# The impact of cybercrime and social media on intellectual security and awareness with University students in KSA: a field study on students of Imam Abdulrahman Bin Faisal University

Shuruq Ismail Alsharif, Wesam Al-Qahtani, Areeb Alotaibi, Lujain Al-Subaie & Marwa Melhem

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# The impact of cybercrime and social media on intellectual security and awareness with University students in KSA: a field study on students of Imam Abdulrahman Bin Faisal University

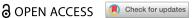Shuruq Ismail Alsharif, Wesam Al-Qahtani, Areeb Alotaibi, Lujain Al-Subaie and Marwa Melhem

Department of Sociology and Social Work, Collage of Art, Imam Abdulrahman Bin Faisal University, Dammam, KSA

## ABSTRACT

The study aimed to show the impact of cybercrime and social media on intellectual security and awareness with university students in KSA. To achieve the objectives of the study, a descriptive approach was used through designing an 18-item questionnaire and then administering it to 94 female students at Imam Abdulrahman Bin Faisal University, KSA. After analysing the data statistically, the study revealed a number of findings. The most significant ones were: there was an overall negative effect for cybercrime and social media on intellectual security with Saudi youths (**M=4.24/5**); the society had a significant role in enhancing the intellectual security with Saudi youth at Saudi universities (**M=4.37/5**); and the solutions proposed in the study were effectively tangible in solving the problems of cybercrime and social media (**M=4.49/5**). Then, a number of recommendations were introduced; for example, activating the role of dialogues with young people and students in universities in order to clarify the ambiguous concepts concerning cybercrime and social media for them to be aware of them.

## 1. Introduction

Electronic social media networks have occupied a large and important space in society members' lives. In terms of turning the world into a small village, it only employs huge information acceleration and sparking transmission speed of events. So, the distance between users and information inquired gradually approaches centimeters, separating them from their personal computer within seconds (Abed, 2012, p. 1388).

Companies compete to provide technical innovations for making social media networks and Net users friendly through exposing them to a bulk flow of information and news regardless of its source and authenticity (Abu Khatwa, & Al-Baz , 2010). The process of exposure happens along day, i.e. at mealtime, leisure, before bedtime and upon waking up. Without awareness of what it may take, the retention within subconscious gets affected seriously due to either repetition or a persuasive approach in which someone speaks from any part of the world.

New media proves itself to be capable of providing us with huge amount of information instantaneously in no time and facilitates information dissemination with utmost ease. This feature helps a lot in bridging the gap between producers of media messages and consumers in a way that make consumers producers as well. Digital media is always available in that users can obtain any information published on any website without requesting a license or permission of information access. This in turn provides an electronic archive to anyone to look for details with no restrictions (Al-Dulaimi, 2019, p. 98).

In 2020, The Communications and Information Technology Commission published 'Individuals and Families Report Results' (https://www.cst.gov.sa/ar/researchs). Data showed that Net users reached 97.8% in 2020; 97.3% of them were on social networks (Communications and Information Technology Commission, 2020). However, 98.1% to 98.8% of users were aged between 10–34 years. According to The Communications, Space and Technology Commission, 59.1% of Net users, including networks users, use Net for more than four hours a day.

Intellectual security is a desirable aspect as it has a valuable importance when considering it as an engine motivating a cultural essence of societies. Based on previous studies, such as the study of using social media networks and tendency to commit suicide among adolescents and youth in the Egyptian society, there is a direct correlation with some suicidal cases tied to severe problems that ultimately lead to death. Based on this study, Egypt posited the top rank in the number of suicides (3799) in 2016, outperforming countries that witness civil wars (Shaheen & Saber, 2020). This is a crucial matter neglected in many platforms and even excluded from media discussions of both audio and print outlets by omitting topics classified as important. This makes social communications and cyber-crime affect intellectual security and its future which in turn impacts propounding society among youths (Ishmael, 2016). This impact changes beliefs and corrupts principles and exacerbation of such problems that target the most important segment of society (Al-Maliki, 2007). This motivates  to address to address this problem in a scientific study , and provide appropriate social solutions within our given potentials to reduce youth's orientation from social media networks. The inevitability of integrating various roles of the government sector and other social institutions and organizations in society may make this study come to stand on limiting the increment use of social communication and various dimensions of both extremism and intellectual terrorism by social media, from Saudi youth's point of view, and introduce appropriate solutions. In order to exploit the opinions of youth who have innovative ideas in addressing such problems related to the influence of media on intellectual security of Saudi youth, the Saudi society is witnessing after the media openness, the topic of this study arises.

## 1.1. Research problem

The importance of intellectual security in societies stems from the seriousness of its deviation with respect to the intellectual structure of its society and what it embraces of knowledge, structure, values, morals, and trends that guide the methodology of its behavior and belonging to its culture and homeland (Al-Azhar University, No. 164 & Al-Mukhaini, Al-Qayoudhi, & Al-Badi, 2014). These methods have many cons versus pros. As these changes lead to youth's lack of ability to clearly and soberly distinguish between right and wrong cases, which in turn, resulted in the emergence of intractable intellectual crises, again, this has a great impact on pushing them in a bottle of intellectual corners; the case that allows them become rebellious and revolutionary against their own and society values (Al-Karam, 2020).

Students are the ones who carry the future of their homeland upon themselves and are the leaders of future families. Their use of social media networks excessively misleads their thinking and deviates them from identity and culture of society and religion (Al-Alusi, 2019), the conservative Saudi society is accustomed to. Furthermore, ideology is the engine of generations and the main measure for the progress of countries (Al-Etrebi, 2011). Shall we bear the consequences of intellectual security deviation? The matter may also be similar to ethical hacking, which becomes a method to access to the accounts of students and youth so as to spread a certain idea and orientation (Al-Wadaei, 2016).

**Table 1.** Pearson Correlation Coefficient (r).

| Areas | Correlation Coefficient |
| --- | --- |
| First section | *689. |
| Second section | *878. |
| Third section | *749. |

The significance level at 0.01 or less.

Based on what is said, the research problem can be summarized by addressing the following main question "What is the impact of cybercrime and social media on intellectual security of undergraduate students in KSA?"

## 1.2. Theoretical and practical significance

The study contributes in enriching the scientific aspect of factors that may influence the intellectual security of undergraduate students in KSA. That is, it presents a scientific and educational method in dealing with social and intellectual influences and changes brought by social media networks on young people at the university level in the Saudi society. This study, however, deals with an important group in society, the category of female students. It is important to study any variable that may affect such students especially in todays' era which witnesses great openness and a wide use of social media networks. The impact of cybercrimes is expected to be researched in this study to help decision makers, and those in charge of policies, reduce the side effect of social media and cybercrime on young people in terms of intellectual security through providing suggestions and recommendations.

## 1.3. Research questions

The main objective of this study is to show the impact of the excessive use of social media networks and cybercrime on intellectual security with Saudi youths. This can be addressed by addressing the following sub-objectives:

1. What is the role of society in enhancing intellectual security with Saudi youths from the point of view of students of Collage of Art, Imam Abdulrahman Bin Faisal University?
2. What are the cons versus pros effects of using social media on undermining intellectual security from the point of view of female students of Collage of Art, at Imam Abdulrahman Bin Faisal University?
3. What are the negative effects of cybercrime from the point of view of students of Collage of Art, Imam Abdulrahman bin Faisal University?
4. What are the proposed solutions and recommendations for reducing the negative impacts caused by social media platforms and cybercrime on intellectual security with young people from female students' point of view at Collage of Art, Imam Imam Abdulrahman Bin Faisal University?

## 1.4. Procedural concept of social media

It is a virtual community on the Net that enables communication between individuals in favor of formation of virtual-relationships with the exchange of information in a virtual environment that brings together these individuals who usually share common interests among them. The networking is done electronically with higher speed and accuracy.

**The current study adopts the following procedural concept of intellectual security**: The maintenance and integrity of principals among young people, maintenance of their culture and values, and protecting them from any deviant or extremism from the original and educational principals of the society.

## 1.5. Human delimitations

The human delimitations of the research consist of the study sample, the female students of Collage of Art, Imam Abdulrahman Bin Faisal University, due to their connection to the topic of the research, and knowledge of the problem; the case that helps in providing a perception about destabilization of intellectual security of electronic crime.

# 2. Literature review

Since the eruptive growth of social media networks, technology has advanced to allow access at any time and for any reason. This has given users a 'virtual space' to communicate and live within (e.g.

Facebook). However, numerous researches have shown that it is a space that has an impact on users' behaviors, thoughts and emotions (Harkin, et al., 2022). Al-Hussein (2016) found, in his study which aimed to explain the role of social media in the life of Jeddah society, and its sample, that the average score of young people who use social media with high efficiency is greater than the average of the group that did not pay attention to social media. The study focused on what modern societies witness at the present time, including the growing phenomenon of using electronic communication technologies. Consequently, a new generation appears that no longer interacts with traditional media as much as with electronic media. These are called the networked generation or Net generation. There are social media networks such as (X)- formerly Twitter, Facebook, Instagram, WhatsApp, etc. which are characterized by immediate, interactive, and updated elements.

In Harkin, et al. (2022), all interview data were analyzed using an objective, inferential recursive analysis. A Levibary space experiment was examined as follows (student experiences vs. influence of social media networks). The complexity that results from social media networks, and the results of the study, showed that there is indeed a consistency between the triple spaces (i.e. daily practices, daily perceptions, and imaginary perceptions of place and time) and the impact of social media networks on daily performance.

Al-Hussein (2016) found that social media networks and programmes are of great importance especially in KSA as they communicate on these sites to know each other, learn about each other's news, send messages, receive news, topics and everything that is new in the era. The study concluded that the measure of the youth's value system is fairly stable.

Another study conducted by Al-Karam and Suleiman (2020) found that the use of social media networks spreads in symmetric student strange ideas about society. The study revealed that there are differences between students attributed to variables of sex, academic level, college, and place of residence. The study sample consisted of 90 male and female students. The results of the study showed that there are moderate negative effects of social media networks on social values; there were no statistically significant differences attributed to the variables of sex, academic level, and place of residence; and there were statistically significant differences attributed to the variable of college in favor of faculties of administrative sciences, humanities, and law. The study introduced a number of recommendations; the most important one was: introducing a media education course within university curricula to teach students critical thinking about what is published through media sites in general and social media networks in particular.

Al-Zein and Al-Khataibeh (2019) found, in their study on cybercrime and its impact on students in Jordan, Al-Balqa Applied University, Princess Rahma University College, when identifying habits and patterns of using Net by young people, and determining whether there were differences attributed to sex even if at a low level, it was found that about 39.15% of users spend from two to less than four hours on Net, while the majority of them used Facebook with a rate of 49.06%.

Previous studies agreed on a common goal, which is the negative impacts of the rapid spread and exploitation of social media on different age groups, targeting, in particular, the youth group. By reviewing the aspects of agreement and differences between previous studies, the current study is consistent with the previous studies in their main topic and general objective, but they differ in several aspects which represent the scientific gap that this study addresses, i.e. including a connection with to the research problem with contemporary changes in social media and the targeted age groups. It also dealt with the impact of cybercrime on intellectual security and behavior of students. Quantitative and qualitative approaches were used in this study.

## 3. Study theories

### 3.1. Social system (Talcott Parsons)

Parsons studied three analytical mock-ups: cultural mock-up, persona mock-up, and social mock-up (Morsi, 2001, p. 7). Parsons determines that there is a social mock-up within which individuals perform actions towards each other. These actions are usually patterned because the persona within the mock-up share a common belief in certain values and, in appropriate circumstances, and act similarly in similar situations. This is what achieves order in society or what we call it a "social balance", which is extremely important for society. Accordingly, this requirement is achieved and maintained through by socialization and social

control. The two methods are complementary to each other to make people in society susceptible to follow the standards of the social mock-up. Socialization make people follow standards, social control forces them to do so. Therefore, a person finds himself/herself unable to change these value framework, but in the same time, he/she must subject to them and adapt to them. If a person tries to change these framework, society will suffer from a state of imbalance (Lutfi & Al-Zayyat, 1999, p. 2; Christy, 2014).

This theory predicts that a society or an institution consists of parts, units, and systems that are different from each other, and despite their differences, they are interconnected, supportive, and responsive to one another. Any change that occurs in one of these parts must have its reflection on the rest, thus affecting other formats. However, some formats (e.g. religion, education, and media) in society perform the function of working on integration between different elements and parts of the social system. This theory is used in research because it has a relationship in controlling society. The term of integration is represented in solidarity between educational institutions and citizens of different groups, especially youth, media, and social guidance of social and psychological specialists to achieve balance and control required in society.

### 3.2. Network society (Manuel castellis)

The Spanish sociologist, Manuel Castells (2023) assumes that globalization represents a universal transfer to network society involving a shift from what he calls an "industrial model" to an "informational model". Castells places technological changes at the center of this process; the role of electronic information/communication technology, in particular, while in the same time, assuming an increasing role of genetic technology. These technologies provide new modes of social organization that are characterized by being informational, global, and networked. In addition, he claims that networks show organizational and technological superiority; thanks to their ability to deal with uncertainty and complexity. Therefore, they inevitably triumph over other forms of organization such as hierarchy and bureaucracy (Al-Ghazwani, 2020).

The information society refers to the society in which manufacture, dissemination and use of information have a significant impact on economic, social, political or military aspects. The network society is defined as the society in which networks form social structures. Accordingly, social media networks express the stages of human consciousness and form a reality that has its returns from entities. It does not arise out of a vacuum, but is subject to ideological considerations. Based on this, we employed the network society theory in research through discussing the types of networks and their impacts on the dynamic relations and connection to individuals' society and interests.

In the same context, the current study proceeds from an integrative theoretical framework directed at it based on a number of assumptions. The social media is a social system and structure whose users share the same values, influence each other with opinions and beliefs, and build communities with certain beliefs based on the Net, e.g. Twitter. The entry of globalization into society and its spread in all homes that need to control and adhere to individuals' values. In the light of this, we can say that the importance of socialization becomes clear. The social media, especially Twitter, has brought about a qualitative shift in beliefs and concepts, members of society always believe in. Individuals in the same building have the same beliefs in certain values, so, if one system is disturbed, all systems are disturbed.

## 4. Methodology

An analytical descriptive approach was used where a mixed approach of quantitative and qualitative methodologies was used. A descriptive research aims to study current facts related to the nature of a particular phenomenon, a particular situation, a group of people, a group of events, or a group of situations. It seeks to obtain all or some answers to the following five questions: Who? What? When? and how? Descriptive studies may be qualitative, quantitative.

### 4.1. Sample

A questionnaire was distributed to 95 students of Collage of Art, Imam Abdulrahman Bin Faisal University in KSA. The results of the questionnaire were also reinforced by a standardized interview with eight students at the university who had been subjected to cybercrimes previously.

## 4.2. Research tools

A research tool was used for collecting data from respondents through administrating questionnaire, consisting of a set of pre-prepared questions. The questionnaire was used to achieve research results mentioned in the theoretical framework of this research. Also, an interview was administered to a group of students who were subjected to previous cybercrimes to support the results of the questionnaire.

### 4.2.1. Questionnaire design

One of the first stages of designing the questionnaire was to develop an initial perception of the questions and paragraphs related to the study's questions. The necessary questionnaire was designed based on the study problem, objectives and questions, in addition to referring to a number of previous studies, which were relevant and conducted in communities similar to the current study's community sample. Then, reviewing literature related to the phenomenon of the focus of the study took place for formulating 16 items in their initial form.

The questionnaire was divided into two parts. The first part was concerned with primary data, i.e. the personal traits of the study sample (e.g. sex, scientific specialization, age). The second part contained three areas. The first area contained foundations on which society was based in achieving intellectual security (6 items). The second area revealed the relationship between social media and cybercrime and its impact on the intellectual security of Saudi youth (5 items). Finally, the third area proposed solutions in addressing the negative effects caused by cybercrime and excessive use of social media platforms on intellectual security with young people (6 items).

### 4.2.2. Validity and reliability

#### 4.2.2.1. Validity of questionnaire.
Validity refers to the extent to which the tool measures what it is intended to measure, i.e. does the tool measure what it was designed for? It is intended to include all elements involved in the analysis, and make the items clear to be understood by all participants. The validity test is also known as "a data collection tool to obtain an answer to the following question: Does the tool measure the phenomenon being studied and not another phenomenon?.

The validity of the questionnaire was established through the following:

a. **External Honesty (honesty of experts):** In order to determine the extent of the apparent validity of the questionnaire, it was presented in its initial form to experts specialized in the subject of the study to evaluate the quality of the questionnaire, in terms of its ability to measure the intended topic and its ability to achieve the objectives of the study by evaluating the clarity of the items, and their compatibility with the areas, checking the linguistic integrity, and indicating what to be deemed mandatory to modify, delete, add, or rephrase items. Then, the changes and modifications were made within context. Finally, the questionnaire was produced in its final form.
b. **Inner Honesty (internal consistency):** This method measures the reliability coefficient through the extent of consistency between the areas of the study tool (are the items homogeneous or not?), and a stability coefficient was calculated for each area of the study tool, and the total score if necessary (Abu Samra & Tabtabi, 2020, p. 73). In order to verify the validity of the internal consistency of the questionnaire, the statements were put to be tested according to Pearson's Correlation Coefficient to show the extent to which each area relates to the questionnaire as shown in Table 1. The result of the general correlation was satisfied to achieve what was required, as follows:

The previous table shows that the values of the correlation coefficient for each statement were positive. This is based on the statistical indication that indicates that the correlation between the two variables was strong, which can be used as a measuring tool relevant to the research topic.

#### 4.2.2.2. Reliability of questionnaire.
The reliability of the study tool was confirmed by using Cronbach Alpha Coefficient. The result is shown in Table 2 below:

Table 2 shows that the coefficient is equal to or greater than (0.8) and as shown in Table 3, if the coefficient is equal to or greater than (0.8), then the measurement is good. The questionnaire has a degree of stability that can be relied upon in applying the study in the field. The Five-Point Likert scale was also used to obtain the responses of the study sample in line with the following options: strongly agree, agree, neutral, disagree, strongly disagree. Then, defining this scale quantitatively, so, it was calculated in the following way:Strongly agree (1), agree (2), neutral (3), disagree (4), strongly disagree (5). After that, we calculate the mean by calculating the range; subtracting the highest value from the lowest value, and then the length of the category was calculated by dividing the range by the number of options i.e. 4/5 = 0.80, resulting in Table 4 below:

## 5. Results

To achieve the objectives of the study and analyze the collected data, many appropriate statistical methods were used using (SPSS). The following statistical measures were used:

1.  **Mean:** It was used to identify the average responses of the study sample which was applied to each 18 statement in each area. It was to find out the extent to which the responses of the study sample were high or low on the main area.
2.  **Frequency and percentages**: They were used to identify the traits per individuals (primary data), to show how they responded to the questions of the questionnaire.
3.  **Standard deviation**: It was used to show the extent to which the study sample's responses deviated from each of the study variables, for each of the main area, from their mean. It reveals the dispersion in the study sample's responses to each of the 18 statements. In addition to the main areas, in the sense that the closer the value of the result obtained from the application of this criterion approaches zero, the responses then are concentrated and their dispersion decreases.

### 5.1. Sample description

#### 5.1.1. Age
The table above shows that 62% of the respondents were between the ages of 20 and 22, 16% of the total respondents were less than 20 years old, and 22% of the study sample were 23 years and older. This

**Table 2.** Cronbach's alpha coefficient.

| Areas | Reliability | No. of Items |
|---|---|---|
| **The first area**: The impact of social media and cybercrime on intellectual security of Saudi youth. | .766 | 6 |
| **The second area**: The role on which society is structured, represented by universities, in enhancing the intellectual security of Saudi youth. | .701 | 7 |
| **The third area**: Measures proposed to address the negative effects caused by social media platforms and cybercrimes on intellectual security with young people. | .688 | 5 |
| Questionnaire | .827 | 18 |

**Table 3.** Classification of five-point likert scale.

| Degrees | Scales |
|---|---|
| Strongly agree | 1–1.80 |
| Agree | 1.81–260 |
| Neutral | 261–340 |
| Disagree | 341–420 |
| Strongly Disagree | 421–5 |

**Table 4.** Range of sample age.

| Range | % | F |
|---|---|---|
| Less than 20 | 16% | 15 |
| 20–22 | 62% | 58 |
| 23–more | 22% | 21 |
| Total | 100% | 94 |

**Table 5.** Distribution of sample specialization.

| Specialization | % | F |
|---|---|---|
| Sociology | 29% | 27 |
| English Language | 19% | 18 |
| Preparatory year | 14% | 13 |
| Social Service | 10% | 9 |
| Arabic Language | 7% | 7 |
| Islamic Studies | 6% | 6 |
| History | 5% | 5 |
| Geography and Information System | 5% | 5 |
| Libraries and Information | 4% | 4 |
| Total | 100% | 94 |

**Table 6.** Responses of study sample.

| No | Items | F/% | Strongly agree | Agree | Neutral | Disagree | Strongly Disagree | M | SD |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Degrees of Approval | | | | |
| 1 | It helps understanding other cultures Which helps harmony and coexistence with the outside world. | F | 59 | 32 | 3 | – | – | 4.5957 | 55492. |
| | | % | 62.8 | 34 | 3.2 | – | – | | |
| 2 | Fluctuation of the value system of Muslim youth as a result of the mixing of cultures. | F | 28 | 33 | 30 | 3 | – | 3.9149 | 86335. |
| | | % | 29.8 | 52.1 | 31.9 | 3.2 | | | |
| 3 | Spreading rumors that defame people and homelands. | F | 38 | 37 | 17 | 2 | – | 4.1809 | 80272. |
| | | % | 40.4 | 39.4 | 18.1 | 2.1 | – | | |
| 4 | Displaying video clips of unreliable news | F | 49 | 34 | 8 | 2 | 1 | 4.3617 | 81453. |
| | | % | 52.1 | 36.2 | 8.5 | 2.1 | 1.1 | | |
| 5 | Loss of individuals' rights. | F | 36 | 33 | 20 | 3 | 2 | 4.0426 | 96068. |
| | | % | 38.3 | 35.1 | 21.3 | 3.2 | 2.1 | | |
| 6 | Causes of lacking knowledge and ignorance of a young that makes him an easy prey for intellectual terror. | F | 54 | 24 | 10 | 2 | 4 | 4.3979 | 1.03519 |
| | | % | 57.4 | 25.5 | 10.6 | 2.1 | 4.3 | | |
| Overall Average | | | | | | | | 4.24895 | 0.838565 |

means that the ages of the respondents are commensurate with the expected ages of the university students.

### 5.1.2. Specialization

The Table 5 above shows that 29% of respondents were specialized in sociology, 19% of them were specialized in English, 14% of them were still studying in the preparatory year, 10% of them were specialized in Social Service, 7% of them were specialized in Arabic, and 6% of them were specialized in Islamic Studies, and 10% of them were specialized in Geography and Information System. Finally, libraries and information, with 5% for each major, indicate that the sample included all the specializations available in the Faculty of Arts at Imam Abdulrahman Bin Faisal University, Al-Rayyan Branch.

## 6. Answering research questions

### 6.1. Question 1

Answering the first question **"What is the impact of cybercrime and social media on intellectual security of Saudi youth?"** To determine the extent of the impact of social media on intellectual security of young people from the point of view of female students of Imam Abdulrahman Bin Faisal University. The following were calculated for each area: frequencies, percentage, mean, and standard deviation. The results were as follows:

Based on the results shown above in Table 6, it is clear that the respondents agreed that there was an impact for social media networks on intellectual security of young people (M = 4.24/5.00), which is an

**Table 7.** Responses of study sample.

| No | Items | F/% | Strongly agree | Agree | Neutral | Disagree | Strongly Disagree | M | SD |
|---|---|---|---|---|---|---|---|---|---|
| 7 | Continuous and effective awareness-raising through social media networks in confronting the phenomenon of extremist ideology. | F<br>% | 61<br>64.9 | 23<br>24.5 | 10<br>10.6 | –<br>– | –<br>– | 4.5426 | 68258. |
| 8 | Establishing the principles of freedom of opinion and acceptance of the other. | F<br>% | 42<br>44.7 | 35<br>37.2 | 11<br>11.7 | 5<br>5.3 | 1<br>1.1 | 4.1915 | 91905. |
| 9 | Monitoring extremist ideas that contribute to the imbalance of intellectual security, and eliminating them. | F<br>% | 43<br>45.7 | 34<br>36.2 | 13<br>13.8 | 4<br>4.3 | –<br>– | 4.2340 | 84784. |
| 10 | Employing national energies to combat intellectual corruption. | F<br>% | 57<br>60.6 | 25<br>26.6 | 8<br>8.5 | 3<br>3.2 | 1<br>1.1 | 4.4255 | 86122. |
| 11 | Rationalization of students in the goals and methods of cybercrime. | F<br>% | 61<br>64.9 | 18<br>19.1 | 9<br>9.6 | 5<br>5.3 | 1<br>1.1 | 4.4148 | 92575. |
| 12 | Rationalization by instructions in the event of electronic attacks helps to raise the level of awareness. | F<br>% | 56<br>59.6 | 22<br>23.4 | 11<br>11.7 | 4<br>4.3 | 1<br>1.1 | 4.3617 | 92575. |
| 13 | Training courses offered by the university have a major role in activating a role in preserving intellectual security and raising the level of awareness among students. | F<br>% | 54<br>57.4 | 27<br>28.7 | 12<br>12.8 | 1<br>1.1 | –<br>– | 4.4255 | 75476. |
| **Overall Average** | | | | | | | | 4.3708 | 84528. |

average that falls in the 5th category of the five scale categories, the category that indicates the option (agree) on study tool.

Table 7 shows that the most prominent effects for social media on intellectual security, represented in the items that were arranged in descending order according to the approval of the study sample, as follows:

1. The first item 'It helps understands other cultures which helps harmony and coexistence with the outside world', ranked first in terms of the sample's approval (M = 4.5957/5.00). This result is explained by social media networks in that it really helps to get acquainted with the culture of other peoples, which leads to harmony and coexistence with the outside world.
2. The sixth item 'Causes of the lack of knowledge and ignorance of a young that makes him an easy prey for intellectual terror', ranked second in terms of the sample's approval, (M = 4.3979/5.00). This result is explained by two factors: the lack of knowledge and ignorance among young people makes them prey easily to intellectual terror.
3. The fourth statement 'displaying video clips of unreliable news', ranked third in terms of the sample's approval (M = 4.3617/5.00).
4. The third item 'Spreading rumors that defame people and homelands', ranked fourth in terms of the sample's approval (M = 4.1809/5.00). This result is explained by the fact that rumors that are considered defamatory of homelands and people actually spread.
5. The fifth statement 'Loss of individual rights', ranked fifth in terms of the sample's approval (M = 4.0426/5.00).
6. The second statement 'Fluctuation of the value system of Muslim youth as a result of the mixing of cultures', ranked sixth in terms of the sample's approval (M = 3.9149/5.00). This result explains that it is not necessary for the value system of Muslim youth to fluctuate as a result of the mixing of other cultures.

The results of the current study agreed with the results of the study of Al-Karam and Suleiman (2020) in that social media networks had a negative impact on cultural, religious, social and moral values. The

**Table 8.** Responses of study sample.

| No | Items | F/% | Strongly agree | Agree | Neutral | Disagree | Strongly Disagree | M | SD |
|---|---|---|---|---|---|---|---|---|---|
| 14 | Activating the role of dialogue with Saudi youth in order to clarify concepts and missing terms. | F | 60 | 26 | 4 | 4 | – | 4.5106 | 77244. |
|  |  | % | 63.8 | 27.7 | 4.3 | 4.3 | – |  |  |
| 15 | Controlling the individual's attitudes towards positive action that is useful and beneficial to his country and society. | F | 59 | 27 | 6 | 2 | 1 | 4.5213 | 71435. |
|  |  | % | 62.8 | 28.7 | 6.4 | 2.1 | 1.1 |  |  |
| 16 | Promoting educational integration between the family and the school, as most of the deviations we find among young people in schools. | F | 58 | 27 | 9 | – | – | 4.5213 | 66767. |
|  |  | % | 61.7 | 28.7 | 9.6 | – | – |  |  |
| 17 | A course dealing with intellectual security is taught to students. | F | 55 | 26 | 11 | 1 | 1 | 4.4149 | 82187. |
|  |  | % | 58.5 | 27.7 | 11.7 | 1.1 | 1.1 |  |  |
| 18 | Activating the role of educational institutions by including programs on intellectual security that serve as a channel for preventing cultural deviation and intellectual invasion. | F | 57 | 30 | 6 | 1 | – | 4.5213 | 66767. |
|  |  | % | 60.6 | 31.9 | 6.4 | 1.1 | – |  |  |
| Overall Average |  |  |  |  |  |  |  | 4.4978 | 7288. |

current study differed from the results of the study of Al-Karam and Suleiman (2020) in that the value system of young people is somewhat stable. So, the results of the current study showed that the value system began to fluctuate.

## 6.2. Question 2

The answer to the second question "What is the role played by society, represented by universities, in enhancing the intellectual security of Saudi youth in Saudi universities?" was to determine the roles on which society is based in enhancing intellectual security among youth and students. We have developed the areas under the following measurements: frequencies, percentage, mean, and standard deviation. The results are as follows:

It is clear from the results shown above that the respondents agreed on the role of the community to enhance intellectual security of young people, with a mean of (4.3708/5.00), which falls in the 5th category of the five-scale categories, the category that indicates the option (agree) on the study tool.

The results showed in Table 8 showed that the most important roles played by the community to enhance the intellectual security of young people are represented in the phrases that were arranged in descending order according to the approval of the study sample members, which are as follows:

1. The seventh phrase 'Continuous and effective awareness-raising through social media networks in confronting the phenomenon of extremist ideology' ranked first in terms of the sample's approval (M = 4.5426/5.00). This result is explained by the fact that continuous awareness-raising through social media networks confronts the phenomenon of extremist thought.
2. The item 'Rationalization of students in the goals and methods of cybercrime' ranked second in terms of the sample's approval (M = 4.4148/5.00). This result is explained by the fact that universities have a clear role in providing students with the necessary skills to know the causes and methods of attacks in cybercrimes.
3. The tenth phrase 'Employing national energies to combat intellectual corruption' ranked third in terms of the sample's approval (M =4.4255/5.00). This result is explained by the fact that employing national energies helps combat intellectual corruption.

4.  The twelfth phrase 'Rationalization by instructions in the event of electronic attacks helps to raise the level of awareness', ranked fourth in terms of the sample's approval (M = 4.3617/5.00).

5.  The thirteenth statement 'Training courses offered by the university have a major role in activating a role in preserving intellectual security and raising the level of awareness among students' ranked fifth in terms of the sample's approval (M = 4.4255/5.00).

6.  The ninth phrase 'Monitoring extremist ideas that contribute to the imbalance of intellectual security, and eliminating them' ranked sixth in terms of the sample's approval (M = 4.2340/5.00). This result is explained by the fact that society can monitor extremist ideas that contribute to In intellectual insecurity, then eliminated.

7.  The eighth phrase 'Establishing the principles of freedom of opinion and acceptance of the other', ranked seventh in terms of the sample's approval (M = 4.1915/5.00). This result is explained by the fact that establishing the principles of freedom of opinion and acceptance of the other helps to enhance intellectual security.

The results of the current study agreed with the results of the study of Al-Karam and Suleiman (2020) that society and religion have a role in fixing the negative results caused by social media networks. The results of the current study differed from the study of Al-Ghazwani (2020) for not addressing the role of society and universities in addressing the negative manifestations caused by social media networks.

### 6.3. Question 3

The answer to the third question "What are the proposed solutions to address the negative effects that social media platforms have had on the intellectual security of young people?" to find out what are the most effective solutions and measures to address the adverse effects of social media platforms on intellectual security of young people. We put the areas under the following measurements: frequencies, percentage, mean, and standard deviation. The results are as follows:

Based on the results shown above, it is clear that the respondents agreed on the role of the community to enhance the intellectual security of young people, with a mean of (4.497/5.00), which is an average that falls in the 5th category of the five-scale categories, the category that indicates the option (agree) on the study tool.

The results showed proposed solutions in addressing the negative effects of social media networks on intellectual security of young people, represented in the items that were arranged in descending order according to the approval of the study sample members, which are as follows:

1.  The 14th statement 'Activating the role of dialogue with Saudi youth in order to clarify concepts and missing terms', ranked first in terms of the sample's approval, (M = 4.5106/5.00). This result is explained by activating the role of dialogue with youth Saudi students, with the aim of clarifying concepts for them and clarifying their missing terminology, are among the most effective solutions to address the effects resulting from social media networks from the point of view of female students at Al-Rayyan College, Imam Abdulrahman Bin Faisal University.

2.  The 15th phrase 'Controlling the individual's attitudes towards positive action that is useful and beneficial to his country and society', ranked second in terms of the sample's approval, (4.5213/5.00). The society is one of the solutions to address the negative effects resulting from social media networks.

3.  The 16th statement 'Promoting educational integration between the family and the school, as most of the deviations we find among young people in schools' ranked third in terms of the sample's approval (M = 4.5213/5.00). This result is explained by the promotion of educational integration between the family The school and the mosque can contribute to addressing the negative effects resulting from social media networks.

4.  The eighteenth phrase 'Activating the role of educational institutions by including programs on intellectual security that serve as a channel for preventing cultural deviation and intellectual invasion' ranked fourth in terms of the sample's approval (M= 4.5213/5.00). This result is explained by activating the role of Educational institutions include programs on intellectual security that serve as a means of preventing cultural deviation and intellectual invasion.

5. The 17<sup>th</sup> statement 'A course dealing with intellectual security is taught to students' ranked fifth in terms of the sample's approval (M = 4.4149/5.00). This result can be explained by the fact that the existence of a course dealing with intellectual security may contribute to addressing the negative effects of social media networks.

The results of the current study agreed with the results of the study, Al-Karam and Suleiman (2020) in the intervention of educational institutions, and parental control.The results of the current study differed from the results of the study of Al-Ghazwani (2020) in focusing on traditional and modern media only.

The social system theory can be used to explain the different units and systems of society. Despite their differences, they are interdependent, supportive, and responsive to each other.

## 7. Discussion

Based on the results of the study, the study revealed a number of findings. Concerning the **impact of cybercrime and social media on intellectual security of Saudi youths,** first, there was an overall negative effect for cybercrime and social media on intellectual security with Saudi youths (**M = 4.24/5.00**). This indicates that both cybercrime and social media are very influential on youths' intellectual security which was manifested in changing their good values and morals into bad ones. This problem was attributed to the youths' exposure to different foreign cultures which include foreign habits, attitudes, values, etc. In turn, this effect comes in line with the Manuel Castells Theory which emphasize that societies get crystallized by the conflict between social media networks and identity.This finding accords with that of Al-Hussein (2016) and Al-Karam and Suleiman (2020) in the ability of cybercrime and social media in influencing young people's morals and values, leading them to practice different ethics other than those of their society. However, it does not accord with the findings of Harkin, et al. (2022) which argued that the social networks might not influence practitioners more.

Second, the effect of cybercrime and social media enabled their pioneers understand other cultures which in turn might create harmony and coexistence with the outside world. This finding disconfirms the finding of Al-Ghazwani (2020) which believed that changing one's attitudes, either negatively or positively, towards other's values might not easily take place.

Third, both cybercrime and social media might enhance violence and threaten intellectual security in that it could convince them in distorted ideas about some countries and people and stir up strife among them, providing them with ideas that come in line with norms of society. This in turn might defame the reputation of people and their homelands when spreading rumors, video clips, and unreliable news a wide. This finding falls in line with the theory of Manuel Castells which describes information society as a society in which the manufacture, dissemination and use of information show a significant impact on various aspects (e.g. social ones(. However, it does not accord with the findings of Harkin, et al. (2022) which believed that that widely-spread rumors affected non-famous targets due to the lack of awareness of the majority of people around them.

Forth, losing individuals' rights can be affected by cybercrime and social media due to the much time given to such platforms at the expense of one's other life necessities (e.g. rights). This finding comes in line with those of Al-Karam and Suleiman (2020) which found that working continuously with social media might absent one's rights from his/her mind. However, it does not accord with the findings of Lutfi and Al-Zayyat (1999) which believed that there was no effect for social media on being aware of rights

Finally, the lack of knowledge and illiteracy played a significant role in making youths an easy target for intellectual terror. This finding comes in line with those of Morsi (2001) which found that illiterate people were exposed to intellectual terrors more than literate ones due to awareness in the nature of social platforms and their disadvantages. However, it does not accord with the findings of Harkin, et al. (2022) which viewed that education had a less effect on one's awareness.

Concerning the **role of society in enhancing the intellectual security with Saudi youth in Saudi universities,** first, the society had a significant role (**M = 4.37/5.00)** in enhancing the intellectual security

with Saudi youth at Saudi universities. This finding aligns with the Social System Theory of Talcott Parsons which views that individuals in the system share together beliefs in values (cf. social balance), which are maintained by "social education" and 'social control", showing that if socialization fails to get people to follow norms, then, social control forces them to do so.

Second, it was found that continuous and effective awareness-raising, through social media networks and/or universities, might maintain intellectual security and confronting extremist ideology. This finding comes in line with that of Morsi (2001) which found that raising youths' awareness continuously might help them go far away from ideology extremism. In contrast, it does not accord with the findings of Lutfi and Al-Zayyat (1999) which believed that it may not be easy to maintain intellectual security and eradicate a certain ideology through merely awareness.

Third, it was found that establishing freedom of opinion and acceptance for others might help in enhancing youths' intellectual security. This finding accords with that of Al-Zein and Al-Khataibeh (2019) which found that freedom played a significant role in approaching others and accepting them. This in turn might close the door against accepting others' ideas blindly. However, it does not accord with the findings of Al-Ghazwani (2020) which opposed this idea in that the opposite might happen. That is, freedom may create a sense of snooping around others' bad and good ideas, values, etc.

Concerning the solutions to address the negative effects of social media platforms on young people, it was found generally that the proposed solutions were effectively tangible (**M = 4.49**) in solving the problems of such social media. This effect was attributed to the inclusion of very demanding solutions for this problem such as activation of dialogues with Saudi youths for clarifying related concepts and missing terms, advantages of making their attitudes towards their country positive, promoting educational integration between their families and school, exposing them to courses on intellectual security, and activating the role of educational institutions in preventing cultural deviations and intellectual invasions through including programs on intellectual security.

## 8. Recommendations

We presented some proposed solutions in addressing the adverse effects caused by social media platforms on the intellectual security of young people on the sample, and the results were as follows:

1. Activating the role of dialogue with young people and students in universities in order to clarify concepts for them and clarify the terms they lack (M = 4.5). From the point of view of the researchers, in order to achieve this solution, families should cultivate a culture of dialogue with their children, encourage them to share ideas, and then correct them. That is, things should be taught in a way that does not criminalize or make mistakes, but rather teaches and develops.
2. Adjusting individual's attitudes towards positive work that is beneficial to his country and society (M = 4.5). Perhaps one of the ways to maintain intellectual security is the interdependence and strengthening of the members of society as a whole. By integrating its members with positive activities that stimulate their psychological factor results in attachment to this country, cultivating their feeling contributed to society, which will enhance communicating with it, and thus enhancing ties with his own culture to avoid shaking security intellectually easily.
3. Awareness of the causes of cybercrimes and ways to address them (M = 4.5). If the first institution in society is family, then the second institution is school. It is the place where the individuals forms most of their knowledge and social relations. It is the place where ideas crystallize, mature, and form. Twelve years have passed, and the results indicated that there is a problem with that system. Our society witnesses many deviations stemming from schools. A new educational system must be implemented that preserves the intellectual security of generations.
4. The presence of a course on intellectual security taught to students (M = 4.4). Having an idea and awareness of what the problem is about can be actually a solution to half of the problem. If there is not enough awareness for the youth of this country about the importance of intellectual security to keep this society standing

5.  Promoting the concept of intellectual security, its importance, and the urgent need for it, with a sub-article presented in activity classes under the psychological and mental field to enable youth grow up with awareness and understanding of themselves and their roles in preserving this society and this ancient culture.This idea is related to the last proposal, namely "activating the role of educational institutions by including programs on intellectual security that serve as a means of preventing cultural deviation and intellectual invasion". From the researchers' point of view, promoting the idea of this homeland and working to link the members of this society with this culture and this great religion is one of the most important ways to prevent cultural deviation and intellectual invasion. In the light of their ignorance of issues and problems that these other cultures are exposed to, our youth begin to abandon the ethics and culture of this dear country. As a result of what is presented on social media networks and the content that is presented, the youth's view of their culture has been distorted. This should be corrected by spreading awareness, and by showing and highlighting the glory of this culture once again through social media networks and other media, and certainly with the commitment of institutions of society to their roles and modernization

## 9. Suggestions for further research

Based on the study findings, the current study suggests conducting future studies on the following related topics:

*   The impact of cybercrime and social media on intellectual security and awareness with university male students in KSA.
*   The impact of cybercrime and social media on intellectual security and awareness with university students in KSA.
*   The impact of cybercrime and social media on youths' attitudes towards their Saudi society/homeland.

## 10. Conclusion

This study has addressed the impact of cybercrime and social media on intellectual security and awareness with university students in KSA which was applied at Imam Abdulrahman Bin Faisal University. Based on the data analysis and discussion, there was much impact for both cybercrime and social media on youth's intellectual security and awareness in KSA which was manifested in the possibility of changing their beliefs, personal and social habits, values, attitudes towards their society and homeland in general, adopting strange ideas that may affect their social balance, etc. All these disadvantages prove that cybercrime and social media are effective weapons against youth's intellectual and social behaviours; the case that may bring them bad citizens. However, it is not impossible to guide youths to the right path and be good citizen when there is much awareness on the negative impacts of such networks. As the study recommends, there is a need for holding awareness courses for youths to sensitize them to the right path in society.

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## Disclosure statement

## About the authors

*Shuruq Ismail Alsharif* Assistant Professor, Department of Sociology and Social Work, College of Arts, Imam Abdulrahman Bin Faisal University. Areas of Focus: Migration, population, and gender.

*Wesam Al-Qahtani, Areeb Alotaibi, Lujain Al-Subaie, Marwa Melhem* Social researchers, Department of Sociology and Social Work, College of Arts, Imam Abdulrahman Bin Faisal University. Areas of Focus: Sociology.

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