The Impact of Intensive Exposure to Digital Platforms on The Social Values of a University Student

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Abstract

This study sought to examine the influence of digital platforms on the social values of Arab university students, investigating the factors that contribute to their involvement with these platforms. The study utilised a quantitative descriptive methodology, surveying a sample of 250 students from the Department of Public Information at Abu Dhabi University's Faculty of Literature and Science. The investigation uncovered a moderate embrace of behaviours, like tattooing, influenced by digital influencers and often seen as unconventional within the students' social circle. It is interesting to note that students often prioritise their interactions on digital platforms over fulfilling their social responsibilities. This behaviour may be influenced by their deep involvement with digital platforms. This behaviour indicates a lack of concern for important societal issues. Based on these observations, the study suggests that educational institutions should prioritise addressing the pressing issue of insufficient social housing for the youth population. It suggests the implementation of university and community programmes to encourage students to actively engage in social activities and make positive contributions to society. In order to effectively engage the younger generation, the study suggests providing them with access to information resources that align with their local and national interests, while also incorporating global perspectives. It highlights the importance of strengthening awareness and communication within educational institutions to address and solve current social challenges. These insights are essential for educators and policymakers who are committed to fostering a responsible culture of digital platform use and promoting social values among young people. The study suggests that educational institutions should prioritise addressing the shortage of social housing for young people and implement programmes to enhance student social engagement. It also prioritises offering information resources that cater to local, national, and global interests to effectively engage young people.

Keywords: Digital Platforms; University Student; Intensified Exposure; Social Values.

Introduction

This study sought to assess the influence of digital platforms on the social values of Arab university students. It delved into their motivations for using these platforms and examined the resulting impact on their social values. The study conducted a survey of 250 students from the Department of Public Information at Abu Dhabi University's Faculty of Literature and Science, with the data analysed using a quantitative descriptive approach. The findings demonstrated the prevalence of common behaviours among digital influencers, such as tattooing, despite societal norms potentially viewing them as unconventional. The study also observed a trend among students to prioritise interactions on digital platforms over their societal responsibilities, potentially because of their significant involvement in digital environments. Therefore, it is suggested that educational authorities prioritise the pressing matter of insufficient social housing for young individuals. Furthermore, It supports the establishment of programmes at universities and community organisations to promote students' social engagement and positive societal involvement. It is essential to have a wide range of local and national information resources that offer global perspectives in order to effectively engage young people. Ultimately, the study highlights the significance of raising awareness and enhancing communication strategies within educational institutions to address present social challenges.

Theoretical Framework

Terminology and Concepts:

1) Values are defined as beliefs that are considered desirable on a personal or societal level, and they serve as guiding principles for people's actions, extending beyond specific situations (Mueller, Straatmann, & Schumacher, 2020).

2) Social value are the standards that people use to evaluate whether something is desirable, acceptable, or unacceptable. These standards are applied to goals, things, actions, and situations. They have a profound influence on how we perceive ourselves and those around us, and they are closely tied to aspects of personal and collective identity (Tsirogianni, 2014).

3) Digital platforms are websites and online platforms that focus on delivering a wide range of entertaining programmes, particularly dramatic content. These platforms are internet-based systems that prioritise digital content and offer digital services to users. Users can access these platforms through their website or through their dedicated online application (Al Thaqil, 2022).

4) Exposure motivation refers to the reasons behind using digital platforms and leads to specific expectations that can be fulfilled through exposure behaviour.

5) **Satisfying:** Students achieve results by using digital platforms (Al-Jabri, 2016)

The study was grounded in the theory of uses and saturation, which focuses on mass communication and organised functions. The theory's concept originated from the public's interaction with media products, driven by underlying desires and individual needs. This interaction has empowered the public to play a proactive role in selecting preferred content from the media. According to Al-Jabri (2016), research on the needs arising from media usage started as early as the 1930s. In 1974, Katz, Blumler, & Gurevitch developed a model that explores the connection between individuals' media usage and the fulfilment of their personal needs. The model emphasises the importance of recognising the various social and psychological factors that contribute to individual needs.

Research has also shown that younger individuals tend to gravitate towards more entertaining materials rather than those that are more serious in nature. In addition, it is evident that younger individuals tend to show less interest in public issues. Adolescents frequently show a decreased interest in public matters, while studies suggest that as people mature, their attention turns from imagination to real-life subjects (Bensula, 2014).

The Hypotheses

1) The general population actively engages in the process of public communication.

2) In order to achieve the public's desired objectives, a number of factors, such as individual differences and societal dynamics, influence the use of methods.

3) 3.The public determines the methods and the substance that fulfil its requirements.

4) The general population possesses the ability to recognize and understand its own requirements and motivations and thus utilizes the appropriate methods and assurances to fulfil those demands (Al-Hamdani, 2020).

5) (The pattern of active viewing of digital platforms has spread: frequent observation, attention to the messages it offers emotional overloading of viewers, which has increased the risk of the impact of the platforms) (Al-Adwani, 2022)

This theory offers an explanation for the increasing demand for digital platform content and the difficulties in identifying and categorising that content. With the rise of the Internet, accessing and utilising information has become more convenient than ever in the public domain (Hassan Abdel-Jaber Jayushi, 2022). Simultaneously, there has been an increase in societal challenges regarding the safeguarding of young people, and their contribution to society's progress has gained greater significance. We live in a time of vast industrial and commercial development. Contemporary innovations, advanced machinery, and cutting-edge transportation methods persist in shaping the course of events even after a year has passed, making it exceedingly challenging to mould a child towards a specific career path in life (Dewey, 2022).

Young people's participation in digital platform monitoring has a significant impact on social isolation, preventing them from playing a role in society's advancement. Social networks have a significant impact on the way young people interact with their parents and peers, playing a crucial role in their lives. How can we optimize the use of technology? In a study conducted by Akram and Kumar (2017), When societal ideals decline, society's capacity to regulate and govern its members diminishes. Their desires and preferences become unruly, leading to a state of ambiguity regarding the proper or legal methods to achieve their goals. In a study conducted by Abd El-Hamid (2018), Excessive and uninterrupted use of smartphones, computers, televisions, or tablets can have negative effects on the social interaction, health, and communication behaviour of young individuals.

This study emphasises the importance of being cautious, closely observing the current situation, and offering a thorough description of community-based family interventions that help address this issue. In Iraq, for instance, even without

specialised institutions for promoting digital skills, digital platforms are becoming increasingly important and influential for communication within the community. This is largely due to the efforts of young groups who have created these platforms and generated digital content that has garnered public attention and engagement (Hamoudi, 2020). This study underscores the significance of official and community organizations, as well as the family, in addressing the challenges posed by excessive and unregulated exposure to societal norms and standards.

Literature Review

Schemer et al. (2021), in their research titled "The Impact of Internet and Social Media Use on Well-Being: A Longitudinal Analysis of Adolescents Across Nine Years," explored the relationship between internet and social media use and subjective well-being. The researchers discovered that the frequency of internet and social networking site (SNS) use has a minimal impact on subjective well-being. The study also found that television use has a negative correlation with life satisfaction, but its influence on depressive symptoms is minimal and practically insignificant. This finding implies that the use of the Internet or social networking sites has minimal ability to predict variations or shifts in an individual's subjective well-being.

In Takagi's (2020) literature survey, the author examines the economic impact of digital platforms by analysing five key aspects: labour, incubation, consumption, destruction, and wealth distribution. The survey reveals a strong focus on labour studies, especially in the European market, and points out a significant lack of research on the wider economic effects of digital platforms.

An analysis was conducted on the influence of social media on children and young people for the Research for CULT Committee (n.d.). The study recognises the advantages of connectivity, but it also explores the negative aspects and potential dangers related to risks in content, contact, conduct, and contracts. The text also explores solutions within the framework of EU policy and regulatory measures that aim to safeguard and empower young online users.

In a recent study, Bohnert and Gracia (2021) investigated the effects of children's digital usage on their mental and socioemotional well-being over a span of

eleven years in Ireland. Their research indicates a rise in digital device and social media usage in 2017/18, as opposed to a greater emphasis on television viewing in 2007/08. Extended periods of daily TV or digital activity were found to have negative impacts on socioemotional well-being, particularly in the later cohort. The study also highlights ongoing and noteworthy shifts in children's digital involvement and the potential impact on their socioemotional well-being in Ireland.

Susanty et al. (2020) investigated the impact of social media on the development of young individuals. The study focused on regular social media users and employed literature research and a theoretical framework for synthesis. The findings suggest that social media has a positive impact on young people by improving their communication skills, providing information, and enhancing technological literacy and efficiency. On the other hand, risks such as mental stress from platforms like Facebook, cyberbullying, and online harassment were identified. The study found that social media platforms play a crucial role in the daily lives of young individuals, facilitating communication, socialisation, and providing access to information related to health, education, and technology.

Boubzari and Belkhiri (2021) conducted a study on the impact of animation satellite channel programmes on the social development of children. The study sought to explore the impact of children's television programmes on shaping values during the crucial period of social reality discovery. The conclusion highlighted the significant impact of satellite channels on children's thinking and behaviour, often resulting in imitation without critical analysis. The study raised concerns about the channels' impact on Arab culture, identity, and the Arabic language, as well as their potential influence on promoting violent and criminal behaviour.

Chukwuere (2021) conducted a study titled "The Impact of Social Media on Students' Social Interaction" to examine the influence of social media platforms on students' social interactions. The study emphasised that social media platforms enable connection, networking, and communication, but also encourage physical distancing during face-to-face interactions. This study highlights the dual function of social media in improving students' social engagement and learning capacity, as well as influencing their knowledge and societal adjustment.

Caldeiro-Pedreira et al.'s study (2021), "Digital Youth and Their Acquisition of Values When Using the Internet," investigates the relationship between university students' internet usage and their comprehension of social values. The researchers took into account various factors, including gender, age, and academic year. The results indicate that the majority of college students who use the Internet possess the ability to recognise and utilise social values when interacting with their peers and family members. However, the specific variables under analysis reveal some differences. The study highlights the significance of encouraging ethical and responsible internet and social network use among young university students to cultivate personal skills and social value development.

In their study titled "Young People's Use of Digital Tools to Support Their Mental Health During COVID-19 Restrictions," Pretorius and Coyle (2021) discovered that the COVID-19 pandemic has limited young adults in Ireland from accessing conventional mental health support. A recent study found that a majority of participants turned to social media and mental health apps for support, while a smaller number sought help from formal online resources such as charities or professional counselling. This emphasizes the critical role of digital technologies and online resources in supporting young people's mental well-being during the pandemic.

Elsayed (2021) explored "The Negative Effects of Social Media on the Social Identity of Adolescents from the Perspective of Social Work." This study sought to gain insights into the levels of social identity among adolescents and examine the detrimental impacts of social media on their social identity, with a focus on the perspective of social work. The research uncovered several adverse effects of social media on the social identity of adolescents, encompassing concerns regarding achievement, delay, conclusion, and scattering. These findings highlight the importance of families, schools, and other institutions implementing effective measures to safeguard the identity, privacy, and intellectual values of adolescents.

In a recent study conducted by Al-Adwani (2022), the focus was on examining the influence of organic viewing of online digital platforms, such as Netflix and Starz Play, on the values of Saudi society. The study employed a descriptive approach to evaluate the impact of the content on the value system, focusing on the portrayal of

violence, homosexuality, betrayal, and other negative behaviours. Despite the controversial nature of the content, the study discovered that these platforms hold a substantial sway over the Saudi public. Many subscribers recognise the drawbacks but still choose to engage with the platforms. Notable benefits were observed, including enhanced English language proficiency and a more receptive attitude towards different cultures. Additionally, suggestions were made to pay closer attention to the content in Saudi media in order to counterbalance the impact of these platforms.

Salama and Othman (2022) investigated the consumption culture of Arab audiences in relation to dramatic content on paid digital platforms. The study sought to gain insight into the reasons behind the audience's consumption and how it impacted their understanding and experiences. The study revealed that the primary factors driving motivation were the exclusive nature of the content and the ease of access. The study sample showed a preference for action, social, and comedy dramas as a way to relieve the pressures of life.

In their study, Haddock et al. (2022) conducted a scoping review to evaluate the beneficial impacts of digital technology use among adolescents. Their review covered a ten-year period of literature, with a specific focus on the effects of adolescent digital technology consumption on development. The search resulted in 131 articles, with 53 empirical studies demonstrating positive effects on brain, cognitive, and social-emotional development as a result of different digital technologies such as the internet, social media, and video games.

It is clear from previous studies that there are some agreeable and disagreeable points: Schemer et al. (2021) suggested in a recent study that the use of the internet and social media has a limited effect on the subjective well-being of adolescents. This finding aligns with and contradicts previous research on the topic. In Takagi's (2020) study, the focus was primarily on digital platforms and their impact on societal values and individual satisfaction. Despite not directly addressing the topic of well-being, the study's discussion of economic factors could potentially address a research gap in this area. The Research for CULT Committee (n.d.) and Susanty et al. (2020) highlight the advantages of digital engagement, such as connectivity and skill development, while also acknowledging the potential drawbacks, which align with Schemer et al.'s

nuanced findings. Bohnert and Gracia (2021) present a contrasting viewpoint, establishing a connection between digital use and decreases in socioemotional well-being. These findings suggest that digital use may affect well-being more than Schemer et al. reported. Boubzari and Belkhiri (2021) contribute to the discussion by emphasising the impact of digital content on shaping values, which in turn can affect well-being. Chukwuere (2021) and Caldeiro-Pedreira et al. (2021) provide insights into the impact of social media on social interaction and value acquisition, respectively.

These perspectives could contribute to the understanding of well-being in Schemer et al.'s research. Pretorius and Coyle (2021) and Elsayed (2021) examine the topics of mental health and social identity, which are important for overall well-being. Schemer et al. have not extensively addressed these areas, indicating a gap in understanding the connection between digital tools and mental health support. Al-Adwani (2022) and Salama and Othman (2022) examine the impact of content consumption on well-being, specifically focusing on how it can lead to changes in values. Schemer et al. have not extensively explored this perspective. Lastly, Haddock et al. (2022) present evidence supporting the positive developmental effects of digital technology. They propose that the association between digital platform use and well-being is influenced by various factors and may be more intricate than suggested by the findings of Schemer et al. The research gap lies in the need for a more comprehensive understanding of how digital platforms influence well-being across various domains of life and their long-term effects.

Statement of the Problem

The focus of this study is to assess the impact and outcomes of extensive engagement with digital platforms, specifically examining how this engagement relates to the social values of college students. This study seeks to investigate the relationship by conducting a case study at the University of Abu Dhabi College of Information. It will examine student perspectives to gain insights into how digital platforms impact values such as cooperation, communication, and social interaction. The objective is to explore the mechanisms of this impact and its implications for social participation and responsibility among students. One important goal is to analyse

differences in the effects of digital platform exposure among various student demographics. The central research question asks: What is the impact of intensive exposure to digital platforms on university students' social values?

This overarching question branches into several sub-questions:

Is there a gender-based difference in the impact of intensive digital platform exposure among university students?

What drives students to engage with digital platforms?

How do the values conveyed by digital platform content, both negative and positive, relate to the intensity of platform exposure?

What cultural and social vulnerabilities are evident in university students' behavior due to intense digital platform exposure?

Does the intensity of exposure to digital platforms correlate with the acceptance of the values they present?

The Objectives

1) To verify the agreement and the differences in the motivation for exposure to digital platforms, acceptance of cultures alien to society, social interaction of students, and saturation between boys and girls who are university students.

2) Identification of the student's motives for exposure to digital platforms.

3) Analysis of the impact of intensive exposure to digital platforms on the social values of a university student

4) Identification of the vulnerabilities resulting from the intense exposure to digital platforms to the student's social networking values.

5) Verification of the advantages and disadvantages of digital platforms, reflecting on the social behaviour of young people

Study Hypotheses

1) Statistically significant links exist between university students' weekly digital platform exposure, their motives, acceptance of foreign cultures, social interaction, and satisfaction levels.

2) The duration of daily digital platform exposure among university students significantly correlates with their motives, acceptance of foreign cultures, social interaction, and satisfaction.

3) A significant relationship is observed between university students' ages and their reasons for using digital platforms, acceptance of foreign cultures, social interaction, and satisfaction.

4) The relationship between a student's gender and their digital platform usage, acceptance of foreign cultures, social interaction, and satisfaction is statistically significant

Methodology

The study methodology involves the following points:

Study Approach and Method

To achieve its objective, the study employed a descriptive and analytical methodology within a quantitative research philosophy. An academic approach to analysis involves conducting a thorough examination of a phenomenon in its present condition with the goal of understanding its various characteristics and identifying the relationships between its components, as well as its connections to other phenomena. Suleiman (2014) asserts that the descriptive style in research is a method of organised scientific analysis and interpretation that is employed to describe a particular phenomenon or problem. This process entails gathering accurate data and information about the phenomenon or problem, categorising and examining it, and conducting a thorough study on it. The objective is to gather the viewpoints of university students and examine the influence of extensive use of digital platforms on their social values, while also highlighting the risks associated with spending excessive and repetitive hours engaging with these platforms throughout the week among university students.

Study Population and Sample

The study was conducted on students of the Media Department at the Faculty of

Literature, University of Abu Dhabi, United Arab Emirates, as a study sample, representing the students and broader community in the Arab region. Out of the 311 media students at Abu Dhabi University, a total of 250 students participated in an electronic questionnaire. The response rate for females was 81%, while for males it was 54%. The study sample accurately reflects the characteristics of the study population as a whole. The size and selection method of this study community sample determine its representativeness. The sample was chosen from students of the University of Abu Dhabi in the United Arab Emirates (as the residence and place of work of the researcher). Specifically, the study focused on students from the Media College who served as experts and had a direct connection to the subject matter of the study. Given the community's small size, the study relied on a comprehensive community approach. The statistical community deemed it to be equivalent in size to the sample. The university's College of Information students received the questionnaire.

Internal Validity and Consistency of The Research Tool

A group of experts in the fields of information, psychology education, and teaching assessed the research instrument utilised to survey students in the Information Section. They all agreed that the benchmarks were both relevant and clear. Regarding statistical stability, the study tool showed a reliability factor of 0.815 for truth and 0.902 for persistence, as measured by alpha Kronbach. The high values suggest that the tool is very stable and applicable for achieving the objective of the study. Additionally, the data collection tool was designed to be consistent, meaning that "it would yield the same results if used or returned under similar conditions" (Raslan, 2020), The researcher conducted a pre-test on a sample survey of 10 participants to ensure the questionnaire's clarity and accuracy. Afterwards, the final version was released.

Data Collection Tools and Samples

In order to develop the study instrument, the researcher created a questionnaire, which acts as the main tool for collecting data. This questionnaire was carefully crafted after a detailed analysis of the research problem, with the goal of understanding the social

values acquired through digital platforms and exploring how this exposure impacts student social interaction. The survey method, commonly used for data collection, is a widely accepted approach for gathering data and information from a diverse population. The questionnaire, as mentioned by Ayesh (2016), is a systematic tool that helps gather valuable insights into individuals' perspectives on different issues.

The study's objectives and research questions align with the organisation of the questionnaire into six main themes. There are 40 questions that cover all the study goals. (1) Demographic variables; (2) motivations for using digital platforms; (3) social values acquired through digital exposure; (4) the influence of exposure intensity on students' social interactions; (5) the pros and cons of digital platforms; and (6) the level of involvement or saturation with digital platforms. This methodical approach guarantees a thorough and consistent gathering of pertinent information.

The Statistical Processing of Data

The study's content consistency and accuracy were assessed using the Alpha Kronbach test. This test evaluated the study's identification procedures, statistical analysis methods (such as repeats and percentages, weighted averages, standard deviation, and ranking), and other statistical techniques employed. The researcher carefully examined the questionnaire form to ensure that it was thorough and appropriate for data entry.

Study Limitations

1) **Objective Boundaries:** This study focuses on examining the impact of extensive exposure to digital platforms on the social values of Arab university students.

2) **Spatial Boundaries:** The research was conducted at Abu Dhabi University, situated in the United Arab Emirates.

3) **Human Boundaries:** Field research was conducted by administering a questionnaire to students from the Department of Media, Faculty of Literature and Science, at the University of Abu Dhabi, United Arab Emirates.

4) **Time Boundaries:** The field study took place between July 15, 2023, and September 10, 2023.

Results

The study aims to examine the correlation and disparities in the motivation for engaging with digital platforms, acceptance of diverse cultures, social interaction among students, and gender differences in saturation among university students. The data in Table 1 presents the breakdown of the sample's population into males and females, with a total of 310 individuals. A total of 250 respondents were included in the study, representing media students at Abu Dhabi University. There were 134 females, accounting for 54% of the total, and 116 males, making up the remaining 46%.

Table 1: The Respondent's Distribution Based on Their Gender in The Study Population.

Gender	Percentage	Frequency
Male	46%	116
Female	54%	134
Total	100	250

Table 2 displays the data regarding the age distribution of the participants. The table presents the classification of ages into four distinct groups. The age group of 24 to 29 has the highest proportion of students, making up 48% of the total. One possible explanation for this is that students often choose to work for the government after finishing high school and then continue their education. Coming right after is the age group of 19 to 23, which is commonly associated with the age range for university enrolment.

Table 2: The Respondent's Distribution Based on Their Age.

Age	Percentage	Frequency
Less than 19	%0.1	2
19-23	%36	90
24-29	%48	121
More than 29	%15	37
Total	100%	250

Table 3 presents data on the distribution of student engagement with digital platforms over the course of the week. The table presents data on the frequency of exposure to digital platforms throughout the week. It shows that continuous engagement with these platforms achieved the highest rate, with a percentage of 86%. This percentage highlights the significant impact of digital platform programmes on the

interests of university students, indicating a strong attachment among young people.

Table 3: Frequency Distribution of Student Engagement with Digital Platforms During the Week.

Number of days	Percentage	Frequency
1 day	%2	4
2 days	%4	9
3 days	%0	0
4 days	%2	5
5 days	%1	2
6 days	%5	13
7 days	%86	217
Total	100	250

The table presents data regarding the time spent by university students on digital platforms throughout the day. According to the table, a significant portion of university students, 42%, dedicate more than ten hours per day to digital platforms. Additionally, 39% of students use these platforms for a duration ranging from 5 to 10 hours. These findings indicate a significant reliance of students on digital platform materials, which has a detrimental effect on their daily activities and obligations.

Table 4: Frequency Distribution of Periods of Following Digital Platforms in Hours Per Day.

Number of hr	Percentage	Frequency
Less than 1	%3	8
1 - 4	%16	39
5 -10	%39	98
More than 10	%42	105
Total	100	250

In order to achieve the research objectives of understanding the motivations behind college students' usage of digital platforms, examining the impact of extensive usage on their social values, exploring the changes in their social communication values due to heavy usage, evaluating the advantages and disadvantages of these platforms, and contemplating. Afterwards, the mean and standard deviation were calculated, and the questions were organised in descending order to create the mean.

Table 5: The Five-Point Likert Scale.

Strongly Agree	1.00-1.80
Agree	1.81-2.60
Neutrally	2.61-3.40
Disagree Agree	3.41-4.30
Strongly Disagree	4.31-5.00

The table displays the result ranges of a five-point Likert scale, which assesses the levels of agreement with an expression or question on a scale from 1.00 to 5.00. The table divides the responses into five categories: "I strongly agree" answers fall within the range of 1.00 to 1.80; "I agree" answers fall within the range of 1.81 to 2.60; "neutral" answers fall within the range of 2.61 to 3.40; "I disagree" answers fall within the range of 3.41 to 4.30; and "I disagree strongly" answers fall within the range of 4.31 to 5.00. "Table 5" provides a summary of the scope of the results for the Likert scale. The study objectives were approached with a methodical approach, a thorough examination of the subject matter, and a detailed analysis of the findings as outlined below:

Objective No. 1: To identify the motivation of a university student for exposure to digital platforms.

Table 6 displays the results of a survey that inquired about the factors that motivate college students to use online platforms. The responses, captured using a five-point Likert scale ranging from strongly agree to strongly disagree, revealed a range of motivations for their involvement with the digital platform. Students expressed strong agreement with the reasons for engagement, including the platform content serving as a form of entertainment, the availability of unique materials not commonly found in traditional media, the opportunity to learn about diverse lifestyles and cultures, and the convenience of accessing these platforms at any time. Students also recognised additional factors that drive their use of digital platforms: a way to relieve life's pressures, an interest in content that is not limited by societal norms, a preference for uncensored material, a feeling of personal connection that facilitates learning, and the impact of their peers' usage patterns. University students are attracted to digital platforms for their ability to provide freedom and facilitate learning about diverse cultures worldwide, according to the study's findings.

Table 6: Factors Influencing Engagement with Digital Platforms.

No	Question	I Strongly disagree	I disagree	Neutral	I agree	I Strongly Agree	Mean	STD	Rank	Result
		N/ %	N/ %	N/ %	N/ %	N/ %				
1	Platform content helps me spend my free time	1	3	16	106	124	4.40	0.699	1	Strongly Agree
		0	1	6	43	50				
2	I utilize digital platforms to alleviate the stress and pressures of daily life.	2	23	29	107	89	4.03	0.956	7	Agree
		1	9	12	43	35				
3	Platforms offer resources that are not readily available in traditional media.	1	3	17	116	113	4.35	0.696	2	Strongly Agree
		0	1	7	47	45				
4	The individual is drawn to the unrestricted and taboo-free content found on internet sites.	13	38	58	86	55	3.53	1.145	9	Agree
		5	15	23	34	23				
5	I am attracted to digital content that is free from restriction.	20	37	53	75	65	3.51	1.246	10	Agree
		8	15	21	30	26				
6	Digital platforms provide me with a unique sense of personal equilibrium.	4	18	34	103	91	4.04	0.967	6	Agree
		2	7	14	41	36				
7	Through the utilization of internet platforms, I am able to acquire knowledge about many individuals' lifestyles and cultures.	3	7	20	111	109	4.26	0.818	4	Strongly Agree
		1	3	8	44	44				
8	By accessing digital platforms, I may acquire knowledge from many sources.	5	13	23	100	109	4.18	0.942	5	Agree
		2	5	9	40	44				
9	I utilize digital channels due of their widespread adoption among my peers.	13	22	35	99	81	3.85	1.126	8	Agree
		5	9	14	40	32				
10	Watch digital platforms because they are available at any time	9	9	11	91	130	4.30	0.974	3	Strongly Agree
		4	4	4	36	52				
Total							4.05	0.958		agree

Objective No. 2: The study aims to examine the effects of extensive digital platform usage on the social values of university students.

Table 7: Student Acceptance of Values and Behaviours Promulgated Via Digital Platforms.

No	Question	I Strongly disagree with that	I disagree	Neutral	I agree	I Strongly Agree	Mean	STD	Rank	Result
		N/%	N/%	N/%	N/%	N/%				
1	I wear the same clothing, accessories, and memorabilia as internet celebrities.	17 7	25 10	26 10	105 42	77 31	3.80	1.179	1	Agree
2	Adhere to the lifestyle etiquette (eating, living and dealing with Internet celebrities).	20 8	27 11	34 14	108 43	61 24	3.65	1.190	2	Agree
3	My decisions must be respected in the same way as the stars of the material I follow on digital platforms	23 8	32 11	62 14	90 43	43 24	3.39	1.181	5	Neutrally
4	I aspire to greater freedom, as it is the language of the times	16 6	35 14	55 22	96 38	48 20	3.5	1.142	3	Agree
5	A desire was born within me to implement all my desires in the same way as the stars of the materials I follow on digital platforms	24 10	42 17	48 19	94 38	42 16	3.35	1.217	6	Neutrally
6	Preoccupation with family and family problems hinders an individual's progress	34 14	64 26	55 22	71 28	26 10	2.96	1.227	9	Neutrally
7	Preoccupation with friends' problems hinders an individual's progress	23 9	35 14	51 20	82 33	59 24	3.48	1.249	4	Agree
8	Restrictions and customs in my country limit my freedom	36 14	45 18	51 20	69 28	49 20	3.20	1.335	7	Neutrally
9	I use drawings/letters/words on my body (tattoos).	67 26	30 12	29 12	77 31	47 19	3.03	1.503	8	Neutrally
Total							3.37	1.122		Neutrally

The study reveals that continuous engagement with digital platforms may have an influence on the social values of students at Abu Dhabi University. The results presented in Table 7 demonstrate that students are drawn to certain values and lifestyle elements that are highlighted on digital platforms, such as fashion trends and lifestyle habits influenced by online influencers. However, when it comes to more profound shifts in behaviour and the integration of values, a significant portion of students remained impartial, neither fully embracing nor completely rejecting these influences. This neutrality, especially towards behaviors and values at odds with traditional Arab societal norms, points to a prevalent ambivalence among students. Such a trend is an early indicator of the capacity of digital platforms to alter social values in university student populations, highlighting a fragile equilibrium between the adoption and resistance of diverse values and behaviours.

The study's findings also indicate that university students view digital platform personalities as influential role models for behaviour and personal style. Many students show a willingness to adopt their ideologies and imitate their actions. Occasionally, this extends to actions like getting tattoos, which may be viewed as unconventional or even taboo within the local societal norms. It demonstrates the impact of digital platform celebrities on the social values and behaviours of students in a nuanced and noticeable way.

Objective No. 3: To examine how extensive digital platform use impacts university students' social media values and digital socialization, shaping their value systems.

The study investigated the effects of extensive use of digital platforms on the social values of media students at Abu Dhabi University. The investigation uncovered that student experienced a sense of isolation, but they noticed improved communication with their families during times of extensive digital involvement. Based on the responses, it seems that there was a feeling of isolation and detachment from the surroundings, although the participants still maintained their relationships with their families. In addition, the participants had neutral opinions about balancing their involvement in national volunteer work with their academic responsibilities, considering their extensive use of digital media.

Interestingly, a considerable number of students strongly disagreed with statements regarding active social participation, such as community problem-solving and staying informed about national and global affairs. This dissent raises concerns about a worrying shift towards decreased involvement in societal roles as a result of the widespread use of digital platforms. The findings highlight a possible inclination among college students towards digital interactions rather than active social engagement, indicating a reduced interest in communal matters and an increased sense of isolation due to excessive reliance on digital means.

Table 8: Impact of Intensive Digital Platform Use on University Students' Social Interaction.

No	Question	I Strongly disagree N/%	I disagree N/%	Neutral N/%	I agree N/%	I Strongly Agree N/%	Mean	STD	Rank	Result
1	I am alone and away from the surroundings around me	8 / 1	17 / 7	32 / 13	115 / 46	83 / 33	4.03	0.918	1	Agree
2	I can communicate with my family and parents	1 / 0	19 / 8	46 / 18	114 / 46	70 / 28	3.93	0.896	2	Agree
3	I can complete school requirements and assignments.	17 / 6	56 / 23	78 / 31	57 / 23	42 / 17	3.20	1.166	3	Neutrally
4	I can participate in national volunteer campaigns and activities.	74 / 30	47 / 19	47 / 19	53 / 21	29 / 11	2.66	1.394	4	Neutrally
5	I participate in finding solutions to community problems	95 / 38	47 / 19	33 / 13	48 / 19	27 / 11	2.46	1.431	5	Disagree
6	I can follow reports about my country's future and its international situation	107 / 43	40 / 16	27 / 11	48 / 19	28 / 11	2.40	1.470	6	Disagree
7	I can see the details of the events and issues raised in the Arab world and around the world	119 / 48	43 / 17	27 / 11	30 / 12	31 / 12	2.24	1.459	7	Disagree
8	I can create content tailored to find solutions to community problems	119 / 48	42 / 17	30 / 12	31 / 12	28 / 11	2.23	1.434	8	Disagree
Total							2.89	1.092		Neutrally

This behavior suggests a decrease in engagement with social activism and a reduced sense of responsibility for national and family matters. It raises concerns about the potential social disconnection and isolation that can arise from excessive use of digital platforms among students.

Objective No. 4: To verify the positives and negatives offered by digital platforms, and how this reflects on the social behavior of university youth.

The study's fourth objective was to explore how extensive digital platform use affects social media values and the digital socialization of university students, focusing on the impact on their value systems. It involved asking eight specific questions to gauge media students' perceptions at Abu Dhabi University of the influence of their significant digital platform use on their social values.

The findings unveiled an interesting paradox: students experienced a sense of isolation, but at the same time, they reported enhanced family communication during periods of intense digital involvement. In particular, the responses to two questions highlighted a sense of isolation and disconnection from their immediate surroundings, even though they maintained strong family ties. On the other hand, responses to a different set of questions revealed a neutral perspective on engaging in national volunteer work and meeting academic responsibilities despite the significant use of digital technology.

It is concerning to note that a significant number of respondents expressed strong disagreement with statements regarding active social participation, such as contributing to community issues and staying informed about national and global events. This significant disapproval suggests a concerning shift toward decreased active societal involvement, possibly attributed to the prevalence of digital platforms. Recent data suggests that college students are increasingly favouring digital forms of social interaction over traditional physical ones. An excessive reliance on digital communication has led to a decline in interest in community affairs and an increase in feelings of isolation. This pattern suggests a shift away from social activism and a decreased sense of responsibility towards societal and familial obligations, raising concerns about the impact of excessive use of digital platforms on fostering social withdrawal and isolation among students.

Table 9: University Students' Satisfaction Levels Post-Extensive Digital Platform Exposure.

No	Question	I Strongly disagree N/%	I disagree N/%	Neutral N/%	I agree N/%	I Strongly Agree N/%	Mean	STD	Rank	Result
1	Social communication skills	23 9	40 16	32 13	97 39	58 23	3.50	1.262	9	Agree
2	Management, rationalization and economic skills	70 28	59 24	44 18	55 22	22 8	2.60	1.332	11	Disagree
3	Identifying content that violates community norms and values	23 9	37 15	43 17	89 36	58 23	3.49	1.252	10	Agree
4	Refuse to follow materials that violate the principles and values of society, if any	22 9	27 11	54 22	76 30	71 28	3.59	1.249	8	Agree
5	Relax and have fun	0 0	5 2	21 8	127 51	97 39	4.26	0.650	2	Strongly Agree
6	Learn about different lifestyles	0 0	3 1	19 8	136 54	92 37	4.27	0.650	1	Strongly Agree
7	Emotional and psychological satisfaction	4 2	14 6	40 16	116 46	76 30	3.97	0.941	4	Agree
8	Excitement and euphoria	10 4	20 8	52 21	91 36	77 31	3.82	1.081	6	Agree
9	Follow content without censorship	11 4	31 12	36 14	95 38	77 32	3.78	1.141	7	Agree
10	Break the feeling of loneliness and boredom	3 1	11 4	26 10	123 50	87 35	4.12	0.851	3	Agree
11	A sense of independence and rebellion against restrictions	12 5	27 11	34 14	96 38	81 32	3.83	1.140	5	Agree
Total							3.75	1.054		agree

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Hypothesis Test Results:

Hypothesis 1: The researcher tested the relationship between the frequency of university students' exposure during the week and the motives for exposure, using Pearson's correlation coefficient, and the result was as follows**:**

1) There is a weak positive correlation (r = 0.21) that is statistically significant (p = 0.001) between the frequency of university students' weekly exposure and their motives for exposure. This discovery provides evidence for the connection between exposure motives and their influence on students' inclination to repeat exposure in order to satisfy their desires. Students are requesting more time to dedicate to the content they are most interested in.

2) A positive correlation of weak strength (r = 0.12) was observed, which was statistically significant (p = 0.056), between the frequency of exposure to social educational values on digital platforms among college students and their inclination to embrace these values. The results indicate that the observed values may have a limited impact on the students, but it is important to acknowledge and approach this with caution.

3) A correlation analysis revealed a modest negative association (r = 0.25, p < 0.001) between the frequency of social interactions among college students and their level of exposure. This finding indicates a noteworthy level of concern. As the amount of exposure increases, it has a detrimental effect on the students' social roles and their important social interactions with themselves, their families, and their community. These interactions are a vital aspect of their responsibility to their local and regional society.

4) There was a slight positive correlation (r = 0.21) observed, although it did not reach statistical significance (p = 0.079), between the frequency of exposure experienced by university students each week and their level of satisfaction. This discovery suggests that repeated exposure to platforms is ineffective in achieving desired outcomes, potentially due to heightened motivations resulting from exposure and the use of manipulative tactics by platforms to maintain viewer engagement.

Table 10: Correlation Between University Students' Weekly Digital Exposure, Motivations, Acceptance of Foreign Cultures, Social Interaction, and Achieved Gratifications.

Independent Variables	Significant	Correlation	R2	Direction	Strength
Motives for exposure to digital platforms	0.001**	0.21	0.037	Positive	Weak
Accept cultures that are alien to society	0.056	0.12	0.014	Positive	Weak
Student social interaction	0.00**	-0.25	0.063	negative	Moderate
Satisfaction achieved	0.079	0.21	0.037	Positive	Weak

Correlation is significant at the 0.01 level 2-tailed**

Hypothesis 2: Hypothesis two assessed the link between daily digital platform exposure and selected variables (motivation for use, cultural acceptance, social interaction, and gratification) via Pearson's correlation coefficient.

Results:

- There is a strong correlation (0.54) between the frequency of daily exposure for a university student and their motivations for exposure. This finding confirms that the motivation for exposure to digital platforms plays a significant role in compelling students to repeatedly engage until they achieve their goals.

- There is a strong correlation (0.47) with high statistical significance (0.00*) between the frequency of daily exposure for a university student and their acceptance of foreign cultures. This finding confirms the relationship between the amount of time spent on digital platforms each day and the willingness to embrace cultures that are different from one's own. The longer the exposure period, the higher the likelihood of accepting the values presented, which is a concerning indicator.

- There is a statistically significant negative correlation (-0.33, $p < 0.01$) between the frequency of daily exposure to digital platforms for university students and their level of social interaction. This finding supports the notion that increased duration of exposure to digital platforms can disrupt social interaction among students, potentially leading to significant impairment.

- There is a significant positive correlation (54) between the daily exposure frequency of university students and their achieved satisfaction. This statement identifies the underlying factors contributing to excessive exposure.

Table 11: Correlation of Student's Daily Digital Platform Exposure with Motivation, Cultural Acceptance, Social Interaction, and Gratification.

Independent Variables	Significant	Correlation	R^2	Direction	Strength
Motives for exposure to digital platforms	0.00**	0.54	0.29	**Positive**	**moderate**
Accept cultures that are alien to society	0.00**	0.47	0.22	**Positive**	**moderate**
Student social interaction	0.00**	-0.33	0.11	**negative**	**moderate**
Satisfaction achieved	0.00**	0.27	0.07	**Positive**	**moderate**

Correlation is significant at the 0.01level 2-tailed**

Hypothesis 3: Hypothesis three examined the link between student age and variables like digital platform exposure motives, cultural acceptance, social interaction, and satisfaction, using Pearson's correlation.

Results Showed: The age of the university student is negatively correlated with the motives for exposure, with a statistically significant correlation coefficient of -0.37 ($p < 0.01$). The findings suggest a correlation between the student's age and their growing motivations for exposure. As students mature, they can reduce their excessive addiction to digital platforms.

1) The data shows a significant negative correlation (-0.36, $p < 0.01$) between the age of university students and their acceptance of foreign cultures. This finding supports the idea that as students mature and grow older, they are more likely to embrace different cultural values.

2) There is a statistically significant positive correlation ($r = 0.25$, $p < 0.001$**) between the age of university students and their level of social interaction. This finding supports the notion that as students mature and grow older, they are more likely to fulfil their socially assigned roles.

3) A significant negative correlation ($r = -0.13$, $p < 0.001$) was found between the age of university students and their satisfaction levels. This suggests that older students tend to have lower engagement and satisfaction with digital platforms.

Table 12: Correlation of University Student Age with Digital Platform Exposure Motivations, Societal Cultural Acceptance, Social Interaction, and Achieved Satisfactions.

Independent Variables	Significant	Correlation	R²	
Motives for exposure to digital platforms	0.00**	-0.37	0.14	**Negative moderate**
Accept cultures that are alien to society	0.00**	-0.36	0.13	**Negative moderate**
Student social interaction	0.00**	0.25	0.06	**Positive moderate**
Satisfaction achieved	0.04*	-0.13	0.02	**Negative weak**

Correlation is significant at the 0.01 level 2-tailed**

Correlation is significant at the 0.05 level 2-tailed*

Table 13: T-Test Outcomes on Gender Impact on Digital Platform Exposure Motives, Societal Culture Acceptance, Social Interaction, and Achieved Gratifications.

Variables	Significant
Motives for exposure to digital platforms	0.27
Accept cultures that are alien to society	0.63
Student social interaction	0.45
Satisfaction achieved	0.36

Correlation is significant at the 0.05level 2-tailed*

There are no statistically significant differences in the motives for exposure to digital platforms (0.27) between males and females.

- There are no statistically significant differences in acceptance of cultures alien to society (0.63) between males and females.

- There are no statistically significant differences in student social interaction (0.45) between males and females.

- There are no statistically significant differences in the satisfaction achieved from digital platforms (0.36) between males and females.

Discussion

First: This study investigated the factors influencing university students' use of digital media platforms. A questionnaire consisting of ten questions was used to assess their specific needs. Most media students at Abu Dhabi University prefer using digital content as a means of escapism, valuing its freedom from societal and censorship

limitations. Additionally, it offers a platform for personal alignment and data collection, similar to that of their peers and social circles. Al-Adwani (2022) found that Saudi society frequently acquires knowledge about digital platforms through social connections, such as friends and family. This study emphasises the unique advantages of these platforms in comparison to conventional communication methods. Al-Omari (2018) found that a considerable number of users spend more than seven hours per week on social media. These users have explicit goals for using social media and do not have hidden or personal motives. This suggests that these platforms have been successful in attracting young users, which is consistent with research indicating that the appealing features and motivational aspects of digital platforms can contribute to excessive use, addiction, and social isolation.

The research on the motivations of young people, specifically university students, to use digital platforms suggests a consensus on the significance of unrestricted access and user-friendly interfaces on personal devices. There are differing opinions on the impact of digital content on students' exposure to global cultures. Some argue that it can broaden their horizons, while others express concerns about potential conflicts with students' cultural and religious beliefs, emphasising the need for caution. Abu Al-Naja (2022) discovered that university students perceive digital platforms as a natural progression of social networks, potentially impacting their identity and social responsibility.

Secondly, the study investigated the behaviour of university students at Abu Dhabi University, specifically their acceptance of foreign cultures and the adoption of related behaviours through digital platforms. This phenomenon frequently involves the imitation of thoughts and behaviours that are not limited by societal norms. The study also examined the impact of digital influences on students' fulfilment of personal desires, often at the expense of familial, societal, and cultural responsibilities. Tattooing was specifically explored as a means of self-expression.

The majority of students exhibited a tendency to adopt these cultures, aligning with Elsayed's (2021) research on the adverse influence of social media on adolescents' social identities, specifically impacting aspects such as achievement, postponement, closure, and dispersion. The results can be attributed to students' exclusive focus on

digital content, leading to their intense engagement and limited use of other information sources. The diverse range of cultures and values available for students to explore and embrace is not subject to explicit coercion.

The negative impact of social media on adolescents' social identity was observed, as they tend to imitate the behaviours of admired figures without full awareness. While university students generally demonstrate an ability to recognise and respond to social values in their digital interactions, they often adopt online behaviours without considering the cultural and educational norms specific to Middle Eastern societies.

The study emphasised the potential risks associated with uninhibited behaviour, as identified by the Research for CULT Committee (n.d.). These risks include sexual exploitation, harassment, and blackmail in online interactions. While many children and adolescents may feel confident in handling online risks, they often lack a comprehensive understanding of the dangers and the skills to handle unexpected situations. This puts vulnerable individuals at a greater risk.

Third: This study examined the impact of high levels of exposure to digital platforms on the social media values of university students. It specifically focused on their level of social engagement while consuming digital content. A survey consisting of eight questions was administered to media students at Abu Dhabi University in order to assess their level of social interaction and their fulfilment of roles towards themselves, their families, and their communities. The prevalence of digital platforms has led to a decrease in students' interest in local events and societal issues, resulting in social isolation and a lack of commitment to familial and societal responsibilities.

Schemer et al. (2021) found that regular internet use, including social media, does not have a significant impact on subjective well-being, supporting previous research. This finding supports the idea that individuals find satisfaction in fulfilling social roles and obligations. However, the study also indicates that many students perceive the issues in their immediate community as burdensome, which hampers their sense of freedom and hinders social interaction. This is attributed to their preoccupation with entertainment and digital content.

Chukwuere (2021) presents a thoughtful perspective, highlighting how social media platforms can both foster social connections and create a sense of disconnection

among individuals in social gatherings. Although virtual communication is widely acknowledged as a type of social interaction, Chukwuere raises concerns about the negative consequences of this lack of physical engagement, especially among young people who tend to communicate in isolated and solitary environments.

According to Al-Adwani (2022), digital content can encourage negative behaviours, including alcohol consumption, smoking, and vengeful attitudes, particularly among young people. Dowabah, Al-Labban and Mohammed (2017) discovered that university students exhibited a general agreement with statements indicating a lack of political awareness and, to a lesser extent, other negative attitudes such as avoiding social gatherings to prioritise time management. The lack of political engagement among youth highlights the importance of increasing political awareness among them, which aligns with the findings of this study regarding the passivity of university students towards important societal events.

Fourth: In order to identify the advantages and disadvantages of these platforms, the study analysed university students' social behaviour and the gratification they experienced from interacting with digital platforms. Abu Dhabi University conducted a survey among media students to evaluate their skill acquisition, information assimilation, and content satisfaction. The survey consisted of eight questions. The study found that students perceive certain values and behaviours as attributes of modernity rather than negative. The student's entitlement to access content, even if it contradicts societal values, is perceived as a right. The influence of digital platforms on students' desires suggests a worrisome trend towards unrestricted acceptance and promotion of presented content.

According to Al-Adwani (2022), adolescents using platforms such as Netflix tend to overlook the cultural implications portrayed in dramatic scenes and ignore societal taboos. They perceive these platforms as a means of communication, a reflection of their lifestyle, and a way to connect with the global community. Akram and Kumar (2017) emphasised the role of social networks as valuable tools for professional development, specifically in promoting skills among young professionals. Despite the study's goals of protecting youth from the dangers of taboo-free exposure and promoting full role and responsibility engagement, this positive usage stands in contrast.

Similarly, Pretorius and Coyle (2021) emphasised that the COVID-19 pandemic highlighted the potential of digital tools and the need to improve them to effectively address the needs of young people. Although the study deviates from its original focus, there is consensus on the crucial role of digital platforms in crisis situations. The study concludes that excessive exposure and isolation from social interaction, as well as neglecting a significant social role, are unsustainable.

Conclusion

This study explored the relationship between the extensive use of digital platforms and their impact on the social values of Arab university students. The study suggests that students' use of digital platforms is associated with an openness to foreign cultures and influences their social interactions. The researcher discovered significant findings through the use of a survey methodology in this field study.

University students utilise digital platforms for a variety of reasons. Primarily, this encompasses a preference for an unmonitored and unregulated setting, as well as a curiosity about diverse global societies. The students perceive digital celebrities as dependable role models in terms of behaviour and appearance. Students tend to moderately adopt the values represented by these online figures. Some individuals imitate foreign behaviours, such as getting tattoos, to emulate digital celebrities, even if their local communities disapprove. Moreover, there is a discernible inclination among students to prioritise digital engagement over their societal obligations.

The investigation found that Arab university students show indifference towards their surroundings, including the challenges and threats that events may present to their society. The lack of concern is ascribed to excessive dependence on the virtual realm provided by digital platforms. These students can be described as socially isolated and passive, showing little commitment to national and familial matters. Although recognising some negative values and behaviours, they consider them to be characteristic of modern society. The individuals argue that their right to access content, regardless of societal values, is essential as it fulfils their needs.

Recommendations

1) We urge governmental entities responsible for youth and educational development to be aware of the negative consequences that can arise from reduced social engagement among young people.

2) Prioritisation of university students is crucial, requiring the implementation of initiatives in higher education institutions and community development organisations to enhance their social engagement and positive contributions to society.

3) Crafting media content that resonates with and influences young people is essential, requiring adherence to global production quality standards at local and national levels.

4) It is crucial to prioritise awareness and direct engagement in educating students, particularly in the current circumstances. This can be achieved through media campaigns and direct communication strategies.

Statements and Declarations

Competing Interest

Financial Competing Interests

I declare the author has no competing interests or other interests that might be perceived to influence the interpretation of the article.

Non-financial Competing Interests

I declare the authors have author has competing interests or other interests that might be perceived to influence the interpretation of the article.

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