The Impact of Social Media Use on the Social Values of University Students A Survey Study of Students from the Faculty of Media and Communication Sciences Who Use Facebook During

Bouhali hafida [1*]

[1] University of Algiers 3(Algeria), Bouhali.hafida@univ-alger3.dz

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Abstract: The current study aims to identify the impact of using social media platforms, specifically Facebook, on the social values of students at the Faculty of Media and Communication Sciences. This group extensively uses social media for communication and interaction, leading to noticeable changes in their value system. To address the research problem and answer the study's questions, the survey method was applied to a purposive sample consisting of 115 third-year undergraduate students in Media and Communication Sciences during October and November 2024. The most significant findings of the study include:

- ✓ The study results showed that Facebook is the most frequently used platform compared to other social networks.
- ✓ The results indicated that the study sample is more interested in entertainment and educational topics than other subjects.
- ✓ The study found that the content displayed on Facebook often conflicts with the social values of the respondents.
- ✓ The results showed that excessive use of Facebook negatively impacts social values.

Keywords: Impact, Usage, Social Values, Social Media Networks, University Students.

***bouhali hafida**

1- Introduction

With the rapid advancement in technology and communication tools, social media platforms have become an integral part of daily life, especially among the youth. These platforms are no longer limited to communication or entertainment; they have evolved into open spaces that influence various aspects of social and cultural life. For university students, who represent a significant segment of society, social media plays a pivotal role in shaping their social values and attitudes.The use of social media networks has become an essential part of university students' lives, significantly influencing various aspects of their academic and social experiences. Platforms such as “Facebook,” “Instagram,” and “WhatsApp” serve as effective tools for communication with peers and faculty members, as well as sources of information and news. Socially, these networks allow students to build broader networks of relationships and interact with peers both within and outside the university. They also enhance the sense of belonging by enabling students to join groups that focus on shared interests or academic disciplines. In this context, our study focuses on third-year undergraduate students in the Faculty of Media and Communication Sciences. It seeks to answer various questions about the positive and negative impacts of social media networks on the system of social values within the digital environment.

1.1. Methodological Framework of the Study:

1.1.1 Problem of the Study:

The excessive use of the internet and new media has led to what Philippe Breton refers to as “communication intoxication” (l’ivresse de communication). This phenomenon has resulted in various social, psychological, ethical, and cultural impacts on users of these networks. The internet's success and development were built on values and social bonds, which are now experiencing significant strain and deterioration (Al-Zoubi, 2022,p331).

Recent statistics indicate that the most frequent users of Facebook, both globally and in the Arab world, are young people. This demographic, being the cornerstone of societal growth and development, holds unique traits and characteristics distinguishing it from others. According to various studies, young people represent the most active users of these platforms. Social media networks, in particular, stand out for their widespread reach across the internet, thanks to their unique features, which attract users worldwide. This has coincided with a decline in the popularity of traditional websites (Al-Arish & Al-Dosari, 2015, p.19).

Social media platforms today are significant institutions that play a crucial role in shaping young minds, instilling new habits and behaviors, and serving as vital tools for social change that influence their behaviors, values, and personality patterns. Educators have recognized the importance of these platforms and their impact on the ideas, beliefs, and social values of youth. The significance of social media lies in its ability to influence young people’s thoughts, beliefs, and social values through interaction with others in groups that transcend barriers and boundaries, facilitating mutual influence and the acquisition of values and experiences (Abdul-Basit Al-Dali, 2016 ,p 77).

Today, the youth, particularly university students, are living through an unprecedented technological revolution. Social media has become an integral part of their daily lives, creating a synchronous community previously unknown. University students can now communicate independently of societal norms, values, and traditions. This digital space has opened avenues for discussing issues and topics often deemed taboo in traditional society. As a result, students navigate both the real and virtual

worlds, interacting with traditional communities through various channels while integrating into the virtual realm, where they find freedom and ease in forming virtual relationships.

In this context, new values and norms have emerged, shaped by the digital environment. Among social media platforms, Facebook stands out as the most widely used globally, thanks to its attractive features, ease of use, vast information repository, photo-sharing capabilities, chatting, interactivity, and more. This virtual giant, dubbed "the blue monster," has swept across the world.

Social values, defined as a set of principles and standards that guide individuals' behavior and shape relationships within a society, serve as the foundation for social cohesion and stability. The rise of Facebook, one of the leading social media platforms, has had a profound impact on these values, both positively and negatively. On one hand, Facebook fosters positive values such as communication, collaboration, and cultural openness by creating an accessible and inclusive space for interaction among individuals of diverse backgrounds, cultures, and languages. On the other hand, the platform poses challenges to traditional social values, as uncritical use can erode established norms. Persistent interaction on Facebook might weaken real-world relationships and propagate practices that contradict societal values, such as cyberbullying or spreading misinformation.

In light of the above, the research problem is defined as exploring the relationship between the use of Facebook by third-year undergraduate students at the Faculty of Media and Communication Sciences and the impact of this "blue space" on their social values system. Through the content they are exposed to on this platform—be it posts, images, or videos—students develop specific perceptions about the world around them and adopt new values and norms that may conflict with those learned in their natural environments (family and community).

Moreover, the social interactions that occur on Facebook, such as comments, shares, and group memberships, play a crucial role in shaping individual identity and values. Individuals are influenced by others' opinions and often seek to integrate into virtual communities.Studying Facebook's impact on university students' social values requires a multidimensional approach. This includes analyzing the content students are exposed to on the platform, examining their social interaction patterns, and understanding the psychological and social factors influencing their responses to Facebook. Additionally, it is essential to compare the values adopted by students who use Facebook intensively with those who use it less frequently or not at all.

Based on the above, we pose the following main question:

What is the impact of social media use on the social values of third-year undergraduate students at the Faculty of Media and Communication Sciences?

To answer this main question, we decided to pose the following sub-questions:

- ✓ What are the habits and patterns of Facebook use among third-year undergraduate students at the Faculty of Media and Communication Sciences?
- ✓ What are the motivations, needs, and satisfactions achieved by the study sample through their use of Facebook?
- ✓ What is the impact of Facebook on the social values of the study sample, both positively and negatively?

1.1.2 Aims of the Study:

- To understand the habits and patterns of Facebook use among students of the Faculty of Media and Communication Sciences.
- To comprehend the motivations behind the use of Facebook by the study sample of university students.
- To identify the positive and negative impacts of Facebook usage on the social values of the study sample of university students

1.1.3 Reasons behind Choosing the Topic:

- Facebook is one of the oldest and most popular social media platforms, maintaining its position as one of the most widely used sites in the world, compared to other platforms like Instagram, Twitter, TikTok, etc.
- Facebook targets a wide and diverse audience across all age groups and social categories, making it a powerful tool for mass communication and interaction with a large community.
- Social values play a crucial role in guiding students' behavior and determining the standards of their interactions within society. These values form the foundation upon which students build their relationships with others and direct their actions in alignment with prevailing traditions and culture.

1.2.4. Importance of the Study:

- This study derives its significance from the importance of values in an individual's life, as they set the standards for behavior and attitudes towards society. It also highlights the importance of the youth segment within the social framework, particularly university students, who represent the future generation responsible for development, progress, and prosperity. Moreover, university students play a key role in enhancing social cohesion through their participation in cultural and volunteer activities and raising awareness about societal issues.
- This study also contributes to understanding many of the changes that have affected the social value system of university students in an open virtual environment that is exposed to various cultures, languages, values, and religions, etc. In this context, the study carries an educational and awareness-raising aspect to protect this group from the negative influences that threaten their value and cultural identity. This area of research is still ongoing and raises numerous issues among researchers and experts.

1.2.5. Research Methodology and Tools:

a. Research Methodology:

The methodology is a set of organized steps that the researcher must follow in accordance with certain rules to reach the predetermined results. The choice of the methodology used in the study is linked to the specificity of the phenomenon under investigation, as well as the nature of the research problem, questions, and objectives of the study (Ben Mersli, 2013:103). Therefore, this study falls under descriptive research, and we have employed the survey methodology. This methodology was applied by surveying users of Facebook, specifically third-year undergraduate students in the Department of Media and Communication, to collect data on their usage habits and patterns of the site and analyze its impact on their social values. This methodology

allowed us to gather both quantitative and qualitative data, which helped us arrive at scientific conclusions.

b. Research Tools:

Observation:

Observation in scientific research means watching the studied phenomenon in its specific context and under its natural conditions in order to obtain relevant data and information related to the investigated aspects (Ben Mersli, 2013: 166). In this context, we relied on direct observation, as I teach third-year students in the Department of Media and Communication, and I observed that students are highly attached to their mobile phones, which has affected their behavior toward their studies. We also used indirect observation by monitoring students' behaviors through their pages and groups on Facebook, such as the ITFC Journalism page, Insta ITFC, and other accounts with a wide following among students in the Faculty of Media and Communication.

Questionnaire:

The questionnaire is considered an important tool in the methodology used to collect all the information and data related to the study topic. We relied on the questionnaire tool, which was distributed to a purposive sample of 130 students (third-year undergraduate students in Communication, group one) at the Faculty of Media and Communication. Fifteen questionnaires were excluded due to not meeting the previously defined criteria and conditions. Therefore, the final total sample consisted of 115 students.

The questionnaire included four main sections:

Section 1: Questions related to the habits and patterns of the study sample's use of Facebook.

Section 2: Questions related to the motivations, needs, and satisfactions achieved from the use of Facebook by the respondents.

Section 3: The impact of Facebook on the social values of the third-year undergraduate students in the study sample.

1.2.6. The Study Population and Sample:

The study population includes male and female students from the Faculty of Media and Communication Studies, third-year undergraduate students in the Communication department. This group was selected for several reasons, the most important of which are: ease of access, as the researcher teaches the third-year undergraduate students, and the age and educational homogeneity among the students at this stage. The research population consists of 363 students studying in the first group of the Communication department.

The Study Sample: In this study, we relied on a purposive sample consisting of third-year Communication students (male and female) from group 1 to group 10, totaling 115 students.

1.2.7. Previous Studies:

The researcher, through a survey of scientific heritage and research studies, has identified a number of Arab and foreign studies, some of which intersect with the variables of the study, including:

The First Study: Bouguelouf Souhaila (2018)

This study aims to explore the impact of Facebook usage on the system of moral and social values among Algerian adolescent students. To achieve the objectives of the study, the survey method was utilized, and a questionnaire was employed as the data collection tool. Facebook users were purposefully selected, and the data was processed

and responses were analyzed using the SPSS V22 program. The study yielded a set of findings, including:

- ✓ The results indicated that respondents' perceptions of the impact of Facebook on the system of moral and social values were generally high, as reflected by the overall averages, which suggests the presence of an impact on moral and social values.
- ✓ A statistically significant relationship exists between Algerian adolescents' use of Facebook and their adherence to moral and social values.
- ✓ No statistically significant relationship was found between Algerian adolescents' use of Facebook and their engagement in certain negative behaviors.

The Second Study: Fadia Al-Juhani (2017)

This study examined the impact of social media usage on personal and social adjustment among youth, focusing on a sample of students from Al-Baath University across theoretical and practical disciplines. The research aimed to explore gender differences among social media users in terms of their levels of personal and social adjustment. Additionally, the study provided recommendations to help university students use social media more effectively and positively.

The research sample consisted of 200 first-year university students, selected randomly using a cluster sampling method from both theoretical and practical disciplines. The study employed a personal and social adjustment scale to assess the different impacts.

The findings revealed the following:

- ✓ There were statistically significant differences favoring non-users of social media in terms of personal and social adjustment.
- ✓ No gender differences were found regarding the impact of social media usage on personal and social adjustment.

The Third Study: Shaimaa Abdelaziz Abdelbaset Al-Daly (2016)

This study addressed a dynamic and ever-evolving topic, focusing on the content provided by electronic platforms and their impact on societal values, norms, and individual behaviors. The primary aim was to explore the influence of modern technological means on the behaviors and values of rural university youth. This research falls within the category of analytical studies, which aim to describe situations, conditions, and events.

The researcher utilized the social survey method, focusing on the practices of rural university youth in using modern social media platforms, including frequency, usage times, and areas of influence. The study was conducted on a sample of 200 students from rural backgrounds at Al-Azhar University, equally divided between males and females.

The findings revealed the following:

- ✓ About one-third of respondents used the internet always or occasionally, with usage spanning from one to three hours daily.
- ✓ The majority of respondents used the internet primarily for communication and reconnecting with old friends.
- ✓ Regarding adherence to values, respondents exhibited moderate levels of commitment to family cohesion and work values, while showing a high level of commitment to the value of time.

- ✓ A significant negative relationship was found between family size and the value of family cohesion.

The Fourth Study: Shilpi Rani Saha, Arun Kanti Guha (2021)

This study explored the impact of social media usage on university students. It was conducted as an exploratory study to evaluate the nature of social media usage in two universities in Bangladesh. The sample consisted of 502 students aged 18 to 25, selected randomly. A questionnaire was used for data collection, employing both the survey and comparative methods. Quantitative data analysis was performed using SPSS, alongside qualitative analysis.

The study yielded several findings, including:

- ✓ Nearly all students have at least one social media account, and many have multiple accounts.
- ✓ Students spend more than an hour daily on social media.
- ✓ Facebook is the most popular platform among all social media activities.
- ✓ Students exhibit a highly positive attitude towards social media, a low level of negative perceptions, and moderate dependency on it.

The Fifth Study: Chad Petersen and Kevin A. Johnston (2015)

This study aimed to explore the impact of social media platforms, such as Facebook and Twitter, on shaping cognitive social capital among university students in the Western Cape province of South Africa. These platforms were chosen due to their widespread popularity and the limited studies addressing the impact of social media on cognitive social capital among South African university students.

The study employed a descriptive-analytical method and utilized a questionnaire distributed to over 100 students from five universities in the Western Cape. Participants were from various disciplines, including Information Systems, Psychology, and Sociology, to provide insights benefiting different fields of knowledge.

Despite the comprehensive nature of the research, the findings revealed:

- ✓ There was no strong relationship between the intensity of Facebook and Twitter usage and the different forms of social capital.
- ✓ However, Facebook showed a positive correlation with students' satisfaction with their university life.
- ✓ This suggests that increased Facebook usage intensity may benefit students with low satisfaction levels in their university life, highlighting the need for deeper studies to explore this aspect further.

Reviewing the Literature:

- ✓ The studies on social networks and their impact on students varied between highlighting positive and negative effects. Recent studies focused on social and cognitive capital and their relationship with platforms like Facebook.
- ✓ The findings consistently pointed to the predominance of positive aspects over negative ones regarding the role of social networks in mobilization, advocacy, freedom of expression, and the exchange of information, issues, and ideas. Moreover, students reported satisfaction with using Facebook.
- ✓ The studies demonstrated the growing influence of social networks on the relationship between individuals and their social and political environments by fostering new concepts of participation based on interactive communication.

- ✓ It is noteworthy that most studies employed survey and descriptive-analytical methods, making them predominantly descriptive in nature.

Benefits Derived from Reviewing Previous Studies:

- ✓ From a methodological and procedural perspective:
- ✓ Previous studies contributed to shaping the current research problem and formulating its questions.
- ✓ They also helped in identifying the tools used for data collection.

1.2.8. The Study Concepts:

Usage: Defined by Yves-François Le Coadic as a social activity that becomes a routine practice in society through repetition and familiarity. When usage becomes habitual and integrated into an individual's practices and routines, it can then be referred to as "usage." Accordingly, the use of a media tool or media content is determined by the demographic, socio-technical, economic, and cultural backgrounds of individuals. Economic and technological factors are the source of the process of usage, as the availability of offerings drives usage**. (**Khalil, 2005,p 89)

Social Media: The term refers to a group of websites on the internet that emerged with Web 2.0, also known as the second generation of the web. These platforms enable individuals to communicate within a virtual community environment that connects them based on shared interests or networks of affiliation (e.g., country, university, school, company, etc.). This interaction occurs through direct communication services, such as sending messages, viewing others' profiles, and accessing their publicly shared updates and information (Jarrar, 2012,p 37).

Social media is also defined as web-based technological applications that enable interaction among people, facilitating the easy and seamless exchange of electronic data. These platforms allow users to find others with similar interests, leading to the creation of what are called virtual communities. Within these communities, users can gather into social entities resembling real-world groups (Ismail, 2020,p 20).

Facebook: Facebook is a social networking website that can be accessed for free and is managed by Facebook, Inc., a privately held company. Users can join networks organized by city, workplace, school, or region to connect and interact with others. Additionally, users can add friends to their friends' list, send messages, update their profiles, and introduce themselves to their friends. (Qamhiya, 2017,p 24)

Values: Linguistic and Terminological Definitions

The word "value" in the Arabic language is derived from the root "قيام" (qiyam), which means standing, as opposed to sitting. In another sense, "قيام" refers to determination or resolution. According to Al-Mu'jam Al-Waseet, to "value" something (قَيَّمَ الشيء) means to estimate or evaluate it. The term "value" has also been used to denote balance and uprightness, as in the phrase "the matter became upright and straightened."

In Lisan Al-Arab by Ibn Manzur, the word "value" (قيمة) is associated with uprightness and correctness. An "affair of value" (أمر قيم) refers to something straight or just. Additionally, "ماله من قيمة" is used to express that something lacks sustainability or permanence, and "value" also refers to the price of an item as determined through evaluation (Al-Balawi, 2015,p 25).

Social Values: Social values are defined as a set of customs, norms, behavioral standards, and desirable principles that represent the culture of a group of people, a community, or an individual. They are considered fundamental elements derived from social interaction and reflect the core components of human society. The study of these values is important for social research. Thus, the social values carried by an individual

are influenced by their thoughts and beliefs, which they acquire from their social environment and the processes of socialization. These values have a clear impact on their behavior, ethics, and human relationships (Al-Areesh, Al-Dosari, 2015,p 19).
Values are also defined as traits or qualities that appear important due to psychological, social, moral, and aesthetic considerations. They refer to the internal belief systems of an individual, based on which they guide their behavior **(**Qansoua, 2010,p12).

2.Data Analysis and Interpretation:

2.1The First Section: Habits and Usage Patterns of the Study Sample on Facebook

This framework includes the field aspect of the study in its quantitative and qualitative analytical dimensions based on the data collected from the respondents' answers. The quantitative analysis relied on statistical data processing using SPSS21 software, while the qualitative analysis focused on interpreting the results to uncover the factors and the impact of Facebook on the social values of the university student sample.

Table 01.*Gender of Participants*

gender	frequency	percentage
male	44	38.26
female	71	61.73
Total	115	100%

It is clear from Table No. (01) The distribution of the sample according to gender, where the percentage of females reached 61.73%, while the percentage of males was 38.2%. The higher percentage of females compared to males can be explained by the sample selected, as the teaching departments I oversee, specifically the third-year group in the Communication major, tend to have more females than males. Additionally, we cannot overlook the higher percentage of female students in Algerian universities. Educational indicators in Algeria show that females tend to work harder academically than males, due to social, cultural, and economic factors. Meanwhile, some youth prefer to join the workforce or vocational training over university education, which results in a lower percentage of males in universities.

Table 02.*The Period Participants Use Facebook*

Period of use	Frequency	Percentage
Less than one year to two years	00	00.00
From two to three years	14	12.17
From 4 to 5years	35	30.43
From 6 years and more	66	57.39
Total	115	100%

The data in Table No. (02), which relates to the duration of the study sample's use of Facebook, shows that 57.39% of the sample have been using the platform for more than 6 years, followed by 30.43% who have used it for 4 to 6 years. Additionally, 12.17% of the respondents have used Facebook for 2 to 3 years, while the category of users with less than one year of usage had no percentage. From this, we can conclude that there is variation in the usage duration of Facebook among the study sample, with durations measured in years since opening a Facebook account. It appears that the student group represents the youth generation who grew up in a digital communication environment, one that is shaped by the authority of information and communication technologies. In this environment, individuals share similar interests and hobbies, connecting with

friends and peers at university. The initial usage period seems to have started in adolescence, specifically during the middle to high school years.

Table 03.*The Amount of Time Spent by Respondents on Facebook*

Responses	**frequency**	**percentage**
Less than one hour	06	5.21
From 1 to 3 hours	50	43.47
4 hours and more	59	51.30
Total	115	100%

The results from this table reveal that the largest proportion of respondents (51.30%) spend more than 4 hours daily on Facebook, followed by 43.47% who use Facebook for 1 to 3 hours per day, while the lowest percentage is 5.21%. These results reflect the respondents' tendencies toward the amount of time dedicated to Facebook usage, indicating that the platform has wide appeal among students due to its features and the attractive services it offers, such as sharing photos, videos, and chatting, among others.

Statistics on Facebook users show that the social media giant has an unmatched global user base, with billions of active users across continents and demographics. Estimates indicate that the number of Facebook users will reach 3.1 billion by 2027. The number of daily active Facebook users worldwide was 2.1 billion by the last quarter of 2023. The numbers have gradually increased over the years, and between 2022 and 2023, the number of daily active users grew by 100 million. (Tridens Technology, https://tridenstechnology.com/facebook-social-networking-powerhouse)

Table 04.*Preferred Times for Using Facebook by the Respondents*

Response	**frequency**	**percentage**
morning	07	6.08
Noon time	05	4.34
afternoon	26	22.60
night	45	39.13
No precise time	32	27.82
Total	115	100%

The results from Table No. (04) show that the highest percentage was recorded during the nighttime period, at 39.13%, followed by the "no specific time" response at 27.82%. The evening period accounted for 22.60%, while the midday period represented 4.34%, and the morning period was at 6.08%.

This can be explained by the fact that students tend to use Facebook during the nighttime as it is considered an ideal time to connect to the network after finishing their studies. Consequently, they seek entertainment and relaxation. Since students, being young, have a natural inclination to stay up late, they are more alert and active during the evening and night. The nighttime provides solitude and calm, making Facebook a refuge to escape from social and academic pressures. On the other hand, the responses indicating "no specific time" suggest that students use mobile phones excessively in various spaces, whether at university, home, or public places, etc.

Table 05.*The Most Used Social Media Websites by the Respondents*

Answer	Frequency	Percentage
Facebook	68	26.56
Tik Tok	53	20.70
Instagram	61	23.82
YouTube	22	8.59
Twitter	04	1.56
Snap Chat	48	18.75
Total	256	100%

From the table above, we can observe that Facebook ranked first in usage with 26.56%, followed by Instagram in second place with 23.82%, TikTok with 20.70%, Snapchat with 18.75%, YouTube with 8.59%, and Twitter with 1.56%. These results indicate that Facebook has the largest share among social media networks for the study sample, and this can be attributed to several main factors. First, Facebook provides a comprehensive platform that combines social interaction, information exchange, and entertainment activities in one space. Second, Facebook offers various tools for interaction, such as comments, messages, and events, which enhance the sense of belonging to the community. Finally, the widespread popularity of Facebook makes it the first choice for connecting with friends and colleagues.

2.1 Section Two: Motivations, Needs, and Satisfactions Achieved by the Study Sample in Using Facebook

Table 06.*Ranking of Topics Followed by Respondents on Facebook*

Answer	Ranking	Frequency	Percentage
leisure	1	45	39.13
educational	2	23	20.00
Informative and Political	3	18	15.65
Sport	4	14	12.17
Social	5	09	7.82
Religion	6	06	6.74
Total		115	100%

From Table No. (06), which represents the ranking of topics followed by the respondents on Facebook, we can see that entertainment topics ranked first with 39.13%, followed by educational topics with 20.00%, and media and political topics with 15.65%. Sports topics ranked fourth with 12.17%, social topics came in fifth with 7.82%, and religious topics ranked sixth with 6.74%.

This preference for entertainment topics over others can be explained by the fact that students, at this particular stage, seek to achieve greater satisfaction that positively impacts their mental state, bringing them contentment and happiness. According to the Uses and Gratifications theory, satisfaction refers to the sense of fulfillment an individual experiences through using a particular media. This satisfaction can be social, emotional, cognitive, or entertaining. Facebook is considered a social platform, and the entertaining content (such as memes, funny videos, or online games) enhances mood and reduces stress.

On the other hand, their interest in social and religious topics is weaker compared to other subjects. This may be due to the algorithms of social media platforms, which are

designed to present content that is most likely to engage users, potentially leading to the formation of information bubbles where users only see content that aligns with their opinions and beliefs. The religious and social content on these platforms might not be as engaging or frequently updated, making it less appealing to this group.

Table 07. ***Features Preferred by Respondents While Browsing Facebook***

Answer	Frequency	frequency
Sharing video and image links	88	23.52
Posting updates	62	16.57
Comments	53	14.17
Online Games	57	15.24
Online Shopping	34	09.09
Chatting	80	21.39
Total	374	100%

The table (07) shows the features that students prefer while browsing Facebook. The highest percentage was for sharing video and image links, which was 23.52%, followed by the chat feature with 21.39%, posting updates at 16.57%, online gaming at 15.24%, and online shopping at 9.09%.

From these results, it is clear that the features preferred by the sample group are sharing video and image links via Facebook. This practice is popular for various reasons related to the nature of this type of content and its impact on users. Young people, in particular, tend to prefer Reels videos, which are short video clips that have become popular on Facebook. These videos are designed to capture attention quickly with entertaining, educational, or motivational content. Reels are dynamic and creative and cater to the modern interests of young people.

Students also prefer sharing memes, challenges, or funny videos. Posting photos is another behavior tied to expressing personal identity, as it allows students to share pictures of themselves (selfies), showcasing their interests and lifestyle. Selfies, which have become a significant part of their daily life, document places, clothing, and activities, providing them with a way to express themselves visually, share their emotions, and preserve memories that bring them joy.

The chat service is also highly favored by the sample group, as it provides a means of communication with others, whether through text or voice via Messenger.

Table 08.***The motivations for using Facebook by the sample group***

Answer	Frequency	Percentage
Social Interaction and Engagement with Friends	42	18.75
Entertainment, Relaxation, and Escaping Boredom	48	21.42
Searching for Information, References, and Educational Resources	31	13.83
Joining Educational Groups and Discussing Lessons	38	16.96
Following National and International News	19	8.48
Passing Time	46	20.53
Total	224	100%

From Table (08), we observe that the highest percentage recorded regarding the reasons for using Facebook by the study sample is for entertainment, relaxation, and escaping boredom, at 21.42%. This is followed by passing time at 20.53%, and social interaction and engagement with friends at 18.75%. Additionally, joining educational groups accounted for 16.96%, searching for information, references, and educational resources made up 13.83%, and following news was at 8.48%.The results of this table align with those of Table (06), where entertainment topics led the preferences of the respondents at 39.13%. In this context, several recent studies in the field emphasize a strong correlation between personal motivations and the use of new media. Researchers Palmgreen and Raybum found in their study that individuals use mobile phones primarily to satisfy personal needs (relaxation, happiness, escape, and traditional needs such as social interaction, passing time, acquiring information, and entertainment). One study that focused on the motivations for using various new media and the satisfactions they bring is Papacharissi and Rubin's 2000 study titled Predictors of Internet Use. The researchers concluded that internet users utilize the network to fulfill five primary needs: 1) social relationships, 2) passing time, 3) searching for information, 4) relaxation, and 5) entertainment (Naslia Rbahi, 2020, p 105**).**

Table 09.*The Needs of the Respondents through Their Use of Facebook*

Answer	**Frequency**	**Percentage**
Need for Self-expression and Sharing Personal Opinions	61	24.89
Need for Belonging and Social Interaction	42	17.14
Need for Relaxation and Entertainment	53	21.63
Need for Curiosity and New Information	38	15.51
Need for Skill Development (e.g., digital marketing, content creation)	51	20.81
Total	245	100%

From the table (09), which represents the needs of the respondents for using Facebook, we can see the following distribution:

- Need for Self-expression and Sharing Personal Opinions: 24.89%. This reflects the psychological and social need of young people, especially university students, to express their personal views and positions. At this stage, students are forming their personal and social identities, and expressing themselves helps them explore their ideas, beliefs, and values. Facebook provides a space for sharing thoughts and opinions freely through posts and comments, contributing to the creation of a digital identity.
- Need for Relaxation and Entertainment: 21.63%. This finding aligns with the previous table (08) and indicates that students seek entertainment and ways to relieve stress through Facebook. Facing challenges like academic responsibilities, exams, and daily pressures, students turn to entertaining content to escape from tension.
- Need for Developing New Skills: 20.81%. Respondents use Facebook not only for entertainment but also for personal development, especially for learning new skills such as digital marketing and content creation.
- Need for Belonging and Social Interaction: 17.15%. This reflects the need to connect with others, form new relationships, and create a sense of belonging. Social networks like Facebook are ideal for building these social bonds.

- Need for Curiosity and New Information: 15.51%. Respondents use Facebook to satisfy their curiosity and stay informed about new trends, news, and other information, fulfilling the need for continuous learning and exploration.

In conclusion, respondents use Facebook to fulfill a wide range of psychological, social, and informational needs, from self-expression and entertainment to skill development and social connection.

2.2 Section Three: The Impact of Using Social Media on The Sample's Values:

Table 10.*The compatibility of the content presented on Facebook with the social values of the respondents*

Answer	Frequency	Percentage
Yes	36	31.30
No	79	68.69
Total	115	100%

From our analysis of Table (10), we observed that the majority of respondents (68.69%) confirmed that the content displayed on Facebook does not align with their social values, while 31.30% responded affirmatively. This can be explained by the fact that Algerian university students are strongly connected to the social values and traditions prevalent in Algerian society. The value system is closely related to socialization institutions such as the family, school, mosque, and media. This system reflects identity, behaviors, religion, culture, and other social norms. Facebook, being a global platform, includes content from various cultures, which means that students may be exposed to ideas, trends, and cultures that differ from their own customs and values, particularly Islamic values. What may be considered normal or acceptable in some societies may appear strange or unacceptable when viewed through the lens of Algerian social values. The openness of Algerian society to other cultures through the internet has led to the spread of ideas and values that may conflict with the cultural and social context of Algerian society.

Table 11.*The opinions of the respondents regarding the extent to which Facebook contributes to shaping social values.*

Answer	Frequency	Percentage
Yes	99	86.08
No	16	13.91
Total	115	100%

From the table above, we notice that 86.08% of the respondents answered "Yes" regarding Facebook's contribution to shaping social values, while 13.91% answered "No." Facebook is one of the most prominent social media platforms that has had a profound impact on young people's lives, not only as a means of communication and information exchange but also as a platform that shapes social values and principles. Through the content shared, and the groups that bring together people from different cultures, Facebook has become an important factor in building social identity and determining trends and beliefs. While it contributes to promoting positive values such as cooperation and openness, it can also have negative effects if not used consciously. Therefore, it becomes essential to study the role Facebook plays in shaping social values among young people and to determine its impact on building or changing their behavior patterns and attitudes.

Table 12.*The effect of excessive Facebook use on moral and social values from the students' perspective.*

Answer	Frequency	Percentage
Positive Effect	28	24.34
Negative Effect	49	42.60
Do not affect	38	33.04
Total	115	100%

From the table (12) about the impact of Facebook content on moral and social values, it is observed that 42.60% of respondents believe that Facebook has a negative impact, while 33.04% stated that it does not have an impact, and 24.34% reported a positive impact. According to the students' opinions, 42.60% believe that Facebook negatively affects social values. This reflects concerns associated with excessive and unwise use of the platform. Students attribute this negative impact to several factors, the most prominent being the spread of content that encourages negative behaviors such as verbal violence, cyberbullying, and hate speech. The platform also facilitates access to content that contradicts social and moral values, such as constant privacy violations or the spreading of rumors, which leads to the erosion and degradation of moral values, especially among youth and adolescents, in the absence of parental supervision and religious guidance.

Table 13.*The table illustrates the nature of the content that promotes social values from the perspective of the study sample*.

Answer	Frequency	Percentage
Written posts	36	31.30
Audio clips	21	18.26
Short video clips (Reels) and animated images	53	46.08
Total	115	100%

The results of Table (13) revealed that the most prominent content promoting social values on Facebook, according to the students, is short video clips (Reels) and animated images (GIFs), accounting for 46.08%, followed by written posts at 31.30%, and audio clips at 18.26%.

Students believe that short videos (Reels) and animated images have become highly effective tools for promoting social values due to their strong ability to capture attention and deliver messages innovatively and concisely. These types of media align with the preferences of the current generation, which favors fast-paced, visually engaging, and direct content. Through such clips, values like cooperation, respect, and social solidarity can be promoted innovatively and impactfully, using examples like success stories, social awareness campaigns, or even everyday scenarios that reflect ethical values. The use of visual effects and accompanying music enhances the appeal and emotional resonance of these messages, making them more effective in driving positive change among users.

Conversely, written posts are less impactful in promoting social values compared to short video clips and animated images. This is because written texts might seem traditional or dull to a generation that prefers quick and visual content. Lengthy texts may fail to capture attention, especially given users' reduced focus levels due to rapid browsing and the abundance of content options. Thus, students tend to favor visual media that convey social messages in a concise, enjoyable, and relatable manner.

Table 14.*Revealing True Identity during Communication on Facebook by Gender Variable*

Answer	Male		Female		Frequency	Percentage
Yes	31	70.45	22	30.98	53	46.08
No	13	29.54	49	69.01	62	53.91
Total	44	100	71	100	115	100%

From Table (14), we observe that 70.45% of male respondents answered "Yes," indicating that they reveal their true identity, while 29.54% answered "No." On the other hand, 46.08% of female respondents answered "Yes," while 53.91% answered "No."

- ✓ This disparity can be attributed to several factors:
- ✓ Social Criticism: Male students tend to disclose their identity without reservations, as they are generally less exposed to societal criticism compared to females.
- ✓ Cultural and Social Norms: Females often face greater societal pressure to maintain privacy due to prevailing social judgments and traditional values in many communities.
- ✓ Awareness of Cyber Risks: Females are often more cautious about the risks of online platforms, such as hacking or misuse of personal information, which influences their decision to withhold their true identity.
- ✓ These findings reflect the influence of cultural norms, societal expectations, and cyber security awareness on gendered behavior in digital spaces like Facebook.

Table 15.*It shows responsibility for everything published on Facebook by the study sample.*

Answer	Male		Female		Frequency	Percentage
Yes	33	75.00	51	71.83	84	73.04
No	11	25.00	20	28.16	31	26.95
Total	44	100	71	100	115	100%

We observe from Table No. (15), which highlights the responsibility for everything published on Facebook, that 75.00% of males stated they bear responsibility for the consequences of what they post on the platform. Meanwhile, 71.83% of females expressed the same, with the overall percentage standing at 73.04%. These results indicate that the students in the study sample exhibit a sense of responsibility for everything they share on social media, especially if the posts reflect their personal opinions.

According to Meta's policies—the company that owns Facebook—posts shared by users are subject to several rules and guidelines aimed at regulating content and ensuring a safe digital environment. This is particularly true for posts promoting hate speech, racial discrimination, or false and misleading information.

Table 16.*Investigating Integrity and Credibility in Posting Content by Respondents*

Answer	Male		Female		Frequency	Percentage
Yes	31	70.45	50	70.42	81	80
No	13	29.54	21	29.57	34	20
Total	44	100	71	100	58	100%

Table 16, which addresses respondents' commitment to integrity and credibility in their posts, reveals that the vast majority answered "Yes" (80.00%), while 20% answered "No." Among male respondents, 71.45% answered "Yes," and 70.42% answered "No." The overall percentage for males was 70.45%, and for females, it was 70.42%.

These findings align with the results from Table 14, which dealt with revealing identity and taking responsibility for what is posted on Facebook. Generally, respondents tend to rely on trusted sources and avoid rumors, reflecting ethical standards that highlight their commitment to credibility and their aversion to spreading false information.

The commitment to integrity and credibility in students' posts on Facebook is closely linked to the standards established by Meta. These guidelines aim to foster a safe and responsible digital environment for discussions and interactions, encouraging students to adopt accurate and transparent posting behaviors. According to Meta's policies, sharing false or misleading news is prohibited, and users are encouraged to verify the accuracy of information before sharing it.

Table 17.*Negative Social Values Observed in the Use of Facebook Content According to the Study Sample's Perspective*

Answer	Frequency	Percentage
Insults, Cyberbullying, and Abuse of Others	54	20.00
Hatred, Racism, and Bigotry	36	13.33
Blackmail and Cyber Fraud	29	10.74
Privacy Violations	41	15.18
Selfishness and Narcissism	57	21.11
Sexual Content and Cyber Harassment	49	18.14
Total	270	100%

The results from Table (15) show that the negative values resulting from the use of Facebook, according to the study sample's perspective, include narcissism and self-love (20.00%), followed by sexual content and online harassment (18.14%), privacy violations (15.18%), and hate, racism, and bigotry (13.33%).

We can conclude that the negative social values identified through the use of Facebook, based on the study sample's viewpoint, include narcissism and self-love. These two values are seen as critical issues that spark significant debates in modern societies, especially in the context of rapid global changes. Many students believe that these values threaten authentic social values and negatively impact human relationships. The study sample observes that the rise of an "I" culture has led to a decline in social values such as cooperation, solidarity, and mutual respect.

Furthermore, verbal abuse, online bullying, and harassment are increasing negative phenomena on Facebook, posing a threat to the digital environment. Students point out

that these behaviors contribute to fostering an atmosphere of hatred and division among individuals, which negatively impacts social relationships.

Table 18.*Interaction with content and posts promoting negative social values on Facebook.*

Answer	Frequency	Percentage
Always	17	14.78
Sometimes	58	50.43
Never	40	34.78
Total	115	100%

From the table above, we observe that the study sample's interaction with content promoting negative values was sometimes at 50.43%, never at 34.78%, and always at 14.78%. The results indicate that many students may interact with negative content either indirectly or may encounter it unintentionally. This interaction could be due to curiosity or social pressure through content that aligns with their interests or views. Additionally, some students may engage with negative posts without fully realizing their psychological or social impacts and the consequences they may entail.

The reason for the study sample's interaction with posts and content promoting negative behaviors could be influenced by various factors. Some students may engage with negative content as a way to belong to a specific group or to express their identity. In other cases, the interaction might be motivated by a desire to gain attention and recognition from others.

Table 19.*Positive social values available on Facebook according to the respondents' perspective*.

Answer	Frequency	Percentage
The ethical and religious values that promote (tolerance, cooperation, honesty, and integrity)	48	21.33
Contribution to charitable work	53	23.55
Social initiatives and volunteer activities	51	22.66
Education, awareness, and continuous learning	41	18.22
Social acceptance and cultural diversity	32	14.22
Total	225	100%

From the results in Table (19), the positive values available in digital content through Facebook, according to the study sample, include contributing to charitable work (23.55%), followed by social initiatives and volunteer activities (22.66%), values that promote honesty, integrity, and cooperation (21.33%), values of education, awareness, and continuous learning (18.22%), and values of social acceptance and cultural diversity (14.22%).

These results show that the students who use Facebook have been exposed to content that includes positive values. Charitable contributions, such as posts that encourage helping the poor, sick, and homeless, especially during Ramadan and religious seasons, are a prominent positive value on social media. Charitable work stands out as it combines emotional and practical aspects in an environment that promotes quick and direct interaction, making it one of the most influential and widespread values. Social initiatives and volunteer activities rank second among the most common positive values on social media, reflecting their impact in strengthening social bonds and contributing to the development of cohesive communities. This prominence can be analyzed from several perspectives. Volunteer activities highlight the importance of cooperation and

teamwork to achieve common goals that serve the community. Promoting these values through social media encourages more individuals to join and participate, enhancing the sense of community belonging.

3.General Results of the Study:

- ✓ The results showed that the percentage of females is higher than the percentage of males.
- ✓ The results revealed that the duration of Facebook use exceeds 6 years for 57.39% of the participants.
- ✓ The study results indicated that the number of hours students spend on Facebook exceeds 4 hours, particularly during the nighttime.
- ✓ The results showed that Facebook is the most popular social media platform among students, followed by YouTube and Twitter.
- ✓ The results revealed that the study sample is more interested in entertainment and educational topics than other topics.
- ✓ The study results showed that students prefer sharing video links, posting images, and making posts.
- ✓ The results indicated that the main motivations for using Facebook are for entertainment, amusement, and relieving boredom, as well as the need to express themselves, their opinions, and personal stances.
- ✓ The results revealed that the content displayed on Facebook conflicts with the social values of the participants.
- ✓ The study results showed that excessive use of Facebook negatively impacts social values.
- ✓ The results indicated that short video clips (Reels) and GIFs are the most common types of content promoting social values.
- ✓ The results revealed that the negative social values promoted on Facebook include cursing, verbal abuse, and cyberbullying.
- ✓ The results showed that the positive social values promoted on Facebook include charitable activities and volunteer work.

4.Conclusion:

Through this study, we aimed to focus on an important phenomenon concerning university students and the impact of social media networks on their social values. Social media networks have become a space where youth and students acquire various negative and positive behaviors and attitudes, due to their strong connection with these platforms for building relationships, obtaining news, venting, and other activities. Responsible and conscious use of Facebook can help students benefit from this platform to enhance and develop their social and educational skills, participate in digital volunteer activities, and acquire values of digital citizenship, which are a set of rules and standards that govern individuals' behavior in the digital world to ensure the safe and ethical use of technology.

Based on the above, the study recommends the following:

- ✓ Promote the positive use of Facebook by raising awareness among students on how to use the platform to strengthen positive social values such as cooperation, solidarity, and respect.

- ✓ Address the effects of cyberbullying and negative behaviors on Facebook by organizing workshops on how to deal with digital abuse, cyberbullying, and aggression.
- ✓ Raise students' awareness about the dangers of spreading fake news and foster a sense of digital responsibility.
- ✓ Include digital media literacy in university curricula.
- ✓ Encourage students to create meaningful digital content, such as educational videos or blog posts. This enhances their creative skills and teaches them how to use technology positively.
- ✓ Promote and spread the principles of digital citizenship among university students

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