

Article

The Impact of Social Media on Social Values: A Field Study of Al Ain University Students in Abu Dhabi

Page | 62

¹ Sultan, M, Al Marar and ² Sultan, B, Al Marar

¹ Sociology Program, Al Ain University, Abu Dhabi, UAE, 2018121002@aau.ac.ae

² Sociology Program, Al Ain University, Abu Dhabi, UAE, 2018121132@aau.ac.ae

CITATION

Al Marar. S. & Al Marar. S
(2024). The Impact of Social
Media on Social Values: A Field
Study of Al Ain University
Students in Abu Dhabi,
*Intercontinental Social Science
Journal*. 1(2), 62-79.
[https://doi.org/10.62583/27rggd
23](https://doi.org/10.62583/27rggd23)

Received 02 Jan 2024

Accepted: 05 Feb 2024

COPYRIGHT



Copyright © 2024 by author(s).
*Intercontinental Social Science
Journal*, published by Pierre
Online Publications Ltd. This
work is licensed under the [Creative
Commons Attribution \(CC BY\)](https://creativecommons.org/licenses/by/4.0/)

Abstract: The use of social media has become a significant aspect of daily conversations and it has also been shaping trends in the ways people interact, their attitudes and values more so among college students. This paper has investigated how social media affects the chosen social values amongst students in Al Ain University in Abu Dhabi with special focus on cooperation, respect, privacy, and information security. The descriptive survey design was adopted and data was collected using a structured questionnaire. The ultimate valid sample was comprised of 100 male and female students. The results indicated that there was a difference in the number of times the respondents used the social media sites in a day. Facebook seemed the least popular, with WhatsApp, Snapchat, and TikTok presenting an increased rate of daily usage. The findings also revealed that the social media plays a good role in collaborating amongst students. Simultaneously, a substantial number of the respondents thought that social media diminishes the degree of respect amongst students and has detrimental impacts on personal privacy. The findings on the awareness of the importance of personal information security in using social media platforms were also relatively high, however. The research finds out that the social media has both positive and negative connotations on the social values among the university students. It fosters the communication and collaboration, yet it can undermine respect and raise privacy-related issues. The authors suggest broadening the awareness of students regarding the responsible and ethical usage of social media, and further research of particular media and social values among higher education students.

Keywords: *Social media platforms; Social Values, Respect; Cooperation; Globalization*

Introduction

The social media is now a significant aspect in modern life and it is popular among university students (Zachos et al., 2018; Salari et al., 2025). Facebook, WhatsApp, Snapchat, and TikTok are now communication media, information distribution, entertainment, and social interaction platforms that are applied every day (Jarrar, 2023). Since these platforms have grown, their impact has ceased to be merely communication and has become more and more a part of attitude, behaviour, and social values (Irfan et al., 2019). In the case of students at the university, social media has turned out to be a significant place where relationships are established and ideas shared and ways of interaction developed (Masrom et al., 2021.; Eid et al., 2016; Rezaei et al., 2022)

The increased application of social media has drawn the broad scholarly and social attention due to the potential impact on values and human interactions (Purnama & Asdlori, 2023; Shrivastava & Mahajan, 2021; Sugimoto et al., 2017; Nikolinakou & Phua, 2024). On the one hand, the social media can contribute to communications, collaboration and access to information Okonkwo & Awad (2022), so students can be easier to stay connected and communicate with each other. Conversely, its excessive or uncontrolled use can undermine some of the valuable social values, including respect to others, privacy security, and responsible digital citizenship (Mahmoudi-Dehaki et al., 2025; Permana et al., 2023; Bikku et a,., 2024; Walker & Milne, 2024). It is due to this reason that social media is not to be considered as a technological tool, instead, it is to be considered as a social space that can redefine how people relate to each other (Özkent, 2022).

The students of the university are one of the most active in terms of utilising the social media (Bonilla Quijada et al., 2022; Almutairi et al., 2022). The relevance of these platforms to the research problem related to the correlation of digital communication and social values is particularly extended as these platforms are frequently used by them. Social media can positively influence collaboration in the university setting by increasing the ease of communication and sharing the information Sabah, (2023), but it can also lead to less respectful communication or an increased number of risks associated with privacy(Ahmad, 2023). This is why it is significant to investigate, not only the extent to which students use social media, but also how they feel about the impact of these media on major social values.

Despite the fact that the advantages and disadvantages of social media among the youth have been addressed in the past, it was found that further researches are necessary to examine the effects of these sites on the preferred social values in university students within local settings. These effects are of

particular significance in Abu Dhabi where digital communication has become a rather substantial part of the student life. The analysis of the experience and views of university students can assist in defining whether social media reinforces collaboration and communication or that it also poses certain challenges connected with the respect, privacy, and the safety of information.

This research, therefore, aims at analysing how social media has influenced the social values of the Al Ain University students in Abu Dhabi. It pays special attention to the cooperation, respect, privacy, and information security to give a better idea how social media affects the student interaction and formation of the values within the university context.

Literature review

There is an increasing literature that has explored the role of social media in social relationships, values, and interaction patterns among the youth and university students. The past research suggests that the social media has the potential to be positive and negative, depending on the nature of the platform, the mode of use, and the social context within which it is utilized. Other studies have pointed out that it has led to assurance of communication, participation and social awareness, and others have pointed at the potential adverse impact of it on moral values, family life, privacy and respectful communication.

Bakhush (2017) examined the effect of Facebook on the social values among university students. The study conducted through a social survey technique and a sample of 50 male students and 50 female students revealed that Facebook positively influenced the value of participation, communication, social awareness, and moral sense in the university students. The significance of this study is that it demonstrates that social media platforms can support some positive social values when interacted and engaged through them.

In his turn, Al-Gamal (2020) concentrated on the adverse outcomes of social media consumption. The study conducted with the help of a social survey method indicated that social media platforms have a moderate impact on cultural, religious, personal, and moral values in a negative way. The given finding contributes to the idea that effects of social media are not always positive and that they can undermine certain value systems when the use is too high or uncontrolled.

Likewise, Benrazek (2022) studied the role of social media as a public sphere in the Algerian protest. The survey method was employed in the study together with a sample of 375 students of the university and an electronic questionnaire. The results found that Facebook was the most popular site and that social media on the whole played a part in promoting positive social values. This finding implies that

social media can be used as a means of strengthening social bond and value creation among the young people.

In the article by Arshad et al., (2020), the authors examined the impact of social media platforms on educational values based on the students of Jazan University. The sample consisted of 500 male students and female students (the study employed a descriptive approach). The results indicated that the social media platforms influenced the field of education and economic as well as social domains in a high and moderate way respectively. Despite the fact that this study was dedicated to the values in education, it has offered productive evidence that social media affects value systems in various areas. Al-Hussein (2020) investigated the effects of social media platforms on social values in students of a university through a descriptive analysis method and a sample of 100 students selected randomly. The researchers concluded that social network sites played a significant role in influencing the social values and the effect may be either negative or positive. Such dual pattern is particularly applicable to the current study that explores cooperation, respect, privacy, and information security in a combination instead of considering the effect as either purely positive or purely negative.

Al-Fathi (2021) examined how exposure to TikTok videos on smartphones affects the attitude of young people towards social values in society. The results of the survey were based on a sample of 400 students and the survey technique had revealed that the most salient values depicted in TikTok videos were moral values, then religious, cultural, social and citizenship values. Gender difference in terms of exposure to TikTok or its influence on social values was not statistically significant in the study.

Using a random sample of 120 male and female students, Khalida (2022) explored the application of social media and the effects it has on the relationship within the family, with the help of a descriptive approach. The findings showed that both male and female were statistically different in their use of social media and its influence on social values. The implication of this finding is that the trends of use and the perceived effects might be different based on demographics.

Lastly, Al-Qahtani (2023) examined the impact of social media on the value system of female students in middle school through a descriptive study and a sample population of 378 participants. The paper ended up concluding that social media influenced student values significantly and that social values dimension was one of the most influenced dimensions particularly as far as TikTok is concerned.

The overall effect of the past literature is that social media has mixed implications with regard to social relations and values. It is described to have a positive influence on cooperation, expression, and awareness in some studies as opposed to negative influence on respect, family relationship as well as

moral or personal values in others. Nevertheless, the need to investigate these problems in the context of the university students in Abu Dhabi, in particular, with the specific emphasis on the social values including cooperation, respect, privacy, and information security. The current research aims to work in this field by examining the implication of the social media on these values among students of the Al Ain University of Abu Dhabi.

Research Problem

The social media has gained immense popularity in a short period of time, and it has disrupted communication and socializing trends among the youths, and particularly students in universities. These media have brought about new chances of communication and sharing of information and cooperation but it has also brought issues regarding the impact it has on social values like respect, privacy and responsible interaction. Despite the fact that numerous past studies have been conducted to study how social media impact on social and educational life, the impact of these tools on social values among university students is a key issue that should be explored.

Regarding the case of Al Ain University students in Abu Dhabi, one should investigate whether social media can improve positive attributes like cooperation and communication or lead to negative consequences like the lack of respect and respect of privacy concerns. As university students form one of the most active social media users, their perception may give a valuable idea of how these sources influence the modern-day social values. To this effect, this research has attempted to investigate how social media influences the choice of social values among Al Ain University students in Abu Dhabi.

This study aims to examine the impact of social media on selected social values among Al Ain University students in Abu Dhabi, with particular focus on cooperation, respect, privacy, and information security.

Research Questions

In light of the study problem and objectives, the present study attempts to answer the following research questions:

1. What is the extent of social media use among Al Ain University students in Abu Dhabi?
2. How does social media affect the values of cooperation and respect among Al Ain University students?
3. How do social media platforms affect the values of privacy and information security among Al Ain University students in Abu Dhabi?

Methodology

Research Design

The research design used in this study was a descriptive survey design to investigate how social media affects some of the social values among students of Al Ain University in Abu Dhabi. A descriptive approach was deemed adequate due to the nature of the study, which was to determine trends in the use of social media and how the same affected the perceptions of students regarding cooperation, respect, privacy, and information security. In the current research, social media will be used as the independent variable and social values as the dependent variable.

Study Population and Sample

The sample population was made up of students studying in the Al Ain University in Abu Dhabi. The number of valid male and female students who formed the final study sample was 100 and they were used in the statistical analysis of the study. The students of the university were chosen correctly since they are one of the most dynamic populations in the application of social media and are thus well-positioned to deliver informed answers as to its influence on social values. This part takes the place of the previous bizarre sample reporting and sets one final sample size in the study.

Table 1

Distribution of the Study Sample According to Gender

Gender	Frequency	Percent Valid	Percent	Cumulative Percent
Male	34	34.0	34.0	34.0
Female	66	66.0	66.0	100.0
Total	100	100.0	100.0	

Table 1 shows that the study sample consisted of 34 male students (34.0%) and 66 female students (66.0%).

Study Approach

This study employed the social survey methodology since it is highly appropriate when investigating social problems by gathering uniform data of a specific group of respondents. This strategy allowed the researcher to use data collected among the university students on the degree of its social media use and their perceptions towards its influence on the chosen social values. It also offered a useful foundation when summarizing the data by descriptive statistics.

Data Collection Tool

Structured questionnaire was used to gather the data. This questionnaire was hypothesized to identify the influence of social media on the chosen social values among the students of Al Ain university in Abu Dhabi. The questionnaire was finally developed in three sections. The initial one was a demographic section, which entailed the gender and age. The second section was dedicated to the level of the utilization of various social media sites. The third section discussed the influence of social media on the chosen social values especially cooperation, respect, privacy, and information security. The measures were in the form of five-point Likert scale with strongly agree to strongly disagree.

Validity and Reliability

In order to have valid questionnaire, the questionnaire was subjected to review of several specialists in the field and their comments were taken into consideration when revising the final version of the questionnaire. To test the reliability of the instrument, Cronbach's Alpha was computed with the help of SPSS and the obtained value made it possible to state that the instrument had an acceptable level of internal consistency.

Table 2

Cronbach's Alpha Reliability Coefficient of the Study Instrument

Reliability Test	Cronbach's Alpha
Study Instrument	0.87

Table 2 shows that the Cronbach's Alpha value of the study instrument was 0.87, indicating a good level of internal consistency.

Data Collection Procedures

Questionnaire was sent to the target respondents electronically. Once the responses had been gathered, the forms sent back were filtered to make sure that they received the full and that they were in a position to undergo analysis. Valid and complete questionnaires only were retained. The usable data were 100 valid responses that were coded and keyed into SPSS to be analysed. This was done to make the final sample size and the statistical outcomes of the study consistent.

Statistical Analysis

The Statistical Package of the Social Sciences (SPSS) was used in the analysis of the collected data. The demographic information of the respondents (frequency and percentage), the trends of using social media, and the manner in which people answered the questions of the study were described using frequencies and percentages. The study tool was tested by the use of Cronbach alpha to test the

reliability of the study tool. These statistical methods were appropriate because of the descriptive character of the research and to answer the research questions.

Ethical Considerations

The purpose of the study was explained to the respondents, and their participation was voluntary. They also promised that the information they gathered would not be distributed on the wrong side of the academic field and that their answers would not be exposed. This was done so that ethical issues would be looked into during the study process.

Results and Discussion

The study findings are given below in accordance with the study objective that was to investigate the effect of social media on the chosen social values among the Al Ain University students in Abu Dhabi. The study will be analysed on the basis of a final valid sample of 100 respondents. The results are structured in regard to the three key domains namely patterns of social media use, perceived impacts of social media on cooperation and respect and perceived impact of social media on privacy and information security.

Findings associated with the first question: What is the level of using social media among the Al Ain University students in Abu Dhabi?

Table 3

The Average Daily Use of Facebook by Members of the Study Sample

Usage Duration	Frequency	Percent	Valid Percent	Cumulative Percent
One Hour	72	72.0	76.6	76.6
Two Hours	14	14.0	14.9	91.5
Three Hours	4	4.0	4.3	95.7
Four Hours	2	2.0	2.1	97.9
Five Hours or more	2	2.0	2.1	100.0
Valid Total	94	94.0	100.0	
Missing (System)	6	6.0		
Total	100	100.0		

Table 3 reveals that most of the valid respondents spent one hour a day on Facebook which was one hour per day out of 72 students which was 72.0 percent of the total sample and 76.6 percent of the valid responses. A lower percentage of them said that they used Facebook two hours per day, with very few of the respondents saying that they used Facebook three, four, or five hours or more. These results mean that the use of Facebook by the sample population was usually limited to brief daily sessions.

Table 4

The Average Daily Use of WhatsApp by Members of the Study Sample

Usage Duration	Frequency	Percent Valid	Percent Cumulative	Percent
One Hour	22	22.0	22.0	22.0
Two Hours	22	22.0	22.0	44.0
Three Hours	20	20.0	20.0	64.0
Four Hours	20	20.0	20.0	84.0
Five Hours or more	16	16.0	16.0	100.0
Total	100	100.0	100.0	

According to table 4, 22 students (22.0%) and 22 students (22.0%) used WhatsApp one hour a day and two hours a day respectively. Moreover, 20 students (20.0) responded that they used WhatsApp in three hours per day, and 20 students (20.0) used it in four hours per day. A minor number, 16 students (16.0%), said that they used WhatsApp as much as five hours or more in a day. Such findings depict that the use of WhatsApp by the sample under study was quite high and spread in various periods of daily use.

Table 5

The Average Daily Use of Snapchat by Members of the Study Sample

Usage Duration	Frequency	Percent Valid	Percent Cumulative	Percent
One Hour	20	20.0	20.8	20.8
Two Hours	26	26.0	27.1	47.9
Three Hours	28	28.0	29.2	77.1
Four Hours	14	14.0	14.6	91.7
Four Hours or More	8	8.0	8.3	100.0
Valid Total	96	96.0	100.0	
Missing (System)	4	4.0		
Total	100	100.0		

According to Table 5, 28 students (28.0%), the largest number of students responding correctly, used Snapchat three hours a day. This was then accompanied by 26 students (26.0%) who used Snapchat to spend two hours a day and 20 students (20.0%) who spent one hour a day on Snapchat. The few respondents who used Snapchat four hours, four hours and above, reported using Snapchat in greater amounts. These results suggest that Snapchat was among the social media platforms frequently used by the members of the study sample, and the majority of participants said that they used Snapchat moderately or frequently, on a daily basis.

Table 6*The Average Daily Use of TikTok by Members of the Study Sample*

Duration of Use	Frequency	Percent Valid	Percent Cumulative	Percent
One Hour	36	36.0	38.3	38.3
Two Hours	18	18.0	19.1	57.4
Three Hours	20	20.0	21.3	78.7
Four Hours	12	12.0	12.8	91.5
Five Hours or More	8	8.0	8.5	100.0
Valid Total	94	94.0	100.0	
Missing (System)	6	6.0		
Total	100	100.0		

As can be seen in Table 6, the percentage of students using TikTok was 36 (36.0%), which is the highest percentage of the valid answers. This was followed with 20 students (20.0%) who claimed to use TikTok three hours a day and 18 students (18.0%) who claimed to use TikTok two hours a day. Fewer respondents indicated that they spent four hours or five hours or more a day on TikTok. These results imply that the use of TikTok among the sample was more usually distributed in shorter to moderate instigations of use as opposed to very long durations.

Findings in reference to the second question: Does the social media platforms influence the values of cooperation and respect between Al Ain University students?

Table 7*The Use of Social media platforms and the Extent of Opportunities for Cooperation among Students*

Response Category	Frequency	Percent Valid	Percent Cumulative	Percent
Strongly Disagree	2	2.0	2.0	2.0
Disagree	4	4.0	4.0	6.0
Neutral	22	22.0	22.0	28.0
Agree	28	28.0	28.0	56.0
Strongly Agree	44	44.0	44.0	100.0
Total	100	100.0	100.0	

As indicated in Table 7, 44 students (44.0%), and 28 students (28.0%), strongly agreed and agreed respectively that the use of social media platforms enhances the chances of cooperation among students. On the contrary, 22 students (22.0%) were neutral with only 4 students (4.0%) disagreeing and 2 students (2.0%) strongly disagreeing. The results demonstrate that most of the study sample shared the same view that social media programmes have a positive impact on fostering collaboration among students.

Table 8

The Extent to Which Social media platforms Reduce the Level of Respect among Students

Response Category	Frequency	Percent Valid	Percent	Cumulative Percent
Strongly Disagree	20	20.0	20.0	20.0
Disagree	22	22.0	22.0	42.0
Neutral	0	0.0	0.0	0.0
Agree	34	34.0	34.0	76.0
Strongly Agree	24	24.0	24.0	100.0
Total	100	100.0	100.0	

As indicated in table 8, 34 students (34.0 percent) agreed and 24 students (24.0 percent) strongly agreed with the fact that social media platforms lower the degree of respect among the students. Secondly, 22 students (22.00) disagreed and 20 students (20.00) strongly disagreed, whereas no participants gave the neutral response. These results show that most of the study sample felt that social media has been a contributing factor towards the decline in the amount of respect amongst students.

Findings of the investigations of the third question: How do social media platforms affect the values of privacy and information security among Al Ain University students in Abu Dhabi?

Table 9

The Extent to Which Social media platforms Negatively Affect Personal Privacy

Response Category	Frequency	Percent Valid	Percent	Cumulative Percent
Strongly Disagree	26	26.0	26.0	26.0
Disagree	2	2.0	2.0	28.0
Neutral	0	0.0	0.0	28.0
Agree	42	42.0	42.0	70.0
Strongly Agree	30	30.0	30.0	100.0
Total	100	100.0	100.0	

As indicated in Table 9, 42 of the respondents (42.0%), and 30 of the respondents (30.0%), answered in the affirmative and strongly in the affirmative respectively, to the question of whether social media program has a negative impact on personal privacy. However, 26 students (26.0) strongly disagreed and 2 students (2.0) disagreed, with none of the respondents choosing the neutral category. These results reveal that a definite majority of the research participants viewed the social media platforms as something that impacted the personal privacy negatively.

Table 10

Adherence to Information Privacy Standards When Using Social media platforms

Response Category	Frequency	Percent Valid	Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	2	2.0	2.0	2.0

Response Category	Frequency	Percent Valid	Percent	Cumulative Percent
Neutral	8	8.0	8.0	10.0
Agree	26	26.0	26.0	36.0
Strongly Agree	64	64.0	64.0	100.0
Total	100	100.0	100.0	

Table 10 indicates that 64 students (64.0) strongly agreed and that 26 students (26.0) agreed with the statement that they observe the standards of information privacy when using social media platforms. Conversely, 8 students (8.0%) were neutral and the only 2 students (2.0%) disagreed, none of the respondents chose the strongly disagree category. Such results show that the awareness and compliance with information privacy in the use of social media platforms are very high among the sample of the study.

Discussion

The results of this research show that social media has a dual and many-sided influence on social values among the students of Al Ain University in Abu Dhabi. The findings reveal that the students engage with social media platforms at varying levels where Facebook seems to be the least used platform compared to WhatsApp, Snapchat, and TikTok. Such a trend can be explained by the fact that the preferences of students in communication are changing, and they tend to prefer fast, interactive, and mobile-based applications more. This trend can be explained by the fact that the communicative requirements of university students in their daily life are based on the necessity to use social media as a source of entertainment as well as interaction, communication and social relations.

Among the key results of the study, it is possible to point out that social media seems to have a positive impact on collaboration among learners. There was a definite majority of answers that social media platforms provide more opportunities to cooperate. This implies that these platforms facilitate smoother communication between the students, sharing of academic and social-related information, and maintaining communication with each other. Social media can be used in this regard and can help in teamwork, peer support, and socialization. This result can be repeated based on other research works, which underscored the beneficial nature of social media in enhancing communication and involvement, including Bakhush (2017) and Al-Nasser (2019) that affirmed that social media could facilitate connection and interaction between users.

Meanwhile, the research concluded that social media can have a harmful influence on the respect value among students. Over a half of the participants considered that social media diminishes the degree of respectability in student relations. This observation indicates that despite the fact that social media

promotes communication, it can also lead to a situation where communication is not as controlled and respectful. The fact that there is comparatively little social control in the virtual world can cause some users to become more harsh, rude or less thoughtful in their expressions when communicating online than when communicating face-to-face. This finding confirms the assumption that social media may undermine certain traditional principles of social conduct, and aligns with the conclusions of Al-Gamal (2020) and Al-Hussein (2020) who found out that social media is capable of harming moral and social values.

The research also found out that privacy is one of the central concerns of the respondents. The reason is that a significant majority of them feel that social media platforms have adverse impacts on personal privacy. This means that students are conscious of the dangers of sharing personal information on the Internet and understand that social media can decrease the control over the personal content. Privacy has been one of the most delicate problems in the modern digital world in relation to social media consumption especially among youths who are active on social media platforms. This result implies that social media is not subjectively regarded as a mere communication tool, but a potential source of individual and social danger.

But another significant by-product of the study was that the majority of its respondents stated that they observe information privacy principles when using social media. It would imply that even though students consider social media as posing a threat to privacy, their awareness of the issues associated with the protection of personal information is rather high. This is a significant aspect of digital maturity, since the user recognizes the risks of the online environment but they are trying to control them by using privacy settings, sharing carefully, and using them responsibly. Thus, the correlation of social media and privacy in the given research is not as bad as it is; in fact, it is a risk and awareness simultaneously.

Combined, the results indicate that social media is not to be perceived as either good or bad in terms of its impact on the social values of students. Rather, it will have more impact on value depending on which value is under consideration. It seems to reinforce cooperation and communication, and to undermine respect and cast doubts on the issue of privacy. Such a dual nature proves that social media is a multifaceted social phenomenon which can strengthen certain values but weaken others.

In general, the current work contributes to the current body of knowledge as it demonstrates that the effect of social media among university students in Abu Dhabi is not universal. Findings indicate that schools cannot merely stick to restricting usage of social media, but should also aim at creating

responsible, ethical, and safe usage of such media to students. Educating the people about the responsible use of the internet, privacy, and harmonious use of digital media becomes necessary therefore, in case the good side of the social media can be enhanced and the bad side diminished.

Conclusion

This paper analysed how social media influence social values of selected social values among students of Al Ain University in Abu Dhabi on the areas of cooperation, respect, privacy, and information security. The results indicated that social media plays a significant role in the lives of students, even though the usage of the platforms differs. WhatsApp, Snapchat, and TikTok seemed to be used more actively than Facebook, which is in line with the modern trends of online interactions among university students.

The research also showed that social media holds both beneficial and adverse consequences of social values. On the affirmative note, the results showed that social media improves potentials of cooperation amongst students as it aids communication, exchange of information and constant interaction. Contrary to this, the results indicated that the social media could decrease the degree of respect among the students, and it could have a negative impact on the personal privacy. Meanwhile, the level of awareness of the respondents concerning compliance with the principles of privacy of information when using social media platforms was high.

On the whole, this research confirms that social media is a two-sided phenomenon in the life of students. It can make communication and cooperation stronger, and it also can undermine certain aspects of a respectful contact and introduce privacy issues. Hence, the influence of social media on social values cannot be interpreted either as purely positive or as purely negative but that of a complex and selective nature.

Study Limitations

There are a number of limitations in this study. First, it was conducted only among the students of Al Ain University in Abu Dhabi, which does not allow the results to be transferred to all university students in the UAE and to the Emirati society, in general. Second, the research was based on a questionnaire and self-reported answers, and they can be affected by the individual opinion, response bias, or social desirability. Third, the research report concentrated on a few social values, i.e., cooperation, respect, privacy, and information security, and lacks other significant values that can be impacted by the use of social media. Fourth, the research followed a descriptive design, which

predetermines its appropriateness in determining trends and perceptions but does not permit drawing strong cause-and-effect conclusions.

Future Research

Follow-up studies ought to broaden the scope of the study to accommodate students of other universities and emirates to offer a wider perspective of the relationship that exists between social media and social values in the UAE. It would be also effective to contrast the opinion of students belonging to different genders, age groups, academic levels and studies. Moreover, the future research can be focused on other values which were not covered in the current investigation, including responsibility, tolerance, family relations, and social identity. It is also desirable that researchers can use mixed-method or qualitative methods to understand more about the social and ethical impacts of social media on students in their daily lives. Lastly, research can be conducted in the future on individual platforms, as the results of the current study indicate that the level and trend of application are not homogeneous between social media applications.

Conflict of Interest: The authors declare that there is no conflict of interest related to the publication of this research.

Funding Statement: This research received no specific grant from any funding agency, institution, or organisation.

Data Availability Statement: The data supporting the findings of this study are available from the corresponding author upon reasonable request.

References

- Ahmad, N. (2023). Data privacy issues and risks with sharing on social media: An inquiry. *Russian Law Journal*, 11(4), 597-611.
- Al-Fathi, S. (2009). *Globalization and its effects in the Arab world*, Amman. House of culture for publishing and distribution.
- Al-Hussein, H. (2020). Social media platforms and their impact on social values among university students: Facebook as a model. *Journal of new pedagogical and psychological sciences*, 4 (16), 23-66.

- Al-Gamal, S. & Al-Karam, M. (2020). The negative effects of using social media platforms on a number of values: a field study on students of Independence University in Jericho. *Social Affairs*, 37(145).
- Almutairi, M., Simpson, A., Khan, E., & Dickinson, T. (2022). The value of social media use in improving nursing students' engagement: A systematic review. *Nurse education in practice*, 64, 103455. <https://doi.org/10.1016/j.nepr.2022.103455>
- Al-Qahtani, B. (2023). The impact of social media on the value system of middle school students in Tabuk from the point of view of their parents (TikTok as a model). *Journal of educational and psychological sciences*, 7(24), 45-66. <https://doi.org/10.26389/AJSRP.D200223>
- Arshad, M., Ahmad, S., & Siddiqui, F. A. (2018). Social media technologies and their benefits in higher education institutions: A survey of Jazan University. *Information Technologies and Learning Tools*, 65(3), 91-102. <https://doi.org/10.33407/itlt.v65i3.2098>
- Bakhush, W. (2017). The impact of Facebook on the university student's social values. *Journal of the collector in psychological studies and Pedagogical Sciences*, 160, (6), 160-175.
- Benrazek, Y. (2022). The role of social media as a public sphere in the Algerian protests: An analytical study. *Journal of Intercultural Communication Research*, 51(2), 153-173. <https://doi.org/10.1080/17475759.2021.1955223>
- Bikku, T., Biyyapu, N. S., Sekhar, J. C., Kumar, M. K., Nokerov, S. M., & Pratap, V. K. (2024). The Social Network Dilemma: Safeguarding Privacy and Security in an Online Community. *International Journal of Safety & Security Engineering*, 14(1). <https://doi.org/10.18280/ijssse.140112>
- Bonilla Quijada, M. D. R., Perea Muñoz, E., Corrons, A., & Olmo-Arriaga, J. L. (2022). Engaging students through social media. Findings for the top five universities in the world. *Journal of Marketing for Higher Education*, 32(2), 197-214. <https://doi.org/10.1080/08841241.2020.1841069>
- Eid, M. I., & Al-Jabri, I. M. (2016). Social networking, knowledge sharing, and student learning: The case of university students. *Computers & education*, 99, 14-27. <https://doi.org/10.1016/j.compedu.2016.04.007>
- Khalida, A. (2022). The use of social media and its impact on family relationships: a field study on a sample of Taman asset University Centre students. *Al-SarraJ Journal of education and community issues*, 6 (1), 21-39.

- Irfan, A., Rasli, A., Sulaiman, Z., Sami, A., & Qureshi, M. I. (2019). The influence of social media on public value: A systematic review of past decade. *Journal of Public Value and Administrative Insight*, 2(1), 1-6. <https://doi.org/10.31580/jpvai.v2i1.481>
- Jarrar, L. (2023). Older adults' usage of social media platforms; facebook, whatsapp, twitter, and tiktok. *Inf. Sci. Lett*, 12, 2189-2198. <https://doi.org/10.18576/isl/120924>
- Masrom, M. B., Busalim, A. H., Abuhassna, H., & Mahmood, N. H. N. (2021). Understanding students' behavior in online social networks: a systematic literature review. *International Journal of Educational Technology in Higher Education*, 18(1), 6. <https://doi.org/10.1186/s41239-021-00240-7>
- Mahmoudi-Dehaki, M., & Nasr-Esfahani, N. (2025). Nurturing Responsible Digital Citizens in the Online World. In *Digital Citizenship and Building a Responsible Online Presence* (pp. 99-122). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-6675-2.ch004>
- Nikolinakou, A., & Phua, J. (2024). Do human values find genuine expression on social media platforms? The influence of human values on millennials' social media activities. *Internet Research*, 34(2), 538-562. <https://doi.org/10.1108/INTR-03-2022-0182>
- Okonkwo, I., & Awad, H. A. (2023). The role of social media in enhancing communication and collaboration in business. *Journal of Digital Marketing and Communication*, 3(1), 19-27. <https://doi.org/10.53623/jdmc.v3i1.247>
- Özkent, Y. (2022). Social media usage to share information in communication journals: An analysis of social media activity and article citations. *Plos one*, 17(2), e0263725. <https://doi.org/10.1371/journal.pone.0263725>
- Purnama, Y., & Asdlori, A. (2023). The role of social media in students' social perception and interaction: Implications for learning and education. *Technology and Society Perspectives (TACIT)*, 1(2), 45-55. <https://doi.org/10.61100/tacit.v1i2.50>
- Rezaei, A., Ahmadi, S., & Karimi, H. (2022). The role of online social networks in university students' environmentally responsible behavior. *International Journal of Sustainability in Higher Education*, 23(5), 1045-1069. <https://doi.org/10.1108/IJSHE-05-2020-0168>
- Salari, N., Zarei, H., Hosseinian-Far, A., Rasoulpoor, S., Shohaimi, S., & Mohammadi, M. (2025). The global prevalence of social media addiction among university students: a systematic review and meta-analysis. *Journal of Public Health*, 33(1), 223-236. <https://doi.org/10.1007/s10389-023-02012-1>

- Sabah, N. M. (2023). The impact of social media-based collaborative learning environments on students' use outcomes in higher education. *International Journal of Human-Computer Interaction*, 39(3), 667-689. <https://doi.org/10.1080/10447318.2022.2046921>
- Zachos, G., Paraskevopoulou-Kollia, E. A., & Anagnostopoulos, I. (2018). Social media use in higher education: A review. *Education Sciences*, 8(4), 194. <https://doi.org/10.3390/educsci8040194>
- Shrivastava, R., & Mahajan, P. (2021). Influence of social networking sites on scholarly communication: A study using literature in Artificial Intelligence. *Journal of Librarianship and Information Science*, 53(3), 522-529. <https://doi.org/10.1177/0961000616678309>
- Sugimoto, C. R., Work, S., Larivière, V., & Haustein, S. (2017). Scholarly use of social media and altmetrics: A review of the literature. *Journal of the association for information science and technology*, 68(9), 2037-2062. <https://doi.org/10.1002/asi.23833>
- Walker, K. L., & Milne, G. R. (2024). AI-driven technology and privacy: the value of social media responsibility. *Journal of Research in Interactive Marketing*, 18(5), 815-835. <https://doi.org/10.1108/JRIM-02-2024-0072>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution