

The Expected Role of the Social Specialist in Addressing Unconstructive Content on Social Media: A Field Study on the Role of the Community Service and Environment Office and the Challenges It Faces from Faculty Members' Perspectives

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Abstract:

In recent years, the world has observed a notable proliferation of non-constructive behaviors on social media platforms, particularly among content creators. Many of these behaviors are marked by a disregard for the religious and ethical systems that form the foundational principles of societal upbringing. This issue is especially pronounced in Libyan society, where these systems serve as essential frameworks for guiding social behavior.

This study aims to investigate the anticipated role of social specialists in addressing unconstructive content on social media, with an emphasis on the function of the Community Service and Environment Office, recently established in various Libyan university faculties. The significance of this office lies in its engagement with the youth demographic, which constitutes the largest segment within universities and represents the primary catalyst for societal progress.

The research endeavors to identify key insights that underscore the contributions of social specialists in mitigating the prevalence of unconstructive behaviors on social media and to develop strategies for enhancing their role in this regard.

Keywords: Anticipated role ;Social specialist;Unconstructive content ; Social media ;Community service.

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1. INTRODUCTION

The phenomenon of content creation has recently gained significant traction on social media platforms, where creators can be broadly categorized into two main groups: a smaller group producing purposeful content that promotes positive values, and a larger group generating trivial content in various forms, including written texts, images, and videos. Trivial content often focuses on mundane aspects of daily life or propagates new ideas and cultures that lack alignment with prevailing social and moral values or legal frameworks. This widespread dissemination has contributed to the erosion of value systems, particularly in Islamic societies, where Quranic teachings and Prophetic traditions emphasize the preservation of moral values, such as respecting family privacy and refraining from mockery or ridicule.

Previous studies have highlighted the dimensions and repercussions of this phenomenon. For instance, research by Hammoud (2021) revealed a significant inclination among Syrian youth toward following trivial content. The study found that such content adversely affects the social fabric of young individuals, amplifying their sense of isolation amid crises such as bombings and explosions, thereby fostering a deeper attachment to this type of media. In another study, Abu Mishta (2022) underscored the awareness among ordinary individuals of their role in countering this phenomenon. Her findings indicated strong engagement with campaigns boycotting creators of trivial content, despite the absence of regulatory and ethical oversight from relevant authorities, which has further facilitated the proliferation of such material.

Within the context of Libyan universities, researchers have observed a clear impact of trivial content on students, who represent the majority demographic within these institutions. Recognizing the significance of the social worker's role in mitigating this issue, the researchers identified community service and environmental offices as crucial platforms for addressing negative phenomena and fostering positive values among students. Monitoring behaviors associated with the spread of trivial content on social media has become imperative, given its detrimental consequences for youth, who represent the future of society.

In response to these observations, this study seeks to explore the impact of trivial content on university students and examine the anticipated role of social workers in addressing this phenomenon. Furthermore, it aims to identify the challenges social workers encounter in fulfilling this role. By offering practical recommendations and actionable strategies, the study aspires to reinforce ethical values and develop effective intervention plans for community and environmental service offices within universities.

Accordingly, the research problem centers on the following overarching questions:

- What is the expected role of the social worker in addressing the spread of trivial content on social media through community and environmental service offices?
- What are the challenges that hinder the fulfillment of this role?

2. The Importance of the Study

This study holds significant importance for several reasons:

1. It aims to deepen the understanding of the phenomenon of trivial content dissemination on social media, focusing on its harmful impacts, negative consequences, and the factors contributing to its proliferation.
2. It addresses the youth demographic, the most critical and vulnerable group in society affected by trivial content, by designing targeted awareness, skill-building, and religious programs to mitigate its adverse effects.
3. The study offers actionable recommendations for developing multidisciplinary programs spanning social, psychological, religious, cultural, and political domains to effectively confront and address the challenges posed by this phenomenon.

3. Study Objectives

The primary aim of this study is to explore the expected role of the social specialist in addressing trivial content on social media through the Community Service and Environment Office, as well as to identify the challenges encountered in this effort.

To achieve this overarching objective, the study sets forth the following specific goals:

1. To define the expected roles of the social specialist within the Community Service and Environment Office.
2. To examine the nature of the programs and activities offered by the Community Service and Environment Office in the faculties of Libyan universities.
3. To identify the challenges faced by the office in raising students' awareness of the dangers associated with trivial content on social media.

4. Study Questions

The study is guided by a central question:

What is the expected role of the social specialist in addressing trivial content on social media through the Community Service and Environment Office, and what challenges does he face in this context?

From this main question, the following sub-questions are derived:

1. What are the expected roles of the social specialist within the Community Service and Environment Office?
2. What programs and activities does the Community Service and Environment Office offer in the faculties of Libyan universities?
3. What challenges hinder the office's efforts to raise awareness among students about the dangers of trivial content on social media?

5. Study Terms and Concepts

Scientific research requires precise definitions of terms and concepts to ensure clarity and scientific rigor. This study defines the key terms as follows:

5.1 Social Role

Theoretical Definition: The behavior expected of individuals occupying a specific social position or status, encompassing a set of rights, duties, and expected activities within a given context.

Procedural Definition: The tasks and activities the social specialist is expected to perform within community and environmental service offices in Libyan universities to mitigate trivial behaviors on social media.

5.2 Social Specialist

Theoretical Definition: A professionally and academically qualified individual in the field of social work, skilled in assisting students to address individual and collective challenges through professional intervention methods.

Procedural Definition: A professional equipped with the necessary knowledge and skills to devise effective strategies for reducing the impact of trivial behaviors within the university environment.

5.3 Trivial Content

Theoretical Definition: Media content that undermines social values and behaviors, often presented in the form of texts, images, or videos aimed at attracting followers and generating financial gains.

Procedural Definition: Any material whether written, visual, or audio circulated online that has a detrimental impact on social values.

6. Previous Studies

The study reviewed a selection of relevant literature addressing the phenomenon of trivial content and its societal impacts. The most prominent studies include:

Alaa Ahmed Gad Al-Karim Hassanein (2023) This study explored the role of Arish University in leveraging social media platforms to promote values and enhance intellectual security among students.

Nawal Boumshata (2022) Focused on social media campaigns aimed at boycotting trivial content, with an in-depth analysis of the "Disaponi-Triviality" campaign on Twitter.

Basa Ibrahim and Baghdadi Raqia (2022) Investigated the influence of content creators on the TikTok platform in shaping the behavior of university youth.

Hadri Weam and Bouhlal Shaima (2022) Examined the extent to which content creators on social media platforms affect youth behavior, with a particular focus on young individuals in the city of Ouargla.

7. Field Framework of the Study

7.1 Type of Study and Methodology

Given the nature of the research topic and its objectives, this study is classified as a descriptive analytical study. This type of study aims to describe and analyze the dimensions of the phenomenon under investigation. The descriptive analytical method was adopted as it is deemed the most suitable approach to achieve the research objectives with accuracy and objectivity.

Study Sample The study targeted faculty members from the Faculty of Education in Janzour, where the total number of members exceeds 200, according to statistics provided by the Faculty Members Office. A random sample representing 20% of the total population was selected, resulting in a sample size of 50 individuals.

7.2. Study Areas

Human Area: Faculty members at the Faculty of Education in Janzour.

Spatial Area: The research was conducted at the Faculty of Education in Janzour, affiliated with the University of Tripoli. This university, one of the oldest in Libya, is located approximately 10 kilometers west of Greater Tripoli.

Time Frame: The study spanned the period from October 1, 2024, to October 28, 2024. This duration included the design and validation of the questionnaire, its distribution (both electronically and on paper), and the collection, transcription, and analysis of the data in

alignment with the study objectives.

7.3 Data Collection Tool

The primary tool for data collection was a questionnaire, chosen for its suitability to the study's nature. The questionnaire development process included:

Apparent Validity: The questionnaire was initially designed based on the study's objectives and then reviewed by a panel of academic experts in social service and sociology. The review was conducted both electronically and on paper, with the study objectives and questions attached. Expert feedback was incorporated to refine the questionnaire into its final version.

Tool Reliability: Ensuring the reliability of the questionnaire was an essential step. This involved a rigorous review process to ensure the questions were aligned with the study's objectives and capable of collecting quality data.

7.4 Statistical Methods Used

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). A variety of statistical methods were employed to address the study's research questions, including:

1. Calculating frequencies and percentages to summarize responses.
2. Determining the weighted arithmetic mean to account for the varying importance of questionnaire statements.
3. Measuring the standard deviation to assess the variability in responses across the sample.

7.5. Presentation, Analysis, and Interpretation of the Study Data

A. Presentation and Analysis of Primary Information

Table (1) displays the demographic data of the study sample.

Gender	Fréquence	%
Male	24	%48.0
Female	26	%52.0
Age	Fréquence	%
From 30 to less than 35 years	5	%10.0
From 35 to less than 40 years	8	%16.0
From 40 to less than 45 years	10	%20.0
From 45 to less than 50 years	13	% 26.0
50 years and above	14	%28.0
Academic Qualification	Fréquence	%
Master's Degree	20	%40.0
Doctorate	30	%60.0
Academic Rank	Fréquence	%
Assistant Lecturer	12	%24.0
Lecturer	11	%22.0
Assistant Professor	15	%30.0
Associate Professor	7	%14.0
Professor	5	%10.0
Total	50	100%

The analysis of the previous table reveals that the distribution of faculty members by gender is nearly equal, with males representing 48% and females 52%. This indicates that the researchers ensured impartiality in distributing the questionnaires without favoring one gender over the other.

From the table, it is evident that the highest proportion of the study sample is aged 50 years and above, accounting for 28%. This is followed by those aged between 45 and less than 50 years, representing 26%, and those aged between 40 and less than 45 years, with

20%. Next are individuals aged between 35 and less than 40 years, constituting 16%. The lowest percentage is for those aged between 30 and less than 35 years, which did not exceed 10%.

The age distribution indicates that most participants have relatively similar ages, suggesting extensive experience in their respective fields. This further implies that the responses to the questionnaires were provided with seriousness and professionalism.

The table also shows a balance in academic qualifications between Master's and Doctorate degrees. This demonstrates the researchers' deliberate effort to ensure an equitable distribution of the questionnaires among participants with varying academic qualifications.

Regarding academic ranks, the highest percentage of participants hold the rank of Assistant Professor, representing 30%. This is followed by those holding the rank of Assistant Lecturer, accounting for 24%, and Lecturers, who make up 22%. Next are Associate Professors, constituting 14%, while the lowest percentage, 10%, comprises Professors.

These percentages indicate that the questionnaires were distributed among participants from all academic ranks, underscoring the researchers' commitment to capturing opinions across the full spectrum of academic hierarchies. No academic rank was excluded, ensuring comprehensive representation.

Table (2) It pertains to the expected role of the social worker in the Office of Community Service and Environment

N ^o	Paragraphs	Yes		No		Sometimes		WM	SD
		F	%	F	%	F	%		
1	Developing students' sense of social responsibility in universities by organizing volunteer campaigns to manage crises and natural disasters and broadcasting these activities through the international information network	30	60.0 %	6	%12.0	14	%28.0	1.6800	.89077
2	Encouraging students to engage in volunteer work and conduct tree-planting campaigns within the college while broadcasting the program via the international information network.	33	66.0 %	1	%2.0	16	%32.0	1.66	.939
3	Holding dialogue sessions to discuss the impact of trivial content on	29	58.0	13	%26.0	8	%16.0	1.5800	.75835

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	students and publishing these discussions through the international information network.		%						
4	Launching advertising campaigns about positive societal phenomena and publicizing them through the international information network.	36	72.0 %	0	0	14	%28.0	1.5600	.90711
5	Instilling the spirit of love and loyalty in students' minds by honoring distinguished professors in university faculties and broadcasting these events via the web.	34	68.0 %	4	%8.0	12	%24.0	1.5600	.86094
6	Raising awareness of legal warnings and the negative use of social media platforms.	35	70.0 %	2	%4.0	13	%26.0	1.5600	.88433
7	Monitoring and identifying societal and environmental phenomena and problems, engaging students in conducting scientific studies on them, and broadcasting the results through the international information network.	34	68.0 %	5	%10.0	11	%22.0	1.5400	.83812
8	Advocating for the protection of children and adolescents from the harmful content presented by social media platforms.	40	80.0 %	0	0	10	%20.0	1.40	.808
9	Guiding students toward creating purposeful content and advancing it on social media platforms.	40	80.0 %	2	%4.0	8	%16.0	1.36	.749
10	Encouraging positive student contributions by honoring exemplary students and showcasing their activities and achievements through the international information network.	39	78.0 %	6	%12.0	5	%10.0	1.3200	.65278
11	Raising awareness about the importance of using the positive aspects of social media.	42	84.0 %	1	%2.0	7	%14.0	1.300	.7071
12	Highlighting the negative effects of programs and topics presented by some social media platforms.	42	84.0 %	4	%8.0	4	%8.0	1.24	.591
13	Emphasizing the value of spiritual fortification and religious commitment among youth	45	90.0 %	1	%2.0	4	%8.0	1.18	.560
14	Educating students about the importance of adhering to correct religious values.	46	92.0 %	2	%4.0	2	%4.0	1.12	.435
15	Focusing on programs and activities that strengthen students' national and religious identity.	47	94.0 %	1	%2.0	2	%4.0	1.1000	.41650

The preceding table, which presents the findings of the study regarding the anticipated role of the social specialist within the Community and Environment Service Office, illustrates that the responses from the study sample ranged between values of 1.10 and 1.68, falling within three categories: "yes," "sometimes," and "no." The statements were arranged in order based on the weighted arithmetic mean for each, as demonstrated in the table below:

Developing a sense of social responsibility among university students by organizing volunteer campaigns to manage crises and natural disasters, and broadcasting these activities via the Internet: This statement ranked first, with 60% of participants in agreement, 28% responding "sometimes," and 12% disagreeing. The standard deviation for this statement was 0.89077, with a weighted arithmetic mean of 1.68.

Encouraging students to volunteer and organize tree planting campaigns within the college, and broadcasting the program via the Internet: Ranked second, this statement received 66% agreement from the sample, with 32% answering "sometimes," and no more than 2% rejecting it. The standard deviation was 0.939, with a weighted arithmetic mean of 1.66.

Holding dialogue sessions to discuss the impact of non-targeted content on students, and disseminating it via the Internet: This statement placed third, with 58% of participants agreeing, 26% disagreeing, and 16% answering "sometimes." The standard deviation was 0.75835, with a weighted arithmetic mean of 1.58.

Implementing advertising campaigns about positive phenomena in society, and disseminating them via the Internet: This statement ranked fourth, with 72% of the sample agreeing, and 28% responding "sometimes." The standard deviation was 0.90711, with a weighted arithmetic mean of 1.56.

Promoting the spirit of love and loyalty among students by honoring distinguished professors in colleges, and broadcasting these events over the Internet: Ranked fifth, with 68% of participants in agreement, 24% responding "sometimes," and 8% rejecting. The standard deviation was 0.86094, with a weighted arithmetic mean of 1.56.

Warning of legal risks and the negative use of social media: Ranked sixth, with 70% approval from participants, 26% responding "sometimes," and 4% rejecting. The standard deviation was 0.88433, with a weighted arithmetic mean of 1.56.

Monitoring societal and environmental phenomena and involving students in conducting scientific studies on them, and publishing their results via the Internet: This statement ranked seventh, with 68% agreeing, 22% responding "sometimes," and 10% rejecting. The standard deviation was 0.83812, with a weighted arithmetic mean of 1.54.

Protecting children and adolescents from the risks of harmful content on social media: This statement placed eighth, with 80% of participants agreeing, and 20% responding "sometimes." The standard deviation was 0.808, with a weighted arithmetic mean of 1.40.

Directing students to produce and motivate meaningful content on social media platforms: Ranked ninth, with 80% agreeing, 16% responding "sometimes," and 4% rejecting. The standard deviation was 0.749, with a weighted arithmetic mean of 1.36.

Honoring the best exemplary students and displaying their activities via the Internet: This statement placed tenth, with 78% agreeing, 10% responding "sometimes," and 12% rejecting. The standard deviation was 0.65278, with a weighted arithmetic mean of 1.32.

Raising awareness of the importance of positive use of social media: This statement ranked eleventh, with 84% of participants agreeing, 14% responding "sometimes," and 2% rejecting. The standard deviation was 0.7071, with a weighted arithmetic mean of 1.30.

Raising awareness of the negative effects of some social media programs and topics: Ranked twelfth, with 84% agreeing, and 8% responding "sometimes" and "rejecting." The standard deviation was 0.591, with a weighted arithmetic mean of 1.24.

Strengthening the value of spiritual fortification and religious commitment

among youth: This statement ranked thirteenth, with 90% agreement, 8% answering "sometimes," and 2% rejecting. The standard deviation was 0.560, with a weighted arithmetic mean of 1.18.

Educating students about the importance of correct religious values: Ranked fourteenth, with 92% agreeing, 4% responding "sometimes," and 4% rejecting. The standard deviation was 0.435, with a weighted arithmetic mean of 1.12.

Interest in activities and programs that enhance national and religious belonging among students: This statement ranked fifteenth, with 94% approval, 4% responding "sometimes," and 2% rejecting. The standard deviation was 0.41650, with a weighted arithmetic mean of 1.10.

Table (3) pertains to the programs and activities offered by the Office of Community Service and Environment in Libyan university colleges

N ^o	Paragraphes	Yes		No		Sometimes		WM	SD
		F	%	F	%	F	%		
1	Linking university faculties with various institutions in society.	25	%50.0	7	14.0 %	18	36.0 %	1.8600	.92604
2	Supporting university faculties to target the youth segment of the local community or students with workshops and scientific seminars on the effects of web content.	27	%54.0	6	12.0 %	17	34.0 %	1.8000	.92582
3	Promoting social responsibility and encouraging community leaders to volunteer and support various programs within university faculties.	29	%58.0	3	%6.0	18	36.0 %	1.7800	.95383
4	Raising awareness about the importance of time management and avoiding excessive time spent on browsing the web at the expense of daily duties and commitments.	28	%56.0	6	12.0 %	16	32.0 %	1.7600	.91607
5	Delivering awareness lectures on the importance of internet program content.	30	%60.0	4	%8.0	16	32.0 %	1.7200	.92670
6	Organizing awareness lectures on the importance of protecting youth from the dangers of internet addiction.	28	%56.0	8	16.0 %	14	28.0 %	1.7200	.88156
7	Educating students about the roles of service institutions in society.	31	%62.0	4	%8.0	15	30.0 %	1.6800	.91339
8	Conducting media campaigns highlighting the importance of universities and their specializations in the surrounding environment.	31	%62.0	4	%8.0	15	30.0 %	1.6800	.91339

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9	Organizing discussion sessions on the risks and negatives of what is presented by social media platforms.	31	%62.0	4	%8.0	15	30.0 %	1.6800	.91339
10	Delivering awareness lectures to students on destructive phenomena in the surrounding environment.	34	%68.0	2	%4.0	13	26.0 %	1.5714	.88976
11	Organizing training courses to support and encourage students, whether they are specialized, professional, or vocational.	35	%70.0	4	%8.0	11	22.0 %	1.5200	.83885
12	Conducting research and scientific studies to identify key issues in the surrounding environment.	36	%72.0	4	%8.0	10	20.0 %	1.4800	.81416
13	Warning about the dangers of following certain websites that may harm morals.	37	%74.0	4	%8.0	9	18.0 %	1.4400	.78662
14	Working to enhance religious and ethical values in the culture and behavior of youth.	38	%76.0	3	%6.0	9	18.0 %	1.4200	.78480

The previous table, which addresses the question regarding the programs and activities offered by the Community Service and Environment Office in Libyan university colleges, reveals that the responses from the study sample varied across three categories: "yes," "no," and "sometimes." The statements were ranked in descending order as follows:

The statement concerning "linking university colleges to various institutions in the community" ranked first, receiving the highest percentage of approval, followed by occasional approval, and then disapproval. The standard deviation for this statement reached a specific value, while the weighted arithmetic mean was relatively high.

Next, the statement about "supporting university colleges to target the youth demographic from the local community or students through workshops and seminars on the effects of the World Wide Web content" followed closely. A majority expressed approval, followed by occasional approval, and then rejection. Both the standard deviation and the weighted arithmetic mean reflected substantial agreement with this statement.

The statement regarding "developing a sense of social responsibility and encouraging community leaders to volunteer and support various programs within university colleges" came in third, with a significant percentage of the sample supporting it, followed by occasional approval, and then rejection. The standard deviation and high

arithmetic mean signified a positive response to this idea.

The statement related to "raising awareness of the importance of time management and avoiding time spent on the internet at the expense of daily duties and obligations" followed. The majority of the sample supported it, followed by occasional agreement, and then rejection. The standard deviation was moderate, with a favorable weighted arithmetic mean.

The statement regarding "delivering awareness lectures on the importance of World Wide Web content" ranked next, receiving the highest percentage of agreement, followed by occasional agreement, and then rejection. The weighted arithmetic mean indicated strong agreement with this statement.

Following this, the majority of the sample supported the statement on "organizing awareness lectures to immunize youth and protect them from the dangers of internet addiction," followed by occasional approval and then rejection. The standard deviation was slightly low, while the weighted arithmetic mean was stable.

The statement about "educating students on the roles of service institutions in society" ranked next, with the highest percentage of agreement, followed by occasional agreement, and then rejection. The weighted arithmetic mean was high.

The statement on "conducting media campaigns highlighting the importance of the university and its specializations in the surrounding environment" followed, with agreement from most of the sample, followed by occasional agreement, and rejection. The weighted arithmetic mean was indicative of good agreement.

The statement related to "organizing dialogue sessions on the dangers of social media" garnered significant support, followed by occasional agreement, and rejection. The weighted arithmetic mean indicated general satisfaction with this initiative.

Next, the statement about "delivering awareness lectures to students on destructive phenomena in the surrounding environment" ranked with the highest percentage of

approval, followed by occasional agreement, and rejection. The standard deviation was moderate, and the weighted arithmetic mean was favorable.

The statement about "organizing training courses to support and encourage students in professional and vocational fields" also received significant support, followed by occasional agreement, and rejection. The weighted arithmetic mean indicated strong agreement.

The statement regarding "conducting scientific research and studies to identify problems in the surrounding environment" was widely supported, followed by occasional approval, and rejection. The percentages reflected consistency with the general trend of approval.

The statement about "warning against the dangers of following websites that harm moral values" ranked next, with most of the sample in support, followed by occasional approval, and rejection. The weighted arithmetic mean demonstrated clear support for this statement.

Finally, the statement about "working to enhance the religious and moral aspects in the culture and behavior of youth" received the highest percentage of approval, followed by occasional approval, and rejection. The weighted arithmetic mean was generally high, indicating overall positive support.

Table (4) addresses the challenges faced by the Office of Community Service and Environment in raising students' awareness of the dangers of trivial content on social media platforms

No	Paragraphs	Yes		No		Sometimes		WM	SD
		F	%	F	%	F	%		
1	The lack of responsiveness from some faculty members in contributing to the activities of the office.	28	%56.0	8	%16.0	14	%28.0	1.7200	.88156
2	The absence of scientific studies and research on the negative effects of trivial content to explain its impact to students.	29	%58.0	8	%16.0	13	%26.0	1.6800	.86756
3	The unavailability of suitable time to execute some of the office's scheduled tasks, often conflicting with student examinations.	32	%64.0	5	%10.0	13	%26.0	1.6200	.87808

4	The lack of posters and instructional boards to raise awareness about the dangers of negative online programs.	33	%66.0	3	%6.0	14	%28.0	1.6200	.90102
5	The difficulty in implementing the office's functions due to the absence of specialized leadership for managing its activities.	39	%78.0	4	%8.0	6	%12.0	1.5200	1.52850
6	The lack of responsiveness from certain service institutions in providing their services within the university campus.	35	%70.0	4	%8.0	11	%22.0	1.5200	.83885
7	The challenge of convincing university students about the negative effects of trivial content, especially in the context of limited job opportunities and the significant financial returns trivial content generates.	36	%72.0	5	%10.0	9	%18.0	1.4600	.78792
8	The absence of cultural programs designed to protect and shield students from deviant behaviors.	40	%80.0	3	%6.0	7	%14.0	1.3400	.71742
9	The lack of cultural books and periodicals that students can utilize in their academic libraries.	40	%80.0	3	%6.0	7	%14.0	1.3400	.71742
10	Insufficient resources to execute various programs, considering that the office is newly established within Libyan university colleges.	40	%80.0	4	%8.0	6	%12.0	1.3200	.68333
11	□ The failure of media outlets to address the destructive content propagated by some social media platforms. □	42	%84.0	2	%4.0	6	%12.0	1.2800	.67128
12	The absence of sports programs that can help students effectively utilize their free time.	42	%84.0	2	%4.0	6	%12.0	1.2800	.67128
13	The shortcomings in developing purposeful media to counteract negative media influences.	43	%86.0	3	%6.0	4	%8.0	1.2200	.58169
14	The difficulty in controlling the spread of trivial content amidst the prevailing global openness.	44	%88.0	2	%4.0	4	%8.0	1.2000	.57143
15	The lack of enforcement of laws and regulations criminalizing the dissemination of trivial content on social media platforms	43	%86.0	5	%10.0	2	%4.0	1.1800	.48192

The preceding table addresses the study question regarding the challenges faced by the Community Service and Environment Office in raising students' awareness about the dangers of trivial content on social media. The responses of the study participants ranged between 1.18 and 1.72, categorized as "Yes," "No," and "Sometimes," with the items ordered in descending order based on their arithmetic means.

The highest-ranked item was "The lack of response from some faculty members to contribute to the office's activities," which garnered the highest approval rate (56%), followed by 28% for occasional approval and 16% for disapproval, with a weighted arithmetic mean of 1.72 and a standard deviation of 0.88156.

This was followed by "The lack of scientific studies and research on the negative effects of trivial content to explain its outcomes to students," with an approval rate of 58%, occasional approval at 26%, and rejection at 16%, resulting in an arithmetic mean of 1.68

and a standard deviation of 0.86756.

Ranked third was "The lack of sufficient time to perform some of the office's planned tasks due to conflicts with students' examination schedules," with a 64% approval rate, 26% occasional approval, and 10% disapproval, yielding an arithmetic mean of 1.62 and a standard deviation of 0.87808.

The item "The absence of posters and signage to warn about the dangers of negative network programs" ranked fourth, with 66% approval, 28% occasional approval, and 6% disapproval, with an arithmetic mean of 1.62 and a standard deviation of 0.90102.

In fifth place was "The difficulty of fulfilling the office's responsibilities due to the absence of specialized leadership," which had a 78% approval rate, 12% occasional approval, and 8% disapproval, with an arithmetic mean of 1.52 and a standard deviation of 1.52850.

The statement "Some service institutions fail to provide their services on campus" ranked sixth, with 70% approval, 22% occasional approval, and 8% disapproval, resulting in an arithmetic mean of 1.52 and a standard deviation of 0.83885.

Seventh was "The difficulty of persuading university students about the negative effects of trivial content given the lack of good job opportunities and the financial appeal of such content," with a 72% approval rate, 18% occasional approval, and 10% disapproval, producing an arithmetic mean of 1.46 and a standard deviation of 0.78792.

The eighth item was "The absence of cultural programs designed to immunize and protect students from deviation," with 80% approval, 14% occasional approval, and 6% disapproval, yielding an arithmetic mean of 1.34 and a standard deviation of 0.71742.

Ranking ninth was "The lack of cultural books and periodicals in the library that students could benefit from," with an approval rate of 80%, 14% occasional approval, and 6% disapproval, producing an arithmetic mean of 1.34 and a standard deviation of 0.71742.

The item "The insufficient resources to implement various programs, given that the office is newly established in Libyan universities" came in tenth, with an approval rate of

80%, 12% occasional approval, and 8% disapproval, resulting in an arithmetic mean of 1.32 and a standard deviation of 0.68333.

In eleventh place was "The failure of media outlets to address the destructive content present on social media," with an 84% approval rate, 12% occasional approval, and 4% disapproval, resulting in an arithmetic mean of 1.28 and a standard deviation of 0.67128.

The twelfth item, "The absence of sports programs that engage students in their free time," had the same response pattern as the previous statement: 84% approval, 12% occasional approval, and 4% disapproval, with an arithmetic mean of 1.28 and a standard deviation of 0.67128.

Thirteenth was "The inadequacies in developing purposeful media to counter negative media," with an approval rate of 86%, 8% occasional approval, and 6% disapproval, producing an arithmetic mean of 1.22 and a standard deviation of 0.58169.

The fourteenth item, "The difficulty of controlling the spread of trivial content in the context of global openness," was approved by 88%, occasionally approved by 8%, and rejected by 4%.

Finally, in fifteenth place was "The failure to enforce laws and regulations criminalizing the dissemination of trivial content on social media platforms," with an approval rate of 86%, 4% occasional approval, and 10% disapproval, yielding an arithmetic mean of 1.18 and a standard deviation of 0.48192.

8. CONCLUSION

Addressing the First Question:

What is the expected role of the social specialist in the Community Service and Environment Office?

The study findings reveal that the anticipated responsibilities of the social specialist in the Community Service and Environment Office include:

1. Fostering programs and activities that strengthen students' national and religious

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identity, with a high affirmation rate of **94%**.

2. Promoting awareness among students about the significance of adhering to religious values, supported by **92%** of respondents.
3. Emphasizing the importance of spiritual fortification and religious commitment among youth, as confirmed by **90%** of the study participants.
4. Educating students about the negative impacts of certain programs and topics presented by media platforms, endorsed by **84%** of respondents.
5. Highlighting the importance of utilizing the positive aspects of social media, with **84%** of the sample agreeing.
6. Encouraging students to produce and disseminate purposeful content on social media platforms, supported by **80%** of the study sample.

Addressing the Second Question:

What programs and activities does the Community Service and Environment Office provide in Libyan university colleges?

According to the study responses, the primary programs and activities offered by the Community Service and Environment Office include:

1. Promoting religious and moral values within youth culture and behavior, confirmed by **76%** of respondents.
2. Highlighting the dangers of accessing websites that undermine ethical standards, supported by **74%** of participants.
3. Conducting scientific research and studies to identify key challenges within the local environment, as affirmed by **72%** of respondents.
4. Organizing specialized, professional, and vocational training courses to support and empower students, with a confirmation rate of **70%**.
5. Delivering awareness lectures addressing destructive phenomena in the local environment, endorsed by **68%** of participants.

6. Hosting dialogue sessions on the risks and negative impacts of social media content, supported by **62%** of the sample.
7. Running media campaigns to emphasize the importance of universities and their roles in the surrounding environment, with **62%** affirmation.

Addressing the Third Question:

What are the difficulties facing the Community Service and Environment Office in educating students about the dangers of trivial content on social media?

The challenges identified by the study participants include:

1. The difficulty in controlling the proliferation of trivial content amidst global digital openness, confirmed by **88%** of the sample.
2. Inadequate enforcement of laws and regulations criminalizing the dissemination of trivial content on social media, as noted by **86%** of participants.
3. Insufficient development of purposeful media to counter negative media influences, supported by **86%** of respondents.
4. The absence of sports programs that effectively engage students during their free time, as affirmed by **84%** of the sample.
5. Media outlets' failure to address the destructive content prevalent on social media, also confirmed by **84%** of participants.
6. Limited resources for implementing diverse programs due to the recent establishment of the office within Libyan universities, supported by **80%** of respondents.

A lack of cultural books and periodicals available in university libraries for students' academic enrichment, endorsed by **80%** of the sample

9. Recommendations

Based on the study findings, the researchers propose the following recommendations:

1. **Conduct In-Depth Studies:** Investigate the primary challenges faced by social specialists in fulfilling their roles within environmental and community service offices.
2. **Organize Scientific Conferences:** Host both local and international conferences to emphasize the importance of combating trivial content and its detrimental effects.
3. **Enhance Religious Awareness:** Intensify religious awareness lectures aimed at highlighting the dangers of trivial content and promoting adherence to positive values.
4. **Connect Students to Practical Realities:** Engage university students in training programs focused on specific craft professions to link their academic learning to real-world applications and skill development.
5. **Leverage Social Media Positively:** Conduct detailed studies on how to maximize the benefits of social media while avoiding exposure to harmful and destructive platforms.
6. **Study the Societal Impact of Trivial Content:** Perform in-depth research on the effects of trivial content on relationships, social norms, and values.
7. **Strengthen the Role of Social Specialists:** Enhance the active participation of social specialists within environmental and community service offices to better address societal challenges.
8. **Implement Legal Measures:** Enforce regulations and activate the role of electronic policing to curb the proliferation of trivial content on digital platforms.

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