one another, rather than each individual studying on their own timetable. Being sensitive of one other's experiences helps them to be more productive as a result. They were the only ones who brought it in; the authorities in charge of public health were the ones who did it (Cain and Chretien, 2018). To put it another way, there is a financial incentive for students to participate. Groups may be formed via the use of social networking sites such as Facebook, Skype, JOURNALS, and other communication mediums, which stimulate various debates and enable members to ask questions about one another. According to Napoleon Egedegbe, who compiles the scholarly achievements of numerous scholars and academics on the issue of social networking and the consequences it has on student academic performance, there is no evidence that social networking has any influence (Egedegbe, 2018).

In the opinion of Dr. Patient Rambe, social networking can pose a variety of risks and benefits because it relieves people of the need to use electronic tools for person-to-person contact." webseries have provided students with a variety of personal voices that can be shared while also creating a "educational and aesthetic environment."
Self-interest at its purest and most fundamental level (Rambe, 2018). According to Sanzhar Naizabekov, social networking sites encourage people to procrastinate. A concentrated effort

An individual using social media may be able to complete a task more quickly than an organization. The second problem that has arisen as a result of social networking research is procrastination (Naizabekov, 2018)

3. Research Methods

According to this study, the association between Netflix webseries and academic achievement among younger generations in Karachi, Pakistan is investigated. Students between the ages of 12 and 19 were requested to complete surveys, which were sent by Facebook and email to all of the participants. The sample consisted of 110 boys and girls between the ages of 12 and 19 who were enrolled in the seventh through twelfth grades, with the majority of the participants being male. These individuals come from a diverse range of social backgrounds and work in a diverse range of settings, including foreign general and American schools as well as Cambridge and Oxford universities. They also work in national school programming, which includes boards such as the Federation of American Schools, the Aga Khan Board, the Ziauddin Board, and local division boards, among others. Providing a quick comparison of the following social networking sites is another component of the study. These platforms include but are not limited to the ones listed above: Facebook, YouTube, Twitter, Google, Snapchat, and Instagram, to name a few. A Likert scale was used, with respondents being asked to rate the platform on a scale ranging from 1 to 6, depending on how often the figure in the question was used. The number one is the most significant, while the number six is the smallest. There were questions in the polls about how many hours per day each person spent on social media and what they did with that time. It was also vital to evaluate how many hours they test each day, whether or not they use social media, and whether or not they utilise it as a learning tool. It was decided to examine the data in a variety of ways and to put pupils who had provided similar responses together in a single grouping. A cross-tabulation approach was used to determine the importance and effect of two variables: first, the frequency with which students used social networking sites on a daily basis; and second, the average number of hours that students spent studying on a weekly basis. Due to the fact that academics and learning institutions are increasingly supplying students with notes and learning materials via social networking sites, it is recommended that the amount of time set aside for studying be decreased to the absolute minimum. This study was carried out independently in order to investigate the degree to which students use social media for academic purposes in order to improve their grades. The use of social networking platforms such as Facebook and WhatsApp for academic exchanges between students and professors, as well as for exchanging notes amongst students, are two of the most widely used.

4. Findings and Discussion

Total of 115 answers were received, including 26 comments from site visitors and seven responses from newsletter subscribers among them. Females accounted for 78 percent of the population, with men accounting for 22 percent of the population. More than half of those who responded were between the ages of 16 and 17, with around 72 percent falling within that age range in the whole survey sample. Those aged 14, 15, 18, and 19 years are represented by the remaining 28 percent of the population. It seems that the majority of people who

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answered were in the eleventh and twelfth grades, based on their responses. It was requested of respondents that they submit their grades over the whole spectrum of their academic career. In the upper range, 61 percent of respondents scored in the 90-100 percent range, while 20 percent scored in the 80-90 percent range, and 9 percent scored in the 70-80 percent range, leaving 70 percent and below 10 percent of respondents in the lower range. According to the findings, when it comes to choosing which websites youngsters like visiting, Facebook and Google were the top two choices for 41 percent and 32 percent of respondents, respectively. Snapchat was the least popular of the sites that were studied, as shown by the fact that 40 percent of respondents ranked it as their least favourite of the sites that were examined. Instagram was the most popular social media network, accounting for about one-third of all other platforms, according to the data from the survey. According to the findings of the research, Twitter and YouTube obtained a rating of 3 out of 5 on the Likert Scale, respectively. Additionally, students were asked to keep track of whether or not they utilise social networking sites as a source of learning, and, if they do, how they use social media sites to do research. Research and analysis are conducted almost entirely on the Internet, according to the majority of respondents. While completing their math homework, some students have said that they utilise social networking sites such as Google to hunt for equations to use in their assignments. The vast majority of them, on the other hand, utilise social media in a positive way that helps them do better in school. It was also necessary for the researchers to disclose how much time they spent on social networking and data analysis on a daily basis; the results were, to say the least, eye-opening. Respondents to the poll said that they spend between one and three hours each day studying, with 33 percent reporting that they spend the same amount of time every day on social networking sites. Respondents to this survey typically do not investigate more frequently than they do social media surfing, and the vast majority of students get very good outcomes on their investigations, according to the findings of this poll. Figure 1 depicts the association between the amount of time kids spend on social networking sites and the grade range in which they are currently enrolled in school. Upon closer examination of the data, it becomes obvious that the 90 percent - 100 percent range of students in the grade range accounts for around 61 percent of the total number of students that responded to the survey. As seen by the red bars, several students spend between one and three hours per day on social media, between six and ten hours per day, and even more than six hours per day, as evidenced by the bar graph. Increasing numbers of people are logging into social networking websites.

When you consider that the research is being carried out by a small number of people who each spend less than an hour a day to their job, it is projected that 22 contestants, or around 20% of all submissions, will move to the 80-90 percentile of the competition. According to the amount of time spent on each of the many social media platforms, the use of social networking sites has also been classified into four classifications. On social media, the great majority (about three-quarters) spend around two hours per day, with the rest (roughly one-quarter) spending between three and six hours per day.

The Chi-Square test was used to determine whether or not the differences between the overall grade average, the amount of time spent on social media, and the amount of time spent on daily study were significant. Assuming that 5 percent to 5 percent of the significant total is the norm,

we expect that our Null Hypothesis for the first analysis will be that the degree of social network usage has no effect on overall graduation rates for students in the class in question.

Table 1: Social Network Site Freq. usage and overall grade average of the Students

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1215.443[a]	28	.000
Likelihood Ratio	655.981	28	.000
N of Valid Cases	1207		

a. 28 cells (72.6%) have an expected count < 5. The minimum expected count is .01.

Table 1 displays the Chi-Square analysis in which a look at the note written below the table reveals that 72.6% of respondents have an estimated count less than 5, and this figure does not exceed 20%. In this scenario, the 'Likelihood Ratio' will be determined, which has a relevant value of 0.000, which is smaller than 0.05, which results in the null hypothesis being dismissed.

Table 2: Social network use level and the number of hours researched each day

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1414.855[a]	18	.000
Likelihood Ratio	652.285	18	.000
N of Valid Cases	1207		

a. 18 cells (66.0%) have an expected count less than 5. The minimum expected count is .06.

Table 2 shows a recent Chi-square comparison between the amount of time spent each day exploring social media and how often it is utilised. The null hypothesis in this example is that "social network use effects the quantity of our students' daily studies," and the Chi- Square analysis shows that there is a departure from what was anticipated, and the significant level is 0.000, indicating that the null hypothesis cannot be confirmed. Students' use of social media has minimal influence on the amount of time they devote to their academics on a daily basis. Although Sanzhar Naizabikov has argued that social networking causes procrastination, the distracting nature of social networking clearly contradicts his claim, as described above (Naizabikov, 2017). In this scenario, there is no link between social media use and academic accomplishment. However, the reality remains that this research matches Napoleon Egegdbe's notion that social networking has a little good or negative impact on students' academic progress (Egegdbe, 2018).
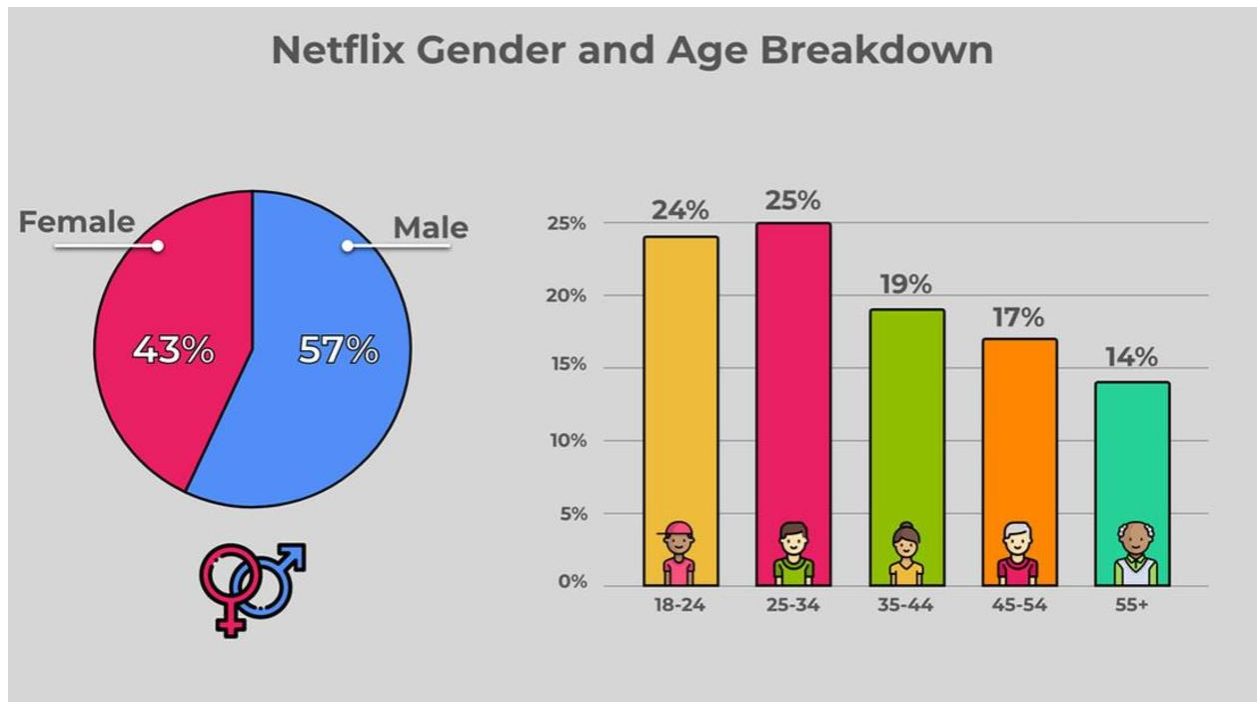
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Figure: 2 Netflix Statistics in 2020: The Status of the Internet Streaming Giant

5. Conclusion

Following the publication of this study, it is reasonable to conclude that students from Karachi, Pakistan, participate in social online streaming services such as Netflix and Amazon Prime, as previously said. According to June Ahn, recent polls have shown that young people spend a significant amount of their time on social media. After reviewing Ahn's (2018b, p. 1435) findings, it can be concluded that students will achieve the same grade level average, as stated in the discussion, whether they spend less than one hour per day on social media or more than six hours per day, or whether they spend between one and three hours per day on social media. Approximately 61 percent of respondents said that they received the highest ratings, which ranged from 90 percent to 100 percent and varied throughout the four social media time frames each day, according to the survey.

Through this, it is possible to assert with confidence that the use of social web streaming sites has no negative impact on the academic performance of school students, and this is supported by the Chi-Square study, which found that there was no significant correlation or disparity between the amount of time spent studying daily and the grade average level of social network use. The purpose of this thesis was to investigate the many ways in which social networking influences the academic accomplishment of students, as well as the reasons why and mechanisms by which this effect is accomplished. It is clear that social networking has no influence on school kids' academic accomplishment since, despite the fact that they spend hours on the Internet, they still have time to study and attain high academic standards.

6. Limitations

It is the dearth of respondents who can properly identify the influence that Netflix webseries have on Pakistani youth that is the first flaw in our research. We should avoid making broad generalisations about Pakistan based on the samples we have collected. Another limitation of

this study was that no research was conducted on the academic performance of the younger generation as a result of their engagement in social networking sites. Because much of the research on the position of social networking has been conducted on college students' academic performance or the health issues that webseries and television seasons cause, finding a valid reference point was difficult, especially because no such research has been done in Pakistan. The third difficulty with this review was that we were only given a limited amount of time to finish the research, which was disappointing. As a result, the generalisation that social online streaming has a negative influence on school pupils' performance has been made. Academic performance cannot be a completely right.

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