

# Melissa Yeo

## AI Report 2844193510TD5



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National Institute of Technology, Raipur

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### Document Details

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# 100% detected as AI

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

**Caution: Review required.**

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

## Detection Groups

-  **1 AI-generated only 100%**  
Likely AI-generated text from a large-language model.
-  **0 AI-generated text that was AI-paraphrased 0%**  
Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

### Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

## Frequently Asked Questions

### How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (\*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

### What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.



Social media has become an indispensable part of modern life, especially for college students. Platforms such as Instagram, Facebook, TikTok, and Twitter are not only tools for communication but also spaces for selfexpression, networking, and entertainment. While social media provides numerous benefits, it also presents challenges, particularly in terms of mental health, academic performance, and social interactions. Understanding these effects is crucial for both students and educators, as it can inform strategies to foster healthier digital habits.

One of the most significant concerns regarding social media use among college students is its impact on mental health. Studies indicate that prolonged exposure to social media platforms can increase feelings of anxiety, depression, and loneliness. Students often compare their lives to the curated images and posts of peers, which can lead to decreased selfesteem and heightened stress. For instance, seeing friends' seemingly perfect achievements can create unrealistic expectations and pressure to conform. Additionally, constant notifications and the fear of missing out (FOMO) contribute to increased psychological stress.

Another critical aspect influenced by social media is academic performance. While these platforms can serve as valuable resources for collaboration and information sharing, excessive use can become a distraction. Students who spend significant amounts of time scrolling through feeds or engaging in online discussions may find their attention divided and their study habits compromised. Research suggests that multitasking between social media and academic tasks leads to decreased concentration, lower grades, and longer time spent completing assignments. Therefore, striking a balance between social engagement and academic responsibilities is essential for student success.

Social media also affects the way students interact and build relationships. On one hand, these platforms allow for maintaining connections with distant friends and family, fostering a sense of belonging. On the other hand, overreliance on virtual communication may weaken face-to-face interpersonal skills. Some students report feeling more comfortable expressing themselves online than in person, which can limit the development of essential social and emotional competencies. Moreover, the prevalence of online conflicts, cyberbullying, and misunderstandings can negatively impact students' social experiences and mental wellbeing.

Despite the challenges, social media offers several positive outcomes for college students. It provides access to educational resources, enables networking opportunities, and supports creative expression. Students can join interest-based groups, participate in discussions, and collaborate on projects beyond classroom boundaries. Social media can also serve as a platform for advocacy, allowing students to raise awareness about social issues and contribute to meaningful causes. These benefits demonstrate that when used mindfully, social media can enhance both personal and academic development.

Given the potential risks and benefits, it is important for students to adopt strategies that promote healthy social media use. Setting time limits, engaging in digital detoxes, and

prioritizing face-to-face interactions can help mitigate negative effects. Educational institutions can also play a role by providing workshops and resources that teach digital literacy and emotional resilience. Encouraging self-reflection on online habits and fostering open discussions about the impact of social media can further empower students to make conscious choices about their digital engagement.

In conclusion, social media has a profound influence on college students, affecting mental health, academic performance, and social relationships. While excessive use can lead to challenges such as anxiety, distraction, and weakened interpersonal skills, mindful engagement with these platforms offers opportunities for learning, networking, and creative expression. By understanding and addressing the complex effects of social media, students and educators can work together to foster a balanced approach that maximizes benefits while minimizing potential harm.