

ISSN 1989-9572

DOI:10.47750/jett.2025.16.04.023

**The Impact of New Media on the Value System of the Algerian Family:
Facebook as a Case Study**

Dr. Tebib Cherifa

Journal for Educators, Teachers and Trainers, Vol.14(6)

<https://jett.labosfor.com/>

Received: 24/12/2024

Accepted: 29/03/2025

Published: 13/05/2025

Dr. Tebib Cherifa (2025). The Impact of New Media on the Value System of the Algerian Family: Facebook as a Case Study. *Journal for Educators, Teachers and Trainers*, Vol.16(4) 436-447



Journal for Educators, Teachers and Trainers, Vol.16(4)

ISSN 1989-9572

<https://jett.labosfor.com/>

The Impact of New Media on the Value System of the Algerian Family:

Facebook as a Case Study

Dr. Tebib Cherifa , Lecturer A

Department of Communication and Information , University of Badji Mokhtar, Annaba (Algeria).

E-mail: cherifa.tebib@univ-annaba.dz

Received: 24/12/2024

Accepted: 29/03/2025

Published: 13/05/2025

Abstract:

This study aims to investigate new media's impact on Algerian families' values. It employed a descriptive approach to analyze data collected via questionnaires from a sample of Facebook users, seeking to answer its research questions by examining this data.

Keywords: New Media; Family; Virtual Reality; Facebook.

Research Problem:

The values cultivated by socialization institutions, primarily the family, have undergone profound transformations in recent years. This has led to the decline, if not disappearance, of certain values and their replacement by others introduced into our society through various channels, notably social media platforms, also known as new media. Among these, Facebook stands out due to its diverse content within the context of open media and the absence of robust regulatory controls. This situation has resulted in significant shifts in social norms, lifestyles, and the structure of interpersonal and social relationships. Consequently, these media appear as a continuous touchstone for contemporary society and a major agent in shaping individual and collective consciousness through the ideas, orientations, and content

they disseminate, which are difficult to monitor. This has generated a clear sense of new media's capacity to influence values across their spiritual, psychological, social, cultural, political, and aesthetic dimensions.

Currently, the system of values has become a central issue of discussion and research due to the outcomes of the technological landscape we inhabit. The effects of new media are increasingly evident on values and various social structures and systems, particularly the value systems of individuals and societies. This is due to the tensions it creates between the local and the global, the material and the spiritual, the symbolic and the real, and the authentic and the foreign, among others. Given that values are not detached from reality but rather exist in our minds, manifesting visibly and reflecting truths that demonstrate the ongoing interplay between reality and imagination, as articulated by Dr. Abdel Rahman Azzi in his theory of axiological determinism in media.

However, the influence on the value system is not always negative. New media, with its various impacts, can serve as a means to reinforce and elevate values in practice and within social structures, thereby preserving the unity of society against conflict and fragmentation. The strength of a value emerges in interaction with others, and this communication is only effective when new media adopts a renewed ethical framework that aligns with developments within the global culture. In this regard, the nature of usage becomes the decisive factor.

Within this perspective, the influential dimensions of new media on values and the societal system as a whole cannot be denied, especially when the content is formulated in a way that resonates with the needs, aspirations, goals, and values of society. Nevertheless, in the absence of laws and social controls governing this phenomenon, it negatively affects the value system held by individuals and their attitudes and inclinations towards certain family issues. Moreover, this will impact their way of thinking, dress, language, and external relationships, particularly with negative and excessive use of these platforms, with Facebook being a prime example. Facebook has become an institution alongside other socialization institutions, such as the family, sometimes aiding it in its roles, especially when presenting content aligned with its values, principles, customs, and traditions, and at other times conflicting with them. This creates a difficulty in reconciling the traditional and authentic with the modern. Therefore, supporting family awareness of social, ethical, and value-related risks is crucial. Consequently, based on the above, the following main question can be posed:

What are the repercussions of Facebook on the value system of the Algerian family?

Study Questions:

1. What are the habits and patterns of Facebook usage among Algerian families?
2. What are the reflections and risks associated with Facebook usage among Algerian families?

Study Objectives:

1. To identify the habits and patterns of Facebook usage among Algerian families.
2. To determine the reflections and risks associated with Facebook usage among Algerian

Study Concepts:

New Media: The *High-Tech Dictionary* concisely defines new media as "the convergence of computing, computer networks, and multimedia." According to Lester, new media, in brief, "is a collection of communication technologies that have arisen from the amalgamation of computing and traditional media: printing, photography, audio, and video" (Abbas Moustafa Sadiq, 2008, p. 31).

Family: Wacquant defines the family as "a social bond consisting of a husband, wife, and their children. It may be without children or larger, including other members such as grandparents, grandchildren, and some relatives, provided they share a common household with the husband, wife, and children" (Ousama Dhafer Kabbara, 2003, p. 73).

Burgess and Locke indicate that it is "a group of individuals linked together by ties of marriage, blood, or adoption, forming an independent living unit, sharing social life, and where each interacts with the other through their respective roles: husband, wife, mother, son, daughter, brother, and sister, all sharing a common culture" (Housein Abdel Hamid Ahmed Rashwan, 2003, p. 23).

Virtual Reality: Virtual reality is considered a novel form of computer interaction. The term "virtual" refers to the computer-generated replicas or simulations of real physical objects. It is also known as cyberspace, artificial reality, or virtual environment. This reality involves the simulation of real or imagined environments where the learner actively engages with these environments using all their senses, rather than merely operating devices and machines.

Al-Hassary defines virtual reality (Al-Hassary Ahmed, Dar Al-Wafa, 2000) as "one of the technological innovations in which a computer, along with certain devices and software, is used as an integrated system to create a three-dimensional imaginative environment that enables the individual to experience, interact, and engage with it through their senses and other tools. This allows the individual to feel as if they are

living, interacting, and dealing with the real world in all its dimensions. The degree of realism, immersion, interaction, and experience provided by virtual reality varies depending on the type of virtual reality itself."

Facebook: It can be described as: "a website on the internet for making new friends, reconnecting with school acquaintances worldwide, or joining various groups on the web. Subscribers to the site can join one or more networks such as schools, workplaces, geographical areas, or social groups. These networks allow users to connect with members within the same network, add friends to their pages, and allow them to view their profiles" (Al-Hudhaif Asim, June 30, 2010).

Study Methodology: The methodology, in its precise technical, scientific, and terminological sense, refers to "the shortest and safest path to achieving the desired goal" (Abdul Rahman Badawi, 1977, p. 7). It is also defined as "the art of the correct organization of a series of numerous ideas, either to discover the truth when we are ignorant of it, or to prove it to others when we know it," or as "the path leading to the discovery of truth in the sciences, through a set of general rules that govern the course of the mind and determine its operations, until it reaches a known result," or as "the set of mental procedures that the researcher envisions in advance for the knowledge process they are about to undertake, to arrive at the truth of the subject they aim for" (Mohamed Taha Badawi, 2000, p. 115), which works to organize their thoughts, analyze them, and present them, thus reaching reasonable results and truths about the phenomenon under study. It is also known as "the approach used by the researcher in studying a specific phenomenon, through which diverse ideas are organized in a way that enables them to address the research problem."

The scientific method obliges the researcher to adhere to a set of rules and controls for making decisions and following procedures that constrain their research process, within the framework of the methodology and conducting the necessary experiments, using the most appropriate research tools for their study, clarifying relationships and causal reasons within the analysis of observations, and conducting logical comparisons to reach results and test their validity. These results are then formulated within a coherent theoretical framework and sequence, in the form of proven rules as scientific facts that lead to the solution of the phenomenon under investigation.

Based on the above, this study falls under the **descriptive-analytical method**. This method allows for the provision of data and facts about the research problem, as well as their interpretation and understanding of their significance. Furthermore, it provides detailed data about the actual reality of the phenomenon or subject of the study.

Study Sample:

In this study, we relied on a **purposive sampling** technique, in which the researcher deliberately selects their units without random selection. Instead, the researcher personally chooses the units that are most representative of the information and data they are seeking, based on their prior understanding and good knowledge of the research population and its important elements that accurately represent it. Consequently, the researcher does not encounter difficulty in directly selecting their units (Ahmed Moursli, 2003, p. 197), as the researcher makes a qualitative selection of the participants based on their research objectives (Kamel Mohamed Al-Maghrabi, 2002, p. 147). From this standpoint, we selected a purposive sample consisting of 300 units, exclusively comprising Algerian families who possess a private page on the social networking site Facebook.

Data Collection Tools:

Questionnaire:

In this study, we relied on the questionnaire as a primary data collection tool due to its distinct advantages over other methods. It is one of the most frequently used instruments in the social sciences because it facilitates the collection of information and field data on the phenomenon under investigation (Abdullah Mohamed Abd al-Rahman & Mohamed Badawi, 2002, p. 371). Furthermore, it is particularly effective in descriptive research for reporting the current state of a phenomenon in reality. We have strived to ensure that the questionnaire questions are clear and reflective of the study's problem statement and questions, aiming for a balanced coverage of all inquiries. The questions were formulated across four axes, comprising a total of 33 questions.

Discussion of Study Results and Data:

Table 1: Illustrates the number of hours spent by respondents browsing Facebook.

Category	Frequency	Percentage
1 Hour	65	%29,55
1-2 Hours	70	%31,82
More than 3 Hours	85	%38,63
Total	220	%100

Source: (Author's Compilation)

The data presented in the table above indicates a variation in the number of hours spent daily on Facebook among the sample members. Notably, over 38.63% of the

respondents spend more than 3 hours browsing the platform, while only 29.55% spend no more than one hour. The findings also reveal that the majority of the sample (76.66%) prefer using Facebook at night. This preference can likely be attributed to their increased free time after completing their daily activities, given that a significant portion of the sample consists of students.

Table 2: Illustrates the criteria employed by respondents in selecting friends on Facebook.

Category	Frequency	Percentage
Intellectual and Cultural Level	30	%13,64
Kinship and Friendship Relations	40	%18,18
Shared Interests	35	%15,51
No Specific Criteria	115	%52,27
Total	220	%100

Source: (Author's Compilation)

The data in the table above indicates that the criteria employed by the respondents in selecting their Facebook friends predominantly centers around the absence of any specific criteria, accounting for 52.27%. This can likely be attributed to the inclination of respondents in this category towards exploration, adventure, and familiarization with the unknown. In contrast, 18.18% of the sample base their friend selection on existing relationships of friendship and kinship, while shared interests and intellectual/cultural level are the least influential factors.

Table 3: Illustrates the extent to which respondents are exposed to risks via Facebook.

Category	Frequency	Percentage
Yes	145	%65,91
No	75	%34,09
Total	220	%100

Source: (Author's Compilation)

The data in the table above illustrates that the majority of respondents, at 65.91%, have previously been exposed to risks via Facebook. This can be attributed to factors such as a lack of specific criteria in selecting online friends and a tendency towards naivety and placing complete trust in others. Conversely, 34.09% of the respondents reported no exposure to cyber-risks.

Table 4: Illustrates the types of risks experienced by respondents using Facebook.

Category	Frequency	Percentage
Threat Messages	99	%18,20
Sarcastic Messages	75	%13,79
Insults and Profanity	95	%17,46
Indecent Images	110	%20,22
Sexual Videos	165	%30,33
Total	544	%100

Source: (Author's Compilation)

The data in the table above indicates that among the most prevalent forms of risks experienced by the respondents in this study, sexual videos constituted 30.33%, likely due to the platform's capacity to transmit such content. This was followed by indecent images at 20.22%, threat messages at 18.20%, insults and profanity at 17.46%, and finally, sarcastic messages at 13.79%.

Table 5: Illustrates the psychological risks of Facebook for the respondents.

Category	Frequency	Percentage
Psychological Problems	70	%31,82
Ethical Problems	49	%22,27
Neurological Disorders	31	%14,09

Aggressiveness	11	%5
Loss of Self-Confidence	59	%26,82
Total	220	%100

Source: (Author's Compilation)

Observation of the table above reveals that the highest percentage of psychological impacts of Facebook on the respondents was psychological problems, at 31.82%. This figure encompasses various known psychological issues such as anxiety, fear, tension, feelings of distress, and similar conditions, all of which can inevitably lead to health problems and complicate the respondents' well-being. This is followed by a loss of self-confidence at 26.82%, then ethical problems at 22.27%, including moral deviations such as addiction to sexual chat sites, which leads to the respondents becoming accustomed to sexually explicit content and interpreting events through a sexual lens. Neurological disorders accounted for 14.09%, and aggressiveness for 5%.

**Note: The total frequency of 544 exceeds the sample size (N=220) because respondents could select more than one answer.*

Table 6: Illustrates the social risks of Facebook for the respondents.

Category	Frequency	Percentage
Isolation	60	%27,27
Loss of Trust in Others	89	%40,45
Violent Behavior	30	%13,64
Engaging in Forbidden Activities	34	%15,45
Total	220	%100

Source: (Author's Compilation)

The table above illustrates that among the most frequently reported social impacts on the sample members is a loss of trust in others, at 40.45%, followed by social isolation at 27.27%, engaging in forbidden activities at 15.45%, and behaving violently at 13.64%. These are all detrimental and serious negative repercussions on

the current and future social standing of the sample members, particularly considering their sensitive age group, where individual personality is being formed.

Table 7: Illustrates the risks of Facebook on the studies of the respondent users.

Category	Frequency	Percentage
Reduced Concentration	51	%23,18
Decline in Grades	60	%27,27
Lowered Ranking	30	%13,64
Decreased Level of Comprehension	43	%19,55
Increased Forgetfulness	36	%16,36
Total	220	%100

Source: (Author's Compilation)

An analysis of the results presented in the table above reveals that among the risks associated with Facebook affecting the respondents' academic performance, the most prominent was a decline in academic grades, reported by 27.27%. This was followed by reduced concentration (23.18%), decreased comprehension of lessons (19.55%), and increased forgetfulness (16.36%). Naturally, this creates an uncertain future for a significant number of the sample members due to the pressure experienced as a result of cyber-aggression encountered on the Facebook social network.

General Findings of the Study:

- ✓ Engagement on Facebook significantly influences users' activities, interactions, and communication in their social and family life.
- ✓ Members of the sample attempt to embody ideas acquired from Facebook, even when these are incongruent with the specificities, customs, and values of Algerian society.
- ✓ A proportion of Facebook users feel that their social environment is far removed from progress, and that falsehood is a prevalent characteristic in user interactions, alongside other negative values such as betrayal and other social values that contradict the social values of the original community.
- ✓ Facebook relationships significantly contribute to the reconstruction of individual identity and the potential for engaging in behaviors that may be unacceptable in Algerian society, considered deviant or illegitimate due to the excessive freedom afforded by the platform.
- ✓ Using Facebook for more than three hours per day leads to addiction and consequently causes health, psychological, social, and academic problems that negatively impact the Algerian family.

- ✓ The majority of the sample members prefer browsing Facebook during nighttime hours, a period when parental supervision is often absent, leaving respondents alone with Facebook and virtual friends who frequently cross boundaries, leading to the initiation and escalation of various forms of cyber-aggression, both subtle and overt.
- ✓ The majority of female respondents (75%) have been subjected to financial blackmail in exchange for not publishing personal photos, videos, and information.
- ✓ The majority of female respondents have been subjected to blackmail and sexual enticement, starting with virtual emotional relationships that then evolve into real physical sexual relationships for some, in exchange for not exposing them or publishing their photos. This is naturally attributed to misplaced trust, weak parental control, weak religious values, and an immature personality.
- ✓ The perpetrator of cyber-aggression is often anonymous, creating significant doubt, ambiguity, and confusion among respondents, particularly regarding how to file a complaint against an unknown individual, which is often treated leniently as it is considered alien to our values and falls within taboo subjects.
- ✓ Various types of drugs are marketed in attractive and sometimes aggressive ways to respondents of both genders via Facebook, leading to numerous deviations and moral crimes, especially among adolescents.
- ✓ The majority of respondents prefer to conceal the risks encountered on Facebook, with over 50% remaining silent, while 25% prefer to confide in a friend to vent and seek advice, somewhat reducing psychological pressure.
- ✓ The negative and unconscious use of Facebook generates numerous negative psychological, social, and educational impacts, consequently affecting the future of the rising generations and the country's future.

Conclusion:

In conclusion, it can be stated that Facebook, as an advanced communication network, serves as an ideal outlet for the perpetration of all forms of violence, particularly cyber-aggression, which leaves significantly negative psychological, social, and educational impacts on adolescents. However, it is crucial to acknowledge that the findings of this research are context-specific, contingent upon the time, location, and sample of the study, and therefore cannot be generalized.

References:

1. Moursli, Ahmed (2003). *Scientific Research Methods in Media and Communication Sciences*. National University Publications Office, Algeria.
2. Kabbara, Ousama Dhafer (2003). *Television Programs and Educational and Social Upbringing of Children*. Dar Al-Nahda Al-Arabiya, Lebanon.

3. Rashwan, Housein Abdel Hamid Ahmed (2003). *The Family and Society: A Study in the Sociology of the Family*. Shabeb Al-Jamea Institution, Egypt.
4. Al-Hassary, Ahmed (2000). *The Educational Technology System in Schools: Reality and Aspirations*. The Seventh Annual Scientific Conference of the Egyptian Association for Educational Technology, Mansoura, Dar Al-Wafa.
5. Al-Hudhaif, Asim (June 30, 2010). *The Use of Facebook: A Documentary Study on the Media Role of the Social Networking Site Facebook*.
6. Sadiq, Abbas Moustafa (2008). *New Media: Concepts, Means, and Applications*. Amman, Dar Al-Shorouk.
7. Badawi, Abdul Rahman (1977). *Scientific Research Methods* (3rd ed.). Publications Agency, Kuwait.
8. Abd al-Rahman, Abdullah Mohamed, & Badawi, Mohamed (2002). *Methods and Approaches of Social Research*. University Knowledge House, Cairo, Egypt.
9. Al-Maghrabi, Kamel Mohamed (2002). *Scientific Research Methods*. The Scientific House for Publishing and Distribution, Amman.
10. Badawi, Mohamed Taha (2000). *Method in Science*.