

THE IMPACT OF SOCIAL NETWORKING ON THE DEVELOPMENT OF SOCIAL RESPONSIBILITY VALUES (APPLIED STUDY ON A SAMPLE OF SAUDI YOUTH)

^aMUSHABAB GHARAMAH H. ALASMARI

SOCIOLOGY DEPARTMENT FACULTY OF ARTS AND HUMANITIES, King Abdulaziz University, P.O.Box 80202, Jeddah 21589, Saudi Arabia
email: ^am-alasmari@hotmail.com

Abstract: The study aimed at knowing the impact of the social network in developing the values of social responsibility among the youth group in Saudi society, as an applied scientific contribution in diagnosing reality, and foreseeing the future in light of the modern changes brought about by the social communication revolution. It is a descriptive and analytical study of a sample of Saudi youth, consisting of (1325) individuals. The study found a number of indicators related to the development of social responsibility values, including exchanging experiences and studying the experiences of other societies, clarifying and educating others about the problems of society, contributing to programs supporting poor families, strengthening creative ideas among others to serve the community, a value commitment towards development programs and plans, especially at the local level, contributing and cooperating in national events and activities, sharing time and thought in voluntary groups in virtual communities, in addition to contributing to eliminating negativity in relation to some varied social situations. The results of the study, in general, emphasized the most important structural components of social responsibility, which are responsibility towards others, freedom and participation, belonging and citizenship, pluralism and openness.

Keywords: values - social responsibility - youth - social network

1 Introduction

Social responsibility is one of the important issues to be relied upon in addressing the dimensions of development in all human societies. In its comprehensive concept, it means that any organization, social institution or individual has the responsibility to work for the entity of the community and its capabilities as a whole. This responsibility may be negative or positive towards the community. In its positive side, it seeks to achieve the community goals and aspirations. In fact, human societies live today in a system of change imposed by most of the aspects of the modern technological era. In this regard, social networks have become of great importance in activating and developing the role of individuals and civil society institutions due to their distinguished characteristics and advantages that made them one of the most effective means of communicating and introducing their activities and achieving their goals. Therefore, it is important to know the impact of these social networks in developing the values of social responsibility among young people, and the extent to which they have become an essential tributary and an important pillar in building a human's social life, in light of the transformations and developments of knowledge integration in this era, which is reflected in the integration of social construction systems.

2 The problem and objectives of the study

The global report (Digital, 2021) shows that the number of active social network users in the world will reach about 4.2 billion users by the beginning of the year 2021, as the service penetration rate increased to about 53.6% of the total world population estimated at about 7.8 billion people, and that the average time the user spends on social networks is up to two hours and 25 minutes. The Corona crisis and the accompanying repercussions and measures that limited the movement of people had a significant impact on the increase in the use of the Internet and various means of technology, including social networks, where during the year 2020, they received nearly half a billion new active users. At the level of Saudi society, statistics show that the age group (15-34 years) amounted to (36.70%) of the total population, and that the percentage of young people who use social networking sites reached (98.43%), while the percentage of young people whose social life system was affected by Social networks is (35.83%) (General Authority for Statistics, 2021).

The observer of the prevailing social conditions realizes that the use of the social network is on its way to influence the social and

value building of human societies, through the development of some values and the retreat from others, and social responsibility is one of the important values associated with citizenship, loyalty, belonging and a sense of developing and preserving civilizational gains, in addition to its role in strengthening the relationship between the individual and society through the responsibilities and duties that individuals must perform in integration with society and its various institutions. Rather, bearing responsibility is one of the skills required by social life to build an individual's personality and face the possible challenges and developments in all aspects of daily life (Nawfal et al., 2015).

The current study is a contribution to the scientific and cognitive context to understand the extent of the relationship between social networks and social values, especially with regard to the values of social responsibility, in addition to the applicable indicators that can be used to enhance such types of values. Accordingly, the study aims to know and diagnose the impact of the social network in developing the values of social responsibility among young people in Saudi society. And that is achieved through knowing about: What is the interactive reality of young people with the social network? And what is the positive impact of social networks in developing the values of social responsibility for the youth group in Saudi society?

3 The study literature

Values: a concept that denotes "the set of central normative trends that define the individual's goals in social situations, which appear through his social or verbal behavior" (Abdel-Aal, 1986).

Social values: "It is a set of beliefs that are characterized by a degree of relative persistence, and that represent directives for people towards goals or means to achieve them, or behavioral patterns chosen and preferred by these people as an alternative to others" (Al-Husnia, 2006). Hence, positive social values can be defined as a set of rules, principles and norms that govern behavior, and serve as the main criterion in formulating and directing public behavior in a manner that serves the progress of society. It means adherence to the values governing the movement of individuals and society such as honesty, sense of responsibility, knowledge of rights and duties, loyalty and belonging, sincerity, faith, justice, and transparency (Musbah, 2008). Values in the view of Durkheim are realistic common guidelines between a group of people and groups, and individuals find fulfillment of the desires that they are looking for in different and diverse situations. Each unit in society has its own values that regulate the behavior of its members. Parsons considers values as a fundamental reference point for the analysis of the structure, processes, and interactions of social systems (Faraj, 1980). One of the features of values in light of the current study is that it is a set of rules that are acquired to regulate human behavior through which the desirable and undesirable lifestyle and behavioral patterns are judged, and what these values ultimately constitute as values of a sense of social responsibility.

The interest in social responsibility and its concept has been doubled, and the social role that it can play in the development of society has been highlighted. Thus, the social responsibility represents practices that have a moral and ethical commitment. It consists of voluntary and ethical components. The most important elements of the ethical aspect are respect for the prevailing social principles in society, and that ethical behavior be consistent with legal legislation. As for the components of the voluntary aspect of social responsibility, they include participating in social activities, providing support to organizations in the community, and that the activities provided are based on raising the level of the type and quality of life.

(Badran, 2009). Social responsibility is defined as "a person's commitment to the laws of the society in which he lives, and to its traditions and systems, whether real or moral, and his acceptance of the penalties imposed by the society for violating its rules, traditions, or morals" (Al-Harthi, 2001). The dictionary of Social Sciences added that the concept of social responsibility includes rights and duties (Hegazy, 2009), as well as the connection between them. Satisfying needs and solving problems must be related to the extent to which members of society contribute and participate in satisfying their needs and solving their problems relying on themselves, and social responsibility is mutual between individuals and groups and between local and global societies (Badawi, 1978).

Accordingly, and given the previous studies data, and through tracking the prevailing social conditions, it is noted that the use of the social network is on its way to influence the social and value building of human societies. This requires a re-examination of the value system provided by social networks to members of society in general and to youth in particular, as societies, in their march towards progress and development, need to pay attention to their value culture, and the changes that may occur in them. Despite the severe criticism that social networks are subjected to, accusing them of having a negative and direct impact on the individual, family and society, which were indicated by the results of some previous studies, such as the studies of (Al-Khulaifi, 2002, Al-Shawaqi, 2003, Obeidat 2003, Al-Owaidi 2004, Sari 2005, Al-Sheikh 2006, Al-Majali 2007, Al-Shahri 2012, Al-Tayyar 2014, Al-Musa 2018, Al-Saeedi 2020, Issa 2020, Al-Mulla 2021, Shaker 2021, and Shams Al-Din 2021) and from international studies including (Niemz, et.al. 2005, Nie and Erbing 2009, Vansoon 2010, 2011 Kraut , et al, 2013 Jones 2015, Gathegi 2014, Iordachescu Ho 2017, and Ondja'a 2017), which refer to some facts including the control of social media on the individual, the emergence of behavioral patterns that are somewhat inconsistent with social values and norms, weakness and disintegration of family and social relationships, psychological isolation, value vibration among young people and their weak moral immunity, low level of social responsibility among young people, and avoiding social activities without opening effective social horizons with those around them.

On the other hand, there are those who see it as an important means of harmony and cohesion between societies, bringing concepts and visions closer with others, getting acquainted with the cultures of different peoples, and promoting the values of responsibility, loyalty, identity and belonging, especially in light of its active and distinguished role as a successful means of communication, by creating an open space for the transfer of knowledge and culture, and increasing their interests in areas that were far from them, in light of the false image or media blackout practiced by some media outlets, which made many resort to modern means of communication as an alternative means or alternative media. Indeed, young people, by virtue of their formation, represent the active mental stage in pursuing the fields of science, knowledge and research with seriousness and perseverance. They also have a high ability to conform and adapt to the prevailing social conditions, and have the ability to interact and build relationships with various factors (Better, 2002).

When considering some theoretical approaches, the public functions of social responsibility - whether through the real or virtual world - are summarized in the sense of responsibility towards serving and protecting the rights of individuals in society, serving the society and respecting its systems, highlighting economic, social, political and cultural activities, and participating in providing programs that serve the aspirations and strategies of development plans and achieve the quality of social life (Al-Dulaimi, 2011). The symbolic interactional theory stresses that social life, both real and virtual, and the processes, phenomena and incidents that surround it, is nothing but a complex network of interactions and relationships between individuals and groups that make up society, whether virtual or real, which is a final outcome of the use of technology and social

networks. Social life and its true manifestations can be understood by looking at the interactions that occur between individuals and their objective and subjective motives (Blumer, 1969). The symbolic interactional theory clarifies the human model through the role and behavior that it plays towards an individual, group or other organization through social networks communication. After a period of time from the emergence of this interactive relationship, it becomes clear to what extent the roles are complementary or different between the two parties, and the evaluation of the most important knowledge and values that are acquired through that interaction, and the evaluation here depends on the nature of the language and communication that occurs between the two parties and their common culture (Saad, 2005).

The theory of uses and gratifications - which has a psychological dimension - believes that each individual has a special structure of interests, needs and values that play a role in shaping his choices, as he seeks to satisfy them through exposure to the content he targets through modern means of communication (Al-Ayadi, 2001). This theory - in the light of the current study - emphasizes that young people choose what they prefer and what is consistent with their own values and interests, taking into account the individual differences of young people that control those motives and choices, and that the prevailing cultural norms can be inferred from the youth's use of communication networks and not from the content of that network per se.

However, the behavioral theory sees that human behavior is a set of habits that the individual learns and acquires during the various stages of his development and which formation is controlled by the laws of the brain, which are the forces of restraint and the forces of arousal that guide the set of conditional responses, and this is due to the system of environmental and social factors that the individual is exposed to (Al-Sharqawi, 2012). Therefore, most of the features of human behavior is through learning. The individual's behavior is subject to modification or change by creating certain educational and cognitive conditions and atmospheres. Based on the foregoing, the current study sought to adopt a positive viewpoint that sees the effective and distinct impact of the social network in developing the values of social responsibility among young people in Saudi society.

4 The study methodology and community

The current study - according to its objectives - belongs to the type of descriptive analytical studies. It relied on the method of social survey by sample, using the questionnaire as a tool for collecting the study data, which were handed out directly and electronically to the students of King Abdulaziz University - in Jeddah, during the first semester of the year 2021 AD. The study sample included (1325) individuals. The majority of the study sample came from males with a percentage of (65.7%), while the percentage of females was (34.3%), and the percentage was (65.0%) in the age group of (17-22 years), followed by a percentage (27.2%) for the age group of (23-28). years, while the percentage of (7.8%) was for the age group of (29 years and over). Those with an urban background represented (77.4%), followed by a percentage of (12.4%) of those belonging to rural life. It was found that a large percentage of the study sample (69.20%) spend 4 to more than 6 hours per day on the social network.

Among the most important sites that were preferred to be accessed, ranked according to the most preferred, were entertainment (54.6%), sports (37.6%), social (37.4%), cultural (28.1%), news (24.1%), technical (17.8), then religious (14.2%). Among the most important motives behind using the social network according to their importance were knowing everything new in different fields, spending free time, becoming an important part of their daily lives, communicating with others, in addition to overcoming the barrier of shyness and free expression of opinion.

5 Discussing the study variables

Looking at the interactive reality of young people with the social network, it was found that (59.7%) believe that it is not possible to coexist with life away from these networks, and that (53.1%) do not see that the drawbacks of modern means of communication are more than their advantages. (82.1%) of the respondents believe that virtual societies have a role in building our real societies. (77.1%) of the respondents believe that virtual societies have become the reality in our world today. The results of the study indicated that (68.8%) believe that the problem is not in the social network as much as it is in the cognitive awareness when people use social networks. (23.7%) of the respondents believe that the problem is in the contents of the network itself, while only (7.5%) believe that the problem is the network itself, which indicates that the issue is the goal of using the network and not the network itself. This was confirmed by the study of (Issa, 2020), that cognitive awareness of using social media contributes to promoting the values of social responsibility, quality of life, and creative behavior.

When examining some of the negative dimensions of youth interaction with the social network, it was found that among the most important negative effects of negative communication in order of importance were the acquisition of some values that are unfamiliar to the community (83.1%), unconstructive criticism of some societal issues (81.1%), privacy breaching (80.9%), and acquisition of some behaviors contrary to the traditions of society (80.8%). This is consistent with what was indicated by

the study of (Al-Shawaqi, 2003) that the Internet has an effective role in developing new behavioral patterns, and that the acquired behavioral patterns are incompatible with moral values, and that the Internet is an effective means of weakening values among the youth group, and the study of (Al-Owaidi, 2004) which confirmed that the Internet has a negative impact on Saudi society, religiously and morally, to a high degree.

Following came escaping from reality by (77%), not investing leisure time in a positive way by (76.2%), and the existence of a gap between the individual and his family by (73.7%). This was confirmed by the study of (Al-Khulaifi, 2002) that there are many drawbacks resulting from the use of social networking sites for long periods that may reach addiction, which makes these sites completely in control of the individual's life, and the study of (Al-Owaidi, 2004) which added a significant positive correlation between the duration of children's use of the Internet and the effect of that use on the relationship between parents and children. The high demand for social networking sites is the most common cause of psychological and social isolation. The study of (Obeidat, 2003, and Sari, 2005) also found that there is instability in family and social relations among the youth, which raises concern about the reality of stability in social life. The study of (Kraut, 2011) added that the increased use of the Internet significantly and negatively affects the individual's ability to socialize with those around him, and leads to depression and social isolation.

Tab. 1: T Test: Differences in the respondents' answers about the negative aspects of social networking

Drawbacks	Arithmetic Average	Standard Deviation	Standard Error	T-Value	Statistical significance level P-value (0.05)
Privacy breach.	1.77	0.421	0.016	3.881	0.00
	1.85	0.354	0.014		
Escape from reality.	1.73	0.444	0.017	3.671	0.00
	1.81	0.389	0.016		
Tendency to introvert.	1.63	0.484	0.018	5.626	0.00
	1.77	0.423	0.017		
Seeking to avoid others.	1.57	0.495	0.019	5.394	0.00
	1.71	0.452	0.018		
Neglect in religious rites.	1.51	0.500	0.019	9.200	0.00
	1.75	0.432	0.017		
Adopt some extreme ideas.	1.61	0.489	0.018	6.064	0.00
	1.76	0.426	0.017		
Not paying attention to school matters.	1.61	0.489	0.018	6.342	0.00
	1.77	0.422	0.017		
Encouraging social isolation.	1.59	0.493	0.019	3.835	0.00
	1.69	0.463	0.019		
There is a gap between the individual and his family	1.67	0.469	0.018	5.707	0.00
	1.81	0.393	0.016		
Do not invest your free time positively.	1.70	0.459	0.017	5.842	0.00
	1.83	0.372	0.015		
Entering into some illegal relationships.	1.70	0.460	0.017	5.568	0.00
	1.83	0.379	0.015		
Unconstructive criticism of some societal issues.	1.80	0.402	0.015	1.290	0.00
	1.83	0.379	0.015		
Acquisition of some values unfamiliar to the community.	1.78	0.414	0.016	5.187	0.00
	1.89	0.317	0.013		
Acquisition of some behaviors contrary to the traditions of society.	1.77	0.421	0.016	3.800	0.00
	1.85	0.356	0.014		

By conducting a T-test to find the differences in the answers of the study sample members with (yes or no) according to their opinions on the negative aspects of the means of communication, it is clear from Table 1 that there are statistically significant differences for all the determinants of the negative impact of social media, which means that there are statistically significant differences among the average opinions of the study sample due to the difference in their opinions on the negative aspects of modern social media.

On the other hand, when addressing some of the positive dimensions of youth interaction with the social network, the study showed that the priority, in order of importance, is for cultural and intellectual exchange with others by (95.6%), knowing the opinions of others on some societal issues by (94%), interaction with people of different cultures by (92.3%), widening the circle of acquaintances and friendships by (91.7%), acquiring the values of self-education, experiences and skills to raise the level of knowledge by (91.4%), and openness to the outside world by (90.5%). Al-Khelaifi, 2002, added that there is

a positive aspect of using social networking sites, which is to break the distances between individuals, especially the youth group, and help them to carry out their scientific tasks and try to bring ideas and viewpoints closer, in addition to the fact that the presence of the Internet introduced positive changes in the ideas of young people. Rather, the availability of modern communication techniques gives a feeling of independence, self-confidence, and being compliant with others, as was demonstrated by the study of "(Al-Sheikh, 2006)".

Following came freely expressing my opinions and ideas by (87.2%), entering into positive social relationships by (85.4%), respecting the opinions of others by (84.5%), and adopting the values of teamwork and avoiding selfishness and harming the interests of others by (80.5 %). The study of (Al-Majali, 2006) indicated that the most use of the Internet is for scientific and

research purposes. The study of (Bo Faqira, 2006) confirmed that young people believe that their use of modern means of communication helped them connect more with values, and that one of the strongest reasons that motivate young people to use these means, according to females' point of view, is the ease of expressing their opinions and their intellectual trends that they cannot express, in addition to intellectual openness and cultural exchange, according to the "Al-Shehri, 2012" study. In addition to adopting ideas and opinions that support the customs, traditions and values of society, taking into account the value of honesty and not misleading others when sending information, and investing time positively. The study of (Niemz, 2005) confirmed that university students use the Internet in many situations for social support.

Tab. 2: T Test: Differences of respondents' answers about the pros of social networking

Advantages	Arithmetic Average	Standard Deviation	Standard Error	T-Value	Statistical significance level P-value (0.05)
Respect the opinions of others	1.91	0.284	0.011	7.350	0.00
	1.77	0.422	0.017		
Opening up to the outside world	1.91	0.288	0.011	0.553	0.269
	1.90	0.300	0.012		
Expanding the circle of acquaintances and friendships.	1.93	0.262	0.010	1.286	0.010
	1.91	0.291	0.012		
Cultural and intellectual exchange with others.	1.96	0.196	0.007	0.757	0.130
	1.95	0.215	0.009		
Express freely my opinions and ideas.	1.88	0.321	0.012	1.286	0.010
	1.86	0.347	0.014		
Investing time positively.	1.74	0.437	0.016	3.982	0.00
	1.64	0.479	0.019		
Interact with people of different cultures.	1.93	0.252	0.010	1.279	0.011
	1.91	0.282	0.011		
Entering into positive social relationships.	1.86	0.352	0.013	0.167	0.738
	1.85	0.356	0.014		
View the opinions of scientists on some scientific issues.	1.90	0.299	0.011	0.573	0.252
	1.91	0.287	0.012		
Adopting ideas and opinions that support the customs, traditions and values of society.	1.81	0.393	0.015	2.200	0.00
	1.76	0.427	0.017		
Respect the value of honesty and not mislead others when sending information.	1.75	0.435	0.016	0.068	0.891
	1.75	0.434	0.017		
Knowing the opinions of others on some societal issues.	1.95	0.220	0.008	1.504	0.003
	1.93	0.257	0.010		
Acquiring the values of self-education, experiences and skills to raise the level of knowledge.	1.93	0.252	0.010	2.472	0.00
	1.89	0.308	0.012		
Adopting the values of teamwork and avoiding selfishness and harming the interests of others.	1.83	0.379	0.014	2.099	0.00
	1.78	0.414	0.017		

By conducting a T-test to find the differences in the answers of the study sample members with (yes or no) according to their opinions on the positive aspects of the means of communication, it is clear from Table 2 that there are statistically significant differences for the determinants of the positive impact of the social network with regard to respect for the opinions of others, expanding the circle of acquaintance and friendships, expressing freely my opinions and ideas, positive investment of time, interacting with people of different cultures, adopting ideas and opinions that support the customs, traditions and values of society, acquiring the values of self-education, experiences and skills to raise the level of knowledge, and adopting the values of teamwork and distance from selfishness and harming the interests of others, which indicates that there are statistically significant differences between the average opinions of the study sample due to the difference in their opinions on the positive impact of the social network.

Looking at the study assumption on the role of the social network in developing the values of social responsibility among Saudi youth (the study sample), it is clear from Table 3 that among the most important variables related to the value of social responsibility were access to and benefit from the experiences of other societies, the exchange of experiences among young people in all fields, contributing to programs to support poor families, supporting creative ideas among others, value commitment towards development programs and plans in the Kingdom, and contributing to national events, which confirms the constructive components of the social responsibility factor, responsibility towards others, freedom and participation, belonging and citizenship, pluralism and cultural openness (Ahmed, 1999). In addition to feelings of commitment towards helping and caring for others, which represents the responsibility of individuals towards their community and its advancement.

Tab. 3: The role of modern means of communication in spreading and strengthening the values of social responsibility

Variable	Response Options						Arithmetic Average	Standard Deviation
	Agree		Agree to some extent		Disagree			
	Number	%	Number	%	Number	%		
Viewing and benefiting from the experiences of other societies.	997	75.2	280	21.1	48	3.6	2.72	0.525
Exchange of experiences among young people in all fields.	969	73.1	316	23.8	40	3.0	2.70	0.520
Contribute to programs to support poor families.	973	73.4	280	21.1	72	5.4	2.68	0.571
Spreading the vision of the Kingdom (2030) among societal groups.	939	70.9	334	25.2	52	3.9	2.67	0.548
Educate others about the problems of society.	945	71.3	326	24.6	54	4.1	2.67	0.550
Clarify some societal problems.	935	70.6	330	24.9	60	4.5	2.66	0.561
Support the creative ideas of others.	933	70.4	328	24.8	64	4.8	2.66	0.568
Value commitment towards development programs and plans.	941	71.0	318	24.0	66	5.0	2.66	0.569
Contribute to national events.	937	70.7	320	24.2	68	5.1	2.66	0.573
Participation in activities urging young people to cooperate in serving their community.	945	71.3	310	23.4	70	5.3	2.66	0.575
Contribute opinions and suggestions that serve the youth group.	945	71.3	302	22.8	78	5.9	2.65	0.587
Persuading others to perform their duties towards society.	897	67.7	374	28.2	54	4.1	2.64	0.560
Participate in dealing with crises and environmental disasters in the community.	912	68.8	343	25.9	70	5.3	2.64	0.581
Clarify the responsibilities and roles of youth in achieving development goals.	929	70.1	320	24.2	76	5.7	2.64	0.587
Participation in charity activities.	929	70.1	320	24.2	76	5.7	2.64	0.587
Contribute to programs to support people with special needs.	933	70.4	310	23.4	82	6.2	2.64	0.595
Discussing societal matters with specialists.	903	68.2	348	26.3	74	5.6	2.63	0.588
Contribute to the elimination of negativity towards some social situations.	873	65.9	394	29.7	58	4.4	2.62	0.570
Representing the Kingdom in international meetings.	915	69.1	316	23.8	94	7.1	2.62	0.615
Contribute to public service projects through the social network.	877	66.2	368	27.8	80	6.0	2.60	0.601
Participation in service activities through the social network.	890	67.2	340	25.7	95	7.2	2.60	0.619
Participation in volunteer programs for Umrah and Hajj.	899	67.8	310	23.4	116	8.8	2.59	0.646
Participation in some community tasks that are carried out through virtual communities.	840	63.4	417	31.5	68	5.1	2.58	0.588
Sharing time and thought in voluntary groups in virtual communities.	839	63.3	406	30.6	80	6.0	2.57	0.605
Participation in youth events and forums.	812	61.3	409	30.9	104	7.8	2.53	0.637
The general average of all phrases							2.63	0.581

Following came the variables of persuading others to perform their duties in the community, participating in dealing with crises and environmental disasters, participating in the activities of charities and support programs for people with special needs, and contributing to eliminating negativity towards some different social situations. This is a reflection of the fact that social responsibility is one of the channels that support the public interest, and this is the secret of its strength as a basic element required to strengthen the bonds of human relations. Social responsibility imposes cooperation, commitment, solidarity, respect, love, democracy in treatment and serious participation (Bargawi, 2008). The study of (Awad, 2011) indicated that there is a positive relationship between preparing a training program, preparing pages on Facebook, and developing social responsibility among young people. This is in agreement with the study of (Nawfal et al., 2015), and (Issa et al., 2020), and was also confirmed by the study of (Shams al-Din, 2021)

that the optimal use of the social network contributes to the development of social responsibility, and leads to changes in the cognitive, skill, behavioral and emotional levels of young people.

6 Conclusion

In light of the interactive reality of young people with the social network, and some positive and negative dimensions of that reality and the extent of its reflection and impact on the development of social responsibility values among young people in Saudi society - according to the respondents - it was generally found that there is a positive impact of social media that enhances the variables related to the values of social responsibility, as they came first in order namely benefiting from the experiences of other societies, exchanging experiences in all areas of life, contributing to programs to support poor families,

participating in dealing with crises and environmental disasters in society, strengthening creative ideas among others, value commitment towards development programs and plans and their objectives, contributing to national events, participating in cooperative activities in the service of society, and contributing to eliminating negativity towards some different social situations. Thus, it is recommended in this context to work on designing practical educational programs for young people on how to deal with the social network in order to enhance cognitive values (optimal use of communication means - discussion of ideas and opinions for community development - positive investment of leisure time), behavioral values (the values of honesty in dealing with the informational content of the means of communication - positive and away from isolationism - belief in the values of social responsibility), and skill values (effective communication - organized thinking in dealing with societal issues - problem solving in light of the various and varied experiences of others), provided that the educational environment works to satisfy those cognitive, skill, emotional and behavioral needs of young people, and to be a mirror reflecting the problems of society and its local and global issues.

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Primary Paper Section: A

Secondary Paper Section: AO, BC