



IMPACT OF SOCIAL MEDIA ON SOCIAL VALUE SYSTEMS AMONG UNIVERSITY STUDENTS IN SAUDI ARABIA

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ABSTRACT

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The present study aims to investigate the impact of social media on the value system (especially citizenship, time respect, others' privacy respect, family communication, and communication values) among the students of the College of Education, Princess Nourah bint Abdulrahman University. It utilized the descriptive approach and applied a 40-item questionnaire covering (5) domains to a randomly selected sample of (142) students. Results revealed a positive impact of social media on citizenship and communication values, a moderately negative impact on time respect, and a poor impact on others' privacy respect and on family communication. There were no statistically significant differences in the impact of social media on the value system due to (specialization, family's economic status, time spent on social media, and preferred social media). The study results call for benefiting from the positive impacts of social media and sensitizing students to the negative ones, especially time respect and its optimal use, as well as conducting qualitative studies on the reasons for spending too much time on social media.

Contribution/Originality: This study contributes to the existing literature by identifying the impact of social media on the value system among the students of the College of Education, Princess Nourah bint Abdulrahman University, Saudi Arabia. It explores the impact of social media on student values e.g. citizenship, time respect, others' privacy respect, social communication, family communication, and communication values.

1. INTRODUCTION

In the new millennium, developments in communication and information technology have brought many changes at all levels turning the world into a small global village. Because of the excessive use of social media and the global trend to derive knowledge and information online, significant effects have been seen on socio-cultural aspects of people. Social media have made deep changes in social communication between people and human populations and have largely helped change many behaviors. Even the traditional and limited communities have been turned into universal and open ones and find it easy to communicate and socially interact. Social media have transformed the world into a small electronic village, where spatial and temporal borders fade.

Social media are the widest and most common platforms because of their distinctive features. They directly affect society, bring closer new concepts and opinions, help recognize different cultures, and play a distinctive and active role to achieve successful communication (Elmansour, 2012). Social media save effort, time, and cost and go beyond artificial geographic borders to introduce a virtual world that comprises citizens with digital identity and

citizenship and who can always exist in a new virtual world because of such collaborative and interactive networks (Al-Zboun *et al.*, 2017). Some authors argue that social media have changed the system of values, traditions, and customs in Arab societies (Abdulkareem, 2014). Moreover, they have provided the human population with a historical opportunity to move the means of communications to unprecedented horizons, allowing a relatively free cross-border movement (Sofian, 2014). Educational institutions have also played a significant role in employing technology and its electronic means to enhance the quality of educational outcomes (Remoud, 2012).

Social media has provided good communication platforms to members over the Internet. Initially, in 2003, Myspace was introduced with limited communication for limited groups. Gradually, several sites with their add-on applications have been developed allowing users to share opinions, photos, and videos, especially Facebook that was introduced in 2004 (Mohamed and Ali, 2018). These social media sites include blogs, websites of newspapers and journals, websites of satellite channels, YouTube, Facebook, Twitter, Myspace, Life Bon, Hi5, Orket, Tagged, LinkedIn, IMO, social networks...etc. (Ibraheem and Zayed, 2016).

These social media sites are the most significant media platforms because they attract a large segment of society, especially the youth who largely affect any society in terms of power, openness to change, and development. In 2011, an Arab study concluded that there were (32) million Arab Facebook users with a growth rate of (500%) and over 1 million Arab users of Twitters (Elabeed, 2015).

The increasing number of Arab youth subscribers to these social media networks is a testimony of their impact and ability to make a transformation. This also justifies their competitiveness with the traditional media in shaping public opinion on many political, economic, and social issues. Social media thus can highlight the current world events in a more effective way than the radio, TV, and other traditional media (Morsi, 2012). It has offered a platform to a large number of citizens worldwide, mostly university and school students, as well as youth to express their opinions and raise voice to obtain their rights (Helmke and Levitsky, 2004).

Saudi Arabia, as a community, is not far away from the current global changes. For many decades, there has been a high demand for a transformation into a technological community based on utilizing the advantages of communication technology, in particular, and the modern ones, in general. Consequently, it has now paced up in the information era in all aspects along with other countries. Statistics reveal that Internet users in Saudi Arabia number about (12 million) of which (77%) use social media (Elabeed, 2015).

2. VALUE SYSTEM

Because education is generally assigned to monitor modern developments and keep up with the most significant community developments, many authors have addressed social media to investigate their advantages and disadvantages, as well as impact on an individuals' life, in general, and value system, in particular. Social values are of particular importance to humanities and social sciences as a basis for the growth of individuals in terms of behaviors, emotions, and intellect to approve or refuse things (Abu, 2002). Due to the evolving globalization trends and massive technological developments, social and cultural textures, in general, and the value system, in particular, have been affected (Alzeoud, 2011).

The conservative communities too have experienced global changes due to contemporary scientific and technological progress as they now have different lifestyles, means, and requirements. Their youth have encountered a sort of schizophrenia and a conflict between traditional values and new developments. This has resulted in confusion, anxiety, and delusion (Baumeiza, 2006).

Media negatively affect values through open cultures and unrecognized value system across users. Additionally, major and strong media channels succeed in imposing their culture and values worldwide. Such value transformation, particularly at social level, has developed among university students a desire for change and innovation (Alghamy, 2009).

These studies are highly important because the Arab and Islamic societies see social media activities as an attack on the value system aiming to undermine and deform it. Therefore, it has become imperative to conduct such educational studies to understand the extent to which social media is capable of creating ethically and morally unacceptable behaviors. It is important to investigate whether technology fascination and extensive use of it without committing to value standards coheres with the spirit and teachings of Islam. It must be examined whether the excessive use of social media violates good values and morals or there is a use of inappropriate media content in the name of development and personal freedom. It is imperative to investigate the negative and positive impacts of social media on the youth who are indisputably one of the most significant community groups responsible for building, development, and progress, and their value system must be observed and followed-up. [Al-Zboun et al. \(2017\)](#).

Based on the objectives of the first theme of Vision 2030 (a vibrant society with strong roots), Saudi Arabia seeks to promote the value and identity system, by instilling moderation, tolerance, excellence, discipline, equity, determination, perseverance, nationhood, and belonging. It also aims to sustain the Islamic, Arab, and national heritage and interest in the Arabic language; to enhance immunity from drugs; positivity, flexibility, hard work, innovation, entrepreneurship, and family engagement in nurturing the youth of the country. [Ali \(2014\)](#) laid an emphasis on the critical impact of social media on social values in the Saudi context, more specifically Twitter which is one of the largest influential networks used by youth in the Arab World. Negative consequences of social media are having illegal relationships and disregarding religious rites, while their positive implications are keeping acquaintance with fresh news and learning about new things.

3. SOCIAL MEDIA

Because of their importance, many studies have addressed, investigated and analyzed social media to conclude results that may help employ them, broaden their use, and highlight their impact on individuals and communities ([Aldagher, 2013](#); [Matthews et al., 2013](#); [Mohamed, 2013](#); [Alhayes, 2015](#); [Nesterova et al., 2015](#)).

For example, [Mahmoud \(2012\)](#) investigated a set of positive and negative effects of social media on the value system of Egyptian university students. Results revealed that social media only created a falsified awareness of national belonging. This might also cause low time value, poor commitment to social customs and traditions, poor familial relations, and decline of social relations.

However, [Alsharkh \(2012\)](#) declined any negative effect of social media. The role of social media in weakening the social relations and family ties is poor because the Saudis have strong social and familial ties. Results also reported that it is unlikely for social media to create a gap between the youth and the society because family support is strong enough to foster social and familial relationships.

[Aloteby and Alrashedy \(2012\)](#) have investigated the most significant positive and negative effects of social media on the ethical values in the Arab world. The negative effects are the addiction that causes dysfunction of the youth daily life which includes staying up late. The positive ones included that social media are the best tool to disseminate good morals, affirm social communication, build a good society, and maintain Islamic values and principles.

[Alsoyan \(2014\)](#) too reported some negative impacts of social media on the value system of Saudi university students, including separation from the reality as there is too much attachment to the virtual one, negatively affecting their language, habit of telling lies, and wasting time. According to [Alshahry \(2014\)](#) the negative results of social media among King Abdulaziz University's students are the lack of interaction with the family while positive effects include easy expression of opinions and intellectual attitudes, strong friendship, open mindedness, and cultural exchange.

[Awad \(2010\)](#) has argued that social media facilitates achievement of youth by providing them opportunities to achieve their dreams, and participate in activities and interests of their choice. Moreover, social media can make a

positive impact through investment of time and sound guidance, while they can be utilized to demolish the ethical, religious, social, cultural, and political aspects that might make a negative impact.

Al-Dbaysi and Al-Tahat (2013) emphasized upon the seriousness of using social media, and recommends to avoid waste of time and effort, misrepresentations and distortions of facts, and gossip mongering. Moreover, social media positively affect the human value system, promoting national spirit, patriotism, loyalty, and belonging.

Abu Saleek (2012) and Al-Zboun *et al.* (2017) have reported some negative aspects of social media on the values of university students, e.g. academic underachievement and promoting tribalism. They have however also highlighted some positive aspects of social media on their value system, e.g. strengthening social relations with friends and acquaintances.

Aljammal (2014) likewise concluded that social media could affect the value system of university students. That is, the higher they use social media, the more cognitive, emotional, and behavioral effects they have.

Almofawaz (2011) too indicated a set of negative effects of using social media on the Arab youth in general such as lack of identity, cyber terrorism, loneliness, and poor social ties. Moreover, Alqadomy (2012) argued that students use social media for different cultural, economic, and social purposes. Alsadeq (2014) reported a set of satisfactions achieved by the Bahraini university students when using social media, e.g. a feeling of fun and entertainment, association, and relaxation. Alsanie (2015) concluded a negative relationship between the use of social media and family relations. There is however a poor impact of the scientific knowledge on using social media.

Furthermore, many studies have investigated the reasons for the continuous use of social media by different age groups, especially the youth and university students. Studies reported that more than (55% of students) have social media profiles (Madge *et al.*, 2009). Because the youth are the most influential group and they are more than (50%) of social media users (Wiley and Sisson, 2006) the positive and negative impacts of social media on university students and their belonging need to be investigated (Albert, 2009).

The largest group using this technology is the youth, especially university students who are the future and cornerstone of development, progress, and production. Therefore, it is necessary to examine the impact of social media on their value system, and make an attempt to divert them from a negatively employed technology into a positive and more constructive one so that it can be exploited for useful issues of community development and serving science and knowledge.

The present study hence investigates the impact of social media on the social value system (including citizenship, time respect, others' privacy respect, family communication, and communication values) among the students of the College of Education, Princess Nourah bint Abdulrahman University. The rationale for selecting this subject is the emergence of many effects of using social media sites, and its growing advantages and disadvantages as articulated in previous literature.

3.1. Statement of the Problem

Recently, there has been a massive and growing development due to the introduction of information and communication technology, in general, and modern online applications, i.e. social media, in particular. It has resulted in distances getting closer, borders eliminated, and cultures mixed. Such networks vary and have a large number of users. Thus, many problems at various levels have been raised, and the most significant and urgent of which are their effects on the value system of university students. Saudi Arabia, like the other Arab states, encounters many developments that largely affect the community, in general, and the youth, in particular. The most significant development is the use of the Internet that has extensively spread among all social groups. The youth are the largest section of Internet users, imposing positive and negative challenges to the Saudi community because the interests and reasons for using the Internet vary among its youth (Alsoyan, 2014).

The new development of communication technology has brought a change in the beliefs, thoughts, and cultures of modern societies. It is one of the most important aspects of changing the youth attitudes because of the quick updates and transference of these news over the Internet and social media (Aldalemy, 2012).

Regarding the negative impacts of using social media resulting from value change, Abu and Almeshhedany (2004) argue that the Internet is the most significant modern and developed means of communication that rapidly and indiscriminately transfers the international ideas and cultures, including the negative aspects that change the values, attitudes, customs, and traditions of a society or a nation.

Wright *et al.* (2007) felt that implications of using social media among university students have not been investigated adequately. Ledbetter *et al.* (2011) too argued that the huge and extensive dissemination of social technology requires conducting many resources in the field to achieve more understanding and perception of the basic role. Moreover, Erickson and Johnson (2011) has illustrated that there is a conflict in the results of studies on social media since there is no agreement on various implications, giving more ambiguity to this issue. Therefore, more investigation and analysis should be carried out on the role and effect of technology on university students. The implications of using social media by university students have to be examined, as well (Hampton *et al.*, 2011).

University students are one of the most active community groups and a source of social change. They are characterized by production of new ideas, giving opinions, and showing creativity in different fields. Hence, with the growing use of social media, university students are exposed to dangers and risks too. There are increasing challenges to their intellectual security, e.g. ideological, psychological, and social wars, imposing challenges to the university students and the Saudi society (Alhazany, 2016).

As a faculty member at Princess Nourah bint Abdulrahman University, the author has noticed that students are largely preoccupied with social media on campus. Social media communication is such an important and vital part of their daily lives that it hinders their interpersonal face to face communication. Because of the importance of this issue, the present study has investigated the impact of social media on the value system of the students of the College of Education, Princess Nourah bint Abdulrahman University.

The present study seeks to answer the following two questions:

- What is the impact of social media on the value system of the students of the College of Education, Princess Nourah bint Abdulrahman University, KSA?
- Are there statistically significant differences between the means of scores of students of College of Education, Princess Nourah bint Abdulrahman University as found in the impact of social media on their value system due to some variables (e.g. specialization, family's economic status, preferred social media, and time spent on social media)?

3.2. Objectives

The study aims to investigate:

- The perspective of the students of the College of Education, Princess Nourah bint Abdulrahman University on the impact of social media on the value system.
- The statistically significant differences between the mean of scores of the students of the College of Education, Princess Nourah bint Abdulrahman University as found in the impact of social media on their value system due to variables (e.g. specialization, family's economic status, preferred social media, and time spent on social media).

3.3. Significance

The present study is significant because:

- It is a link in the chain of the studies related to Islamic education foundation. It examines the value system of the university students who assume bringing up children.

- Its topic is significant because it covers social media; the most significant media forms.
- It is conducted at Princess Nourah bint Abdulrahman University; the first women's university in Saudi Arabia.
- It would help the university education officials and academicians to investigate and handle the impact of social media on Students' value system.
- The tool and results of the study would benefit the students of the College of Education, Princess Nourah bint Abdulrahman University to understand the gradual impact of social media on their value system.
- Only a few studies have addressed the impact of social media on values (e.g. citizenship, time respect, others' privacy respect, social communication, family communication, and communication values).
- The study tool is highly valid and reliable. It is expected to be employed by other authors to conduct other relevant studies.

Last, but not the least, the use of social media has been the focus of many authors such as [Chatora \(2012\)](#); [Dwyer et al. \(2007\)](#); [Ellison et al. \(2007\)](#).

3.4. Limitations

- Human and spatial limitations: The students of the College of Education, Princess Nourah bint Abdulrahman University, KSA.
- Temporal limitations: The second semester of 2018/ 2019.
- Objective limitations: Social media and the value system (especially citizenship, time respect, others' privacy respect, family communication, and communication values).

3.5. Definition of Terms

3.5.1. Social Media

Social media are websites used by millions of people who share certain interests or specializations to interact and share files, photos, video clips; to create blogs; and to send messages. They are social because they allow communication with friends and classmates and strengthen ties among users in the cyberspace ([Hatemy, 2015](#)). According to [Kittiwongvivat \(2010\)](#) they are web-based applications that allow users to develop a profile to be linked socially with other members who share the same interests and hobbies or with the university or high school mates. Social media are websites forming a set of hobbies created by individuals and groups in a virtual environment that enables them to share dialogues, opinions, ideas, and information via profiles, groups, albums, or others' profiles ([Al-Zboun et al., 2017](#)).

Social media networking sites are utilized by students of the College of Education, Princess Nourah bint Abdulrahman University to interact with each other or with other members, off-campus and to create profiles based on their interests to share ideas and information or discuss common issues.

3.5.2. Values

The concept of values is common to social sciences and humanities but there are different definitions from diverse intellectual premises and fields. Consequently, a wide range of definitions of values is available in social and psychological literature. According to [Alttayar \(2014\)](#) values are a set of standards and regulations formed by addressing individual and social situations and experiences, allowing the selection of objectives and attitudes that help employ potentials. They are manifested in interests, attitudes, or scientific or verbal behavior directly or indirectly. Socially, they are facts expressing items in the social structure and defining ethical, and cognitive attitudes.

Abualmajd (2010) defines values as a common social reference that is understood socially and culturally as a comparison between available alternatives. In spite of a common framework for values, they differ according to function in the social system and roles in achieving personality integration.

In the Islamic perspective and in the context of Saudi Arabia, values should be seen as a set of behavioral standards and guides, commonly defined principles, and virtues derived from the Islamic rules. They must guide and organize human life and behavior, define interpersonal relationships to achieve the goal of creation ultimately, and help judge the human actions and their good or evil implications. It is one of the most common personality features that get affected by social media. That is, social media positively and negatively impact the values of university students, namely citizenship, time respect, others' privacy respect, family communication, and communication values).

3.5.3. University Students

University students are students aged between (18) and (24) years who have completed high school and joined a university. They study in a larger academic and scholastic learning environment where they pursue graduate and post graduate courses linked with their careers.

4. METHOD

The study utilized the descriptive approach and its population comprised the students of the College of Education, Princess Nourah bint Abdulrahman University. The study covered a randomly selected sample of (142) students to whom a questionnaire was sent via Google Forms. The tool consisted of a demographic data section (name- family's economic status- preferred social media- specialization) and a 40-item questionnaire covering (5) domains covering the targeted value system (citizenship- time respect- others' privacy respect- family communication- communication values). The test's reliability was verified using Cronbach's alpha that measured (0.86). It was based on a four-point Likert scale (strongly agree (4), agree (3), undecided (2), and disagree (1). The data were analyzed using SPSS.

5. RESULTS

5.1. Section A: Demographic Analysis

5.1.1. Specialization

Table 1 shows that the students at the Early Childhood Department, Teaching Methods Department, Psychology Department, and Special Education Department were rated (34.5%), (2.1%), (54.9%), and (8.5%), respectively.

Table-1. Specialization.

Specialization	Frequency	Percent %
Early Childhood	49	34.5
Teaching Methods	3	2.1
Psychology	78	54.9
Special Education	12	8.5
Total	142	100.0

Source: Data were extracted and statistically analyzed by calculating frequency and percentage.

5.1.2. Preferred Social Media

Table 2 shows participants' preferences of social media platforms e.g. Instagram, Snapchat, Youtube, Twitter, WhatsApp, Facebook, and others (Tumblr and Wattpad) were rated (30.3%), (27.5%), (9.9%), (23.2%), (7%), (0.7%), and (1.4%), respectively. In other words, the Saudi youth prefer new social media, e.g. Instagram and Snapchat, to Facebook and Twitter, matching the results of other studies such as Elabeed (2015).

Table-2. Preferred social media.

Preferred social media	Frequency	Percent %
Instagram	43	30.3
Snapchat	39	27.5
Youtube	14	9.9
Twitter	33	23.2
WhatsApp	10	7.0
Facebook	1	.7
Others	2	1.4
Total	142	100.0

Source: Data were extracted and statistically analyzed by calculating frequency and percentage.

5.1.3. Family's Economic Status

Table 3 illustrates that high-level, intermediate-level, and low-level families were rated (8.5%), (88.7%), and (2.8%), respectively.

Table-3. Family's economic status

Family's economic status	Frequency	Percent %
High-level	12	8.5
Intermediate-level	126	88.7
Low-level	4	2.8
Total	142	100.0

Source: Data were extracted and statistically analyzed by calculating frequency and percentage.

5.1.4. Time Spent on Social Media

Table 4 illustrates that the participants who spent one hour, two to four hours, five to seven hours, and more than seven hours daily on social media were rated (3.5%), (31%), (40.1%), and (25.4%), respectively.

Table-4. Time spent on social media.

Time spent on social media	Frequency	Percent
One hour	5	3.5
Two to four hours	44	31.0
Five to seven hours	57	40.1
More than seven hours	36	25.4
Total	142	100.0

Source: Data were extracted and statistically analyzed by calculating frequency and percentage.

5.2. Section B: Analysis of Research Questions

Table-5. Means of responses to citizenship domain.

Item	Mean	Std. Deviation	Response
Social media increase affection and familiarity with society.	2.6831	.88622	Agree
Social media motivate conversation with others on national issues.	2.5563	.99306	Agree
Social media enhance my interest in national environmental issues.	2.9225	1.00406	Agree
Social media help build positive relationships with officials.	2.7254	.99747	Agree
Much wrong information on my country is shared via social media.	3.2183	.85150	Agree
Social media decrease the feeling of belonging.	1.5915	.96134	Disagree
Social media highlight the honorable national models.	3.0563	.84025	Agree
Social media help defend the country.	3.2183	.83468	Agree
Social media help feel proud of religion, language, and culture.	2.9648	.91800	Agree
Social media help facilitate breaking the national rules and regulations.	2.6690	.98731	Agree
Social media help assume social responsibility.	2.7254	.94640	Agree
Social media help respect the diversity of society and reject discrimination and racism.	2.7746	.97773	Agree
Overall mean	2.7588	.52944	

Source: Data were extracted and statistically analyzed by calculating the mean and standard deviation.

Table 5 shows that the participants agree to the items with a mean of (2.7588). Additionally, the positive impact of social media on citizenship values was moderate.

Table-6. Means of responses to time respect domain.

Item	Mean	Std. Deviation	Response
Social media reduce my control over daily events and time management.	2.8732	1.01659	Agree
Social media increase procrastination and delay of assignments and works.	2.8169	1.00791	Agree
Social media reduce the ability to plan my tasks.	2.6127	1.00247	Agree
Social media waste the time dedicated to entertainment.	2.5000	1.17147	Agree
Social media affect the times dedicated to various social activities.	2.4225	1.04728	Undecided
Social media waste a lot of time pointlessly.	2.7887	1.02335	Undecided
Social media cause failure to observe times.	2.3451	1.10477	Undecided
Overall mean	2.6227	.78215	

Source: Data were extracted and statistically analyzed by calculating the mean and standard deviation.

Table 6 shows that the participants agree to the items with a mean of (2.6227). Additionally, the negative impact of social media on time respect values was moderate.

Table-7. Means of responses to others' privacy respect domain.

Item	Mean	Std. Deviation	Response
Social media facilitate violating others' privacy.	2.3239	1.12072	Undecided
Social media trigger curiosity to know others' news.	2.5282	1.10892	Agree
Social media increase minding others' business.	2.0493	1.13817	Undecided
I post others' news to social media without permission.	1.3732	.82177	Disagree
I use social media to know the latest news and secrets of celebrities.	2.3028	1.10440	Undecided
I send messages, photos, and videos to others' profiles without permission.	1.3521	.82683	Disagree
Overall mean	1.9883	.73112	

Source: Data were extracted and statistically analyzed by calculating the mean and standard deviation.

Table 7 shows that the participants were undecided on the items with a mean of (1.9883). Moreover, social media poorly affect others' privacy respect.

Table-8. Means of responses to family communication domain.

Item	Mean	Std. Deviation	Response
Social media enhance communication with family members.	2.6901	1.01187	Agree
Social media mitigated the feeling of responsibility towards family members.	1.8873	1.01826	Undecided
Social media weakened relations with family members.	1.9366	1.03974	Undecided
I spend more time using social media than with family members.	2.4859	1.07674	Undecided
Using social media hinders participation with family members in the various activities.	2.0070	1.06189	Undecided
Using social media turns the interaction with family members to a virtual form.	1.8380	.95752	Disagree
I get my family's news via social media only.	1.6268	.97201	Disagree
Social media affect family interaction and relationships negatively.	2.4014	1.18537	Undecided
Overall mean	2.1092	.68204	

Source: Data were extracted and statistically analyzed by calculating the mean and standard deviation.

Table 8 illustrates that the participants were undecided on to the items with a mean of (2.1092). Moreover, social media poorly affect family communication.

Table-9. Means of responses to communication values domain.

Item	Mean	Std. Deviation	Response
I seek Allah's satisfaction when using social media.	3.3662	.82924	Strongly agree
I adhere to truthfulness when posting updates to social media.	3.5986	.70520	Strongly agree
I post stories that disseminate intimacy, affection, and goodness.	3.5352	.74054	Strongly agree
I openly accept the replies to my comments via social media.	3.2817	.83680	Strongly agree
I am keen on honesty when I publish or copy via social media.	3.5282	.76903	Strongly agree
I communicate with others in a good manner via social media.	3.5986	.68479	Strongly agree
I post messages, photos, and videos regardless of others' tastes.	2.4296	1.18739	Agree
Overall mean	3.3340	.53854	

Source: Data were extracted and statistically analyzed by calculating the mean and standard deviation.

Table 9 shows that the participants strongly agreed on the items with a mean of (3.3340). That is, the impact of social media on communication values was large.

Table-10. ANOVA test of the significance of differences in the impact of social media on the value system due to specialization.

Source of differences	Sum of Squares	df	Mean Square	F	Sig.
Between groups	1496.863	3	498.954	2.205	.090
Within groups	31223.053	138	226.254		
Total	32719.915	141			

Source: Data were extracted and statistically analyzed using one way ANOVA.

Table 10 shows that the "F" value scored (2.205) at the significance level of (0.090 < 0.05). That is, there are no differences in the impact of social media on the value system of participants due to specialization.

Table-11. ANOVA test of the significance of differences in the impact of social media on the value system due to the preferred social media.

Source of differences	Sum of Squares	DF	Mean Square	F	Sig.
Between groups	221.380	6	36.897	.153	.988
Within groups	32498.536	135	240.730		
Total	32719.915	141			

Source: Data were extracted and statistically analyzed using one way ANOVA.

Table 11 shows that the "F" value scored (0.153) at the significance level of (0.988 < 0.05). That is, there are no differences in the impact of social media on the value system of participants due to the preferred social media.

Table-12. ANOVA test of the significance of differences in the impact of social media on the value system due to the family's economic status.

Source of differences	Sum of Squares	DF	Mean Square	F	Sig.
Between groups	265.459	2	132.730	.568	.568
Within groups	32454.456	139	233.485		
Total	32719.915	141			

Source: Data were extracted and statistically analyzed using one way ANOVA.

Table 12 illustrates that "F" value was (0.568) at the significance level of (0.568 < 0.05). That is, there are no differences in the impact of social media on the value system of participants due to the family's economic status.

Table 13 illustrates that "F" value was (1.558) at the significance level of (0.202 < 0.05). That is, there are no differences in the impact of social media on the value system of participants due to the time spent on social media.

Table-13. ANOVA test of the significance of differences in the impact of social media on the value system due to the time spent on social media.

Source of differences	Sum of Squares	DF	Mean Square	F	Sig.
Between groups	1071.811	3	357.270	1.558	.202
Within groups	31648.104	138	229.334		
Total	32719.915	141			

Source: Data were extracted and statistically analyzed using one way ANOVA.

6. DISCUSSION

The study included two main variables: social media networks and value system among the students of the College of Education, Princess Nourah bint Abdulrahman University, Saudi Arabia. These variables are highly important since social media represent one of the modernist media of information utilized by youth and their impacts cannot be denied. Value system is the pillar of sound society and keeping its sustainability is critical, especially for Saudi Arabia; an Islamic leading country with a conservative nature and strong values. In the light of the current study, we analyze and explain some of its results in an attempt to figure out the relation between social media networks and value system in the Saudi society. The results showed that Instagram and Snapchat were ranked first among the students (40.1%). The students spend 5-7 hours a day. There was a positive impact of social media seen in citizenship value. That is, they help the students to be proud of religion, language, and culture; assume social responsibility; build positive relationships with officials; motivate dialogue with others on national issues. These results agree with Helmke and Levitsky (2004), Aloteby and Alrashedy (2012), Alshahry (2014), Awad (2010) and Al-Dbaysi and Al-Tahat (2013). It refers to the importance of social media, more specifically Instagram, among the study participants. It can be attributed to gender, since females are more interested in networks that view and share photos, including Instagram definitely. Further, there is a positive impact of social media on citizenship values and they encourage discussion and sharing religious conceptions. It is reflected by the nature of the content shared on Instagram and its impact on the subscribers.

Moreover, the results revealed a moderately negative impact of social media on time respect, as shown in the number of hours spent. This result is consistent with that of Aloteby and Alrashedy (2012) indicating that the negative effects were an addiction that causes some kind of dysfunction among the youth including staying up late. It was also found out that social media made a poor impact on others' privacy respect. The participants disagreed on posting others' news to social media without permission or sending messages, photos, and videos to others' profiles without permission. However, they were undecided on the role of social media in facilitating the violation of others' privacy. While social media have many positive impacts, they have also negative ones. The value of time respect is one of the most negatively affected values since the Internet, in general, and social media, in particular, lead the person to lose his/her sense of time and consequently disregarding the time and its value. It requires a quick intervention to control the use of social media and the time allocated for it.

Moreover, the results revealed a poor impact of social media on family communication. This result matches with that of Alsharkh (2012) that declined any negative impact of social media like weakening the social relations and family ties because the Saudi people respect family ties. It is unlikely to cause a gap between the youth and society due to using social media because family support is adequate to foster social family relationships. However, these findings are not consistent with Alsanie (2015) who too found a negative relationship between the use of social media and family relations. The study illustrated that participants strongly agreed on the positive impact of social media on communication values. The participants however adhered to truthfulness when posting updates to social media and openly accepted the responses to comments via social media. This result is not consistent with the findings of Al-Dbaysi and Al-Tahat (2013). In addition, there were no statistically significant differences in the impact of social media on the value system due to (specialization, family's economic status, time spent on social media, and preferred social media). This result is consistent with the findings of Alsanie (2015). The bottom line is that social media have positive and negative effects, which make them a worthy phenomenon. In the present study,

we highlighted their importance and impacts on the value system among students. In fact, social media, with its pros and cons, have become an indispensable means. Saudi Arabia shows a tendency towards the use and employment of modern technology and takes first place in developing future technology and refining the Saudis with technological skills. Thus, we cannot ignore their importance or minimize their impact on the Saudi society and culture, but we need to identify its implications and figure out solutions to reduce its negative effects. The study highlighted also their positive effects on citizenship values, Language, culture and social responsibility, and having a positive relation with officials. All these values go in line with the general context of the Saudi society and its 2030 vision of the future. As for the negative effects of social media, it is certainly undeniable, but we need to identify and monitor them to fix them in such a way that we make the most possible use of those networks. For the value of time respect, for example, raising youth awareness of the significant importance of time management and how to control the time allocated for using social media is of potential benefit.

It is important to say that we need social media to keep up with the present and the future world, but we also need to identify its implications to enhance its advantages and to deal with its disadvantages.

7. CONCLUSION

The study investigated the impact of social media on the value system (especially on variables like citizenship, time respect, others' privacy respect, family communication, and communication values) among the students of the College of Education, Princess Nourah bint Abdulrahman University, Saudi Arabia. Results revealed a positive impact of social media on citizenship and communication values, a moderately negative impact on time respect, and a poor impact on others' privacy respect and family communication. Moreover, there were no statistically significant differences in the impact of social media on the value system due to (specialization, family's economic status, time spent on social media, and preferred social media). The study results call for benefiting from the positive impacts of social media and sensitizing students to the negative ones, especially time respect and its optimal use, as well as conducting qualitative studies on the reasons for spending too much time on social media.

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