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DIGITAL MEDIA AND THE ALGERIAN FAMILY: FROM INFLUENCE TO RESHAPING. A CONCEPTUAL APPROACH

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ABSTRACT

Today's world is experiencing changes that are almost revolutionizing the concepts and lifestyle of previous years. These changes are leading the media and communication to form a new mind that is cognitively, emotionally, and behaviorally different from previous generations. Indeed, today's human being is almost facing the media sweep. From here stems the problem of studying the negative role it plays. The media system in the context of performing its roles and interacting with society, through which the incoherent set of social values is strengthened. It is contradictory in its trends due to the diversity of its sources and the differences in the intellectual and cultural foundations built on it, which finds clear effects in the recipients' attraction towards it, and works to meet the unstable psychological and social needs and cultural and civilizational peculiarities that society has settled on for hundreds of years. The media is considered an essential partner in the process of change because of what it entails. It has a high ability to achieve the process of communication very quickly between the components of one society on the one hand, and between multiple societies on the other hand. This is because the process of change that results in manifestations of urbanization or manifestations of backwardness depends on the degree of interaction with others, on the level of the communication and communication process, on the nature of this process, the forms and tools used in it, and the goals that lie behind it.

Based on the above, the study seeks to monitor the role of media and communication in relation to the family and its effects in shaping new values and trends, formulating new values, or abolishing stable values that are not compatible with the cultural and civilizational specificities on which Algerian society has settled for some time by answering a set of questions. Among the most prominent:

1. What are the functions and roles of media and communication in the digital age?
2. Have media and communication in the digital age influenced the shaping of Algerian family values?
3. Do media and communication play a role in building new family values, undermining established values, or reproducing old values in a new way?
4. How are family values shaped by the diverse content disseminated by these media?

KEYWORDS

Digital Media, Family, Values

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Introduction.

The media and communication, with their multiplicity and diversity, have, in an almost fateful manner, placed humanity in the face of a new era that deserves to be called, with all due respect, the era of media sovereignty. If this inevitable confrontation has the capacity to make humanity recognize the importance of the civilizational role of the media, then that recognition stems from the human understanding of its effective role in achieving the process of creative human dialogue, and not on the basis of transforming it into channels for alienation, illusion, chaos, concluding commercial deals, and influencing people's minds and feelings through excitement, distortion, and the distortion and falsification of facts in a manner consistent with the required local, regional, and international dimensions.

The dimensions of the media and communication role have increased through satellites, live broadcasting, and the increase in the number of satellite stations in an unprecedented manner, as well as the spread of the Internet and its connection to the world through information arteries that were not previously available. This has made it possible to place the public in all countries of the world exposed to the influence of its various means on the one hand, and in a position of confrontation with the makers, promoters and sellers of this media, which presents a new concept of the media in addition to its previous roles within the framework of globalization or what is called cultural globalization that governs media and communication broadcasting, because the media and communication play an extremely important role at various levels; theoretical and applied and on a wide scale in conveying the data of thought and knowledge to people, in a language and with tools that are more penetrating and effective in shaping the thought and conscience of society... The global interest in the media and communication means of industry, production, marketing and follow-up... is only simple evidence of its great importance in directing and influencing the lives of individuals, negatively and positively (Al-Haqil, 2011).

Study methodology**A- Type of study:**

This study belongs to the qualitative research pattern, as a group of researchers say: The field of qualitative research is far from setting a specific definition and specific rules and standards that researchers adhere to. Qualitative research is defined as a series of expectations, contradictions, and uncertain judgments. Despite this, qualitative research provides many means through which it is possible to know how individuals deal with their world (Denzin & Lincoln, 1994). This research relies on a number of systems such as literary criticism, the humanities and social sciences, and analysis. It also relies on the researcher's awareness and knowledge of prevailing social traditions (sami, 2001, p. 195). Qualitative research is characterized by extreme flexibility. It does not require a precise investigative system, and the researcher conducting the research may not be organized. In qualitative research, there is no absolute concept of truth (measurability). It is a concept that varies from one researcher to another. To understand it, the researcher must consider all its components. Qualitative research aims to arrive at a unified explanation for a phenomenon in a given situation (Potter & Ware, p. 365). There are four areas of application of qualitative research (AbdalHamid, 1992, p. 22):

- Discovering ideas.
- An initial step in developing quantitative studies.
- Assisting in developing quantitative studies.
- A primary method for collecting primary data on a specific topic.

The study combines two research approaches. The first is the functional approach, which studies the functions of media and communication. This approach does not mean that the researcher is limited to studying the presence or absence of media functions, but rather provides the researcher with evidence of the relationship between these functions, or studying these functions with their premises or consequences. The functional approach is one of the approaches to studying what the media does to satisfy the recipient or meet their needs, and to answer questions about the reasons individuals choose the media and understand the roles it plays. This approach is also based on conceptualizing the functions performed by the media and its content, on the one hand, and the individual's motivations for exposure to it, on the other. This approach examines the relationship between the functions formulated within the framework of needs and the individual's exposure and intensity of exposure, based on a theoretical framework based on analysis (AbdalHamid, 1992, p. 210). From studying the balance and imbalance in achieving these functions and the role of the media in shaping social facts, these functions and basic needs are what the recipients of media and communication messages need at the individual and societal levels.

The second is the social approach, which views the media institution as an organization that performs a social function. It is a structure for spreading general ideas, an extension of human needs, and a collective work of individuals in society. This approach refers to the relationships between social goals and needs, organization, and the consensus that must prevail, so that these institutions can achieve their purposes, within the framework of the general idea, belief, or philosophy behind their establishment in society (AbdalHamid, 1992, p. 199).

B- The study problem:

Today's world is experiencing almost revolutionary changes in the concepts and lifestyle of previous years. These changes are led by the media and communication to form a new mind that is different in knowledge, emotions and behavior from previous generations. Indeed, today's human being is almost facing a media tsunami. From here, the problem of the study stems from the negative role played by the media system in the context of its performance of its roles and interaction with society, where a group of incoherent social values are reinforced through it, and contradictory in their directions due to the diversity of their sources and the disparity of the intellectual and cultural foundations upon which they are built. This finds its clear effects in the attraction of recipients towards it, and it works to meet psychological and social needs that are not in line with the cultural and civilizational specificities that society has settled on for hundreds of years. The media is an essential partner in the process of change because of its high capacity to achieve the communication process very quickly between the components of one society on the one hand, and between multiple societies on the other hand. This is because the process of change that results in manifestations of civilization or manifestations of backwardness depends on the degree of interaction with others, and on the level of the communication process, and on the nature of this process, the forms and tools used in it, and the goals that lie in it.

The media is one of the most powerful tools of change due to its authority over members of society in their various segments, especially when directing their feelings and emotions towards psychological and social issues that are not directly related to the challenges facing their countries and societies. Communication processes around the world have taken relatively similar forms, due to the convergence of its components. However, their effects vary greatly depending on the cultural and civilizational specificities that distinguish societies from one another. The research problem crystallizes in monitoring the role of media and communication in relation to the Algerian family? And its effects in shaping new values and trends, formulating newly emerging values, or abolishing stable values that are inconsistent with the cultural and civilizational specificities that Arab society has settled on for a period of time.

C- The importance of the study:

The importance of the study stems from the change that is on the verge of sweeping societies away against their will. This is what is called cultural globalization, which is preceded by political and economic globalization, and may reach social globalization, which includes value globalization that extends to changing peoples' values over time. It also stems from the role of media and communication, which in our present age constitutes the most influential force in our lives due to technological development. It also stems from the holistic view of addressing this role and function from a comprehensive perspective. The media do not operate in isolation from social interaction, just as newspapers do not operate in isolation from audio and visual channels, and the latter do not perform their functions in isolation from personal communication channels. Furthermore, it monitors the change that has occurred in the various means of communication and media. The telephone is no longer a vessel for entertainment and news transmission, but has become a multi-use medium and thus influences - and compare that to the changes that have occurred in various modern means of communication.

D- Study objectives:

The study aimed to monitor the role of media and communication in the digital age in shaping the family's value system, through a general monitoring of media and communication - written, audio, visual, and interactive - and what these channels broadcast with their diverse productions, and the repercussions of this on the behavior of the general public and on family value behavior within the current time period.

The study also aimed to deepen the view of the role and functions of media and communication, which have been and are being addressed in a general and comprehensive manner. It emphasizes the role of media and communication in human development and its impact on influencing, especially with regard to societal values in general and family values in particular. This would develop quantitative media studies by considering the media and communication phenomenon as a social phenomenon that does not operate in isolation from its

combined channels, or from the content it presents, or from the mechanisms of the public's engagement and interaction with it. It also seeks to answer its questions.

X- Study methodology:

The study is based on the analytical survey method, which attempts to explain and interpret why a condition or phenomenon appeared or continues. It is usually used to draw the relationship between variables and develop interpretive inferences for them (AbdalHamid, 1992, p. 94). The study is concerned with analysis, which is defined as the identification of the hidden relationships that make up the phenomenon being studied. It assumes an understanding and insight into this relationship (Paul, 1981, p. 387).

The division of the different levels of the measurement process has become common and Stevens introduced the use among all researchers in all social sciences. These four levels - nominal - ordinal - categorical - relative - all nominal measures are qualitative - not quantitative - and the measurement process here is nothing more than giving a name with specifying the quality of the variable, meaning that it is in fact just a description or classification rather than giving quantitative values (Al-Wafai, 1989, pp. 45-46).

E- Data collection tools:

The study data were collected using general observation, which is observation that takes place without prior planning for the data to be collected or the quantity of this data. This method is often used to collect data in survey studies and to study patterns of behavior or new situations about which little is known (Anderson, 1987, p. 154). Note that observation in the social sciences is affected by the subjectivity of the observer who interprets the observation, as the subject of observation is usually the responses of an individual to the behavior of others. Motives, values, and attitudes... are matters not subject to direct observation (Mahmoud Abu Alam, 2001, p. 31). In qualitative research, the researcher himself is considered part of the data he collects. In this research, the research is not designed at the beginning, but rather the research develops with the research and may be subject to change from time to time. Also, the researcher in qualitative research is a tool for measurement. In qualitative research, the theory comes from the data itself as part of the research process, or the theory is a result that appears with the collection of data (sami, 2001, p. 198).

D- Limits of the study:

The study monitors the role of media and communication in the digital age following the widespread use and reception of satellite television stations, radio broadcasting stations with frequencies, the spread of mobile phones, and the spread and expansion of the use of the Internet. These channels began to spread on a mass scale at the beginning of the twenty-first century and are still spreading in terms of quantity and quality. Within its human framework, the study addresses the Algerian family, which is exposed to a flood of media and communication messages through these channels, in addition to direct and indirect personal communication channels. The study is more concerned with the role of media and communication in shaping the values of the Algerian family.

Defining the study terms

1 The concept of media and communication Media in the Arabic language means advertising, publicity, and informing about something or something. It is defined as: providing people with correct news, sound information, and established facts that help them form a sound opinion about an event or problem, such that this opinion objectively expresses the public's mentality, trends, and inclinations. This means that the sole purpose of the media is to enlighten through information, facts, figures, statistics, and the like (Imam, 2019, p. 11). He also believes that the media is not merely about providing information and knowledge, but rather the intended purpose is the process of changing attitudes and motivating groups to work in a specific direction to achieve the desired goals. In other words, the media crystallizes an image of the future, an image capable of motivating people to do what they should do, and capable of changing the moral structure of society.

Communication is defined as: the process or method by which ideas and information are transmitted between people within a specific social system, which differs in terms of size and in terms of the relationships included in it, meaning that this social system is merely a typical two-way relationship between two people, a small group, a national community, or even human society as a whole (Aouda, 2012, p. 83). It is also known as: the social process by which information, opinions and ideas are exchanged in meaningful symbols, between individuals or groups within society, and between different cultures, to achieve specific goals (Abd al-Hamid, 2020, p. 21).

George Lundberg defines the word communication as referring to interaction through signs and symbols. Symbols are movements, pictures, language, or anything else that acts as a stimulus for behavior. That is, communication is a type of interaction that occurs through symbols (Rashti, p. 50).

M.L. Defleur & Ball. Rokeach define human communication as a semantic process based on symbols, a neurobiological process in which the meanings of certain symbols are recorded in the memory of individuals, a psychological process in which the meanings of symbols are acquired through learning, and a cultural process in which language is a set of agreed-upon cultural norms. It is a social process, as it is a basic and important method of social interaction (Hassan, 2015, p. 83). The field of media and communication is extremely complex, through which senders and receivers interact.

Through signs that carry indications and symbols that carry meanings, in social contexts, if communication is a general societal phenomenon among beings, then the media is a method of that phenomenon. In other words, the media is considered a link in the chain of communication.

Media is primarily a human communication activity, and because media cannot exist without communication, the two concepts will be addressed together in the context of this study.

2 - The role of the media:

Media and communication are among the oldest practices known to humanity. They appeared with the beginning of man's first attempts to respond to the innate call and instinctive desire to live in a family and group life. Since then, he realized that he had to find a way to express his thoughts, express his feelings, define his position, and somehow make those around him feel what he possesses of abilities. Primitive tribes entrusted the tasks of media and communication to specific individuals. Some of them performed the function of guards who inform the tribe of the surrounding dangers and available opportunities. These individuals, who monitor life around the group, are like sirens in cases of danger and safety. The tribe also entrusted certain individuals - the tribal council - with the authority to make decisions about the tribe's needs, goals, and policies, and to ensure that these decisions will be implemented. There had to be messengers carrying orders and information from the tribe to its members or to neighboring tribes. The tribe also guaranteed itself a means to help it preserve its cultural heritage (Abdel Salam, p. 16). Functional analysis methods for media and communication have focused on studying its nature, role, and impact on society and individuals alike. These studies aim to highlight how society as a system influences the role played by media and communication and their directed methods. The functions of the media are often presented in a partial manner, while its role expands according to the functions it performs or is capable of performing. Its functional role can be summarized in three main axes (imad Makkawi & Hussein Al-Sayed, 2002, p. 65):

A- In terms of ways of thinking about the functions of media and communication, especially mass media, several functions can be distinguished, the most prominent of which are:

1- Individual function versus societal function: Societal means of communication are concerned with maintaining the stability and constancy of society, and contributing to the processes of social change, economic and cultural change... It is true that the functions of the means of communication.

Society is the result of the accumulation of its functions for individuals. Therefore, it is important to understand: What do people do with the media? What gratifications do they seek? And do media and communication tools help meet these needs?

2- Functions of the content versus functions of the medium: There are functions related to the content of the medium and not to the medium itself, and other functions related to the medium and not to the content. Television has a role and function that differs from the newspaper, regardless of the content published in each of them.

3- Explicit vs. Latent Functions: Explicit functions include informing, educating, directing, teaching, entertaining, and persuading... Latent functions are those functions that few people are aware of or think about, and that most people act upon, consciously or unconsciously. Several studies have demonstrated a correlation between stress levels within the family and the volume of the television in the home.

Intended and unintended functions: A source may develop or invent messages with a specific intent that perform functions completely different from those originally intended. For example, advertisers advertise cars targeting people who have not yet purchased a car, but the people who see these ads the most are those who already own a car. This is explained by cognitive compatibility theory, which suggests that this reduces cognitive dissonance within the user.

B - The functions of communication media in relation to society: It is difficult to imagine a contemporary society without mass media, and their role and functions differ from one society to another.

Harold Lasswell identifies several functions of social mass media across generations. While Lazarsfeld and R.K. Merton see these functions as consultation and exchange of opinions, support of social norms, and numbing as dysfunctional, Wilbur Schramm's community media functions are environmental monitoring, political function, and socialization. Denis McQuail views the functions of community media as informing, achieving social cohesion, social communication, entertainment, and mobilization. Leslie Moeller identifies these functions as informing, providing information, monitoring the environment, associating and interpreting to improve the quality of information, entertaining and emotional release from problems, socialization, marketing, leading social change, creating social ideals, monitoring community interests and goals, and education (Abu isbaa, 2005, pp. 105-106). S. L. Becker believes that the basic role of the media is to serve the political system, which is manifested by facilitating social cohesion, society's interpretation of itself, serving the economic system, and integrating new residents into society.

C- The functions of the media for individuals, and these functions are manifested in:

-1 Monitoring the environment or seeking information, whether consciously or unconsciously, and often our use of information to achieve two goals: the first is to direct our behavior, as it guides us to act in a certain way in many situations, and the second is to direct our understanding to make us less anxious and more understanding.

2. Developing our concepts of self: because it helps us understand ourselves and the world through:

A- Exploring reality through the media. B- Making comparisons between ourselves and others. C- Helping to improve our various professions.

-3 Facilitating social interaction by providing us with things to talk about and do, providing us with common ground for conversations, and often receiving them without our full awareness.

-4 An alternative to social interaction, several studies have proven the human need for friendships, which is even more important for people who live alone. We see some of them talking and shaking hands with media stars as if they knew them before.

-5 Emotional release, relaxation, relief, pleasure, excitement, and relief from boredom and isolation.

-6 Escape from stress and alienation.

-7 Create daily rituals that give us a sense of order and security.

With the emergence of new technology that began to spread since the second half of the twentieth century and is still in its development stages that have not reached their peak, media and communication have been distinguished by a set of features that must find their echo in the functional role of media and communication in the digital age. The most prominent of these features are (imad Makkawi & Hussein Al-Sayed, 2002, p. 106):

1- **Interactivity**: where the sender and receiver exchange roles, and the senders are called participants instead of sources, and the communication practice with the receiver is two-way and reciprocal.

2- **Demystification**: It means looking at the audience not as a mass of multiple messages that can be chosen from to suit individuals or small homogeneous groups, rather than unifying messages to suit broad audiences.

3- **Asynchronization**: It means the ability to send and receive messages at the appropriate time for the individual using the communication. In the case of email, messages can be sent at any time regardless of the presence of the message recipient at a specific time. New means can be moved to any location.

4- **Mobility**: means the ability to integrate devices with different operating systems, such as personal computers, portable cameras, and mobile phones.

5- **Convertibility**: Digital communication has made it possible to convert audible signals into printed or visual messages and vice versa.

6- **Connectivity**: Connectivity regardless of manufacturer.

7- **Ubiquity**: means the transformation of new media from mere luxury and add-ons to essential and functional means. This can be clearly seen in the widespread use of mobile phones.

8- **Globalization**: The communication environment has become a global environment that transcends the barriers of time, place, and censorship.

9- **Speed in completing communication**: as the transition from its multiple stages to the single-stage method.

10- Organization as data processing in a digital way has become easier to organize.

11- Intensification where communicators are now able to provide recipients with multifaceted and open-ended doses.

3 - Family Values: The family is the most important social building block and is the first social institution in which an individual grows up. Through the process of socialization, he acquires many attitudes and values. This usually happens through imitation and intentional learning by adults. The child learns attitudes and skills according to the learning process or the reward that accompanies it. Conflict occurs when the attitudes of family members do not agree. Pre-existing attitudes may transcend as a result of modifying the roles of those who set them, and attitudes may replace others, whether negative or positive.

The family is sometimes viewed as two or more individuals living together. In reality, the family is more than a concept - a contract - that brings together a male and a female - although this concept has also undergone changes - to form the family an integrated system based on economic, social, administrative and moral foundations. It is not a physical formation that brings together individuals in a specific time and place, as much as it is also material and moral components that indicate the relationships that arise between these components and what they include of other components that distinguish one family from others, represented by the size of the family - the number of its members - and whether it is extended or nuclear, and its customs, whether conservative or otherwise), and the responsibility within it in terms of quantity and quality (who is responsible for each part of the family's affairs), and the role of each of its members and who governs these roles, and the family's authority in the event of a dispute of any kind. The differences between families in terms of their place of residence - rural or urban - or in terms of profession and work environment - a peasant family and a working family - and the owners of professions and crafts, and their ownership - (rich and poor - and the difference in ages within them and other criteria, makes us look at families as different systems, and perhaps in many cases they are only united by the word family.

Since we are talking about values, we must talk about the trends that constitute an introduction to the formation of values. Trends are defined as a connected group of relatively stable opinions. Trend is a concept that reflects a group of individual responses as represented in his behavior towards social topics and situations towards which the responses of individuals differ as a result of the dialectic of these topics. The responses of individuals are characterized by acceptance or rejection to varying degrees (Daoud & Hussein, p. 16).

Trends are often acquired from several factors:

-1 It represents a reflection of relationships within the family, for example: conservative trends versus liberal trends as a result of the family's way of life.

-2 Exposure to a severe emotional experience such as shock or a pleasant experience that may be a favorable or opposing trend.

-3 Isolationism that makes the individual's tendencies his own model.

-4 Media and communication play a fundamental role in transmitting information that represents the informational basis for building trends.

-5 Regular education and parallel education, whether it takes place in school or is undertaken by social development institutions.

According to Hovland, attitudes are formed as a result of a stimulus that leads to a response: The response - attention and understanding - is often governed by awareness, which is formed gradually if its basic components are available, which are rational knowledge, emotional knowledge, pride - belief - in the value of this knowledge, and readiness to serve this knowledge.

Values are more general than attitudes. Attitudes are values related to specific topics. In other words, a set of attitudes towards multiple topics can be a value for an individual (Daoud & Hussein, p. 18). The individual and values constitute a measure of behavior and a regulator of relationships between individuals. Social responsibility is a value that includes several trends, including: positivity towards respecting work, family, education, social participation, and cooperation... The value of teamwork includes the necessity of everyone's participation in production processes. The value of knowledge includes several trends such as belief in the importance of knowledge and reason, working inspired by knowledge, objectivity, flexibility, and critical thinking... Values also include issuing a judgment. The value of honesty must include a judgment on the dishonest person, the value of courage includes a judgment on the cowardly person, and the value of truthfulness includes a judgment on the lying person. Family values are part of the values of the society in which they live, taking into account the differences that families carry and their reflection on their values. For example, the values carried by the social environment that brings these families together.

Fourth - The role of the media in shaping family values: The media and communication are often viewed as tools and means: telephone, radio, television, newspaper... whereas they are an integrated package of means, methods, procedures, and organization... If these means do not operate within an organized framework, they will not succeed. The medium is also viewed as programs, while it is a cohesive set of policy and program

planning and recipient reactions. For content to be successful, it must be presented in an integrated package of programs that reflect goals and functions. In light of the transformations in media and communication in the digital age, both media and content have changed. Radio is no longer a medium of entertainment and information, the telephone is no longer a medium of information communication, and television is no longer what we knew in the last century. Digital media has combined several functions of several devices into one device, and we will be able to do much more than just make a phone call with a device that is much more than a telephone. Likewise, content is no longer isolated, such as presenting news, education, advertising, guidance, and entertainment programs... although it still exists in reality, but the methods of practice have changed, as information is practiced through entertainment and advertising... and guidance is practiced through education, entertainment, and news... Thus, media in the digital age is shaping the features of a new era through new means and presenting new content, which must have new functions that are reflected in new effects.

Although social, psychological and media research has not provided a conclusive answer to how the media and communication influence, which is one of the problems that still arise at the level of how the media influences, it is proven that the media has an impact and is perhaps the most powerful stimulus among the stimuli to which an individual is exposed, as the media and communication exert a direct and indirect influence on individuals through their influence on other stimuli "social development institutions" that exert their influence on them. Despite attempts to differentiate between the role of the media and communication and their effects on individuals and groups, I believe that the influence is closely linked to the role. Influence cannot occur without an active role played by these means. Perhaps the problem in studying the effects of the media and communication lies in the fact that the content is directed to a wide segment of people, a small number of whom understand it, and an even smaller number of those who understand are convinced by what is presented, and an even smaller number of those who are convinced desire what is presented. Desire is a basic determinant of productivity, and an even smaller number of those who desire it take action towards it.

One of the foundations upon which the theory of media dependence is based is that the more individuals depend on the media to obtain information, the greater the cognitive, emotional and behavioural effects of those media on those individuals (Baran & Dennis, 1995, p. 226). The media and communication play their functional role in shaping family values through several approaches that represent a summary of the media's roles in its three axes mentioned above, which are:

-1 The media role - the intention, the purpose and the goal - the media is a purposeful activity that seeks to achieve at least one purpose or a group of purposes at the same time, and in order to achieve the logical equation through which the media is subject to the principles of goodness and service to humanity and directing it in the right direction, it is necessary to introduce the media material into the circle of awareness of the media phenomenon and its effects to perform its correct role, by creating a basis for interaction between it and reason and morals on the one hand, and between it and social responsibility on the other hand.

Within the framework of this function, every media outlet should play this role. Despite the noticeable activity in promoting family values, transmitting news of group marriage for the unable, group marriage for people with special needs, dating pages, specifications of husband and wife, marriage satellite channel... and the examples are numerous, but they have not yet reached the desired level, to confirm the value of the family as a legitimate social institution; In light of what is witnessed on the ground of the spread of marriages outside the family - customary marriage - and the spread of news of homosexual groups - which have begun to appear in some Arab countries - and their demands for laws regulating their relationships similar to what is happening in some Western cities, and the numerous films that facilitate the divorce process as a first solution to any emerging problem, and those that depict the relationship of a young man with a married woman or vice versa with an adventure worthy of being experienced by viewers, and the man's invitation to any woman to dance - in old Arab films - and describing the refusal as backwardness, and some newspapers' invitation in some of their articles to adolescence at the age of forty and the call to deflower women as a dissolution of the values of backwardness, despite the simplicity of the examples, they practice a destructive act in undermining the family as an entity with its sanctity, and there is no doubt that the enormous media energy with the presence of a spiritual crisis and the absence of intellectual and moral controls can practice widespread destructive activity.

-2 The informative, educational, cultural and persuasive role as apparent functions of the media and communication, which are a rich source of information if used properly. Katz, in his uses and gratifications theory, pointed to the process of influence that is determined by the nature of use, and launched his statement: We should stop asking ourselves: What do the media do to people, and ask what do people do with the media? George Gerbner's cultivation theory also emphasized the extent to which the media is able to create a specific educational, cultural and value-based reality for its viewers and readers, such that the "media reality" replaces

the "natural reality of viewers and readers." Despite the multiplicity of human capabilities, they are directly linked to learning, which means acquisition... or reception... and converting what he acquired into the memory store. It goes through several stages, then comes the stage of behavior and application of influence, which is the stage of natural and direct reflection of that learning. From here, the importance of the media material and its type emerges automatically, which is learned and then influenced by it... and influence means the change that occurs in behavior, actions, convictions and language due to an external influence that is acquired through the available media (Imam, Radio and Television Media, p. 128).

Media and communication perform these functions through repetition (collected and distributed), relevance, justification, contagion, reinforcement, imitation, simulation, changing people's perspectives, and suggestion. These are key mechanisms for shaping opinions and attitudes. Their effectiveness depends on several factors, including the strength of the stimulus itself - the stimulus's content - and its logical environment, the party that handles it and the extent of its influence, as well as the characteristics of the recipient's psychological makeup, needs, thinking characteristics, and age. The effectiveness of media and communication increases when arguments and evidence are supported by the surrounding community. The value system stems from people's vision and perception of what is around them, and the other is often presented in a better light: intelligent, active, generous, and charitable, with all his actions justified. On the other hand, there are latent functions of media and communication that are more influential than their apparent functions in changing attitudes, trends, values, and some patterns of behavior. People often accept and deal with indifference to behavior they previously rejected and even disgusted them. People often abandon values that were firmly established (Al-Hadeef).

Despite the rich diversity of media and communication, their repercussions were extremely negative on the apparent functions of media and communication, especially in the field of education, culture and persuasion... At the level of media, their capacity has become much greater than that of humans, which has reduced opportunities for education and culture. At the level of diversity, the fields of choice have expanded, which has reduced opportunities for persuasion. At the level of content, the media plays a shallow role in promoting culture in general and the culture of family values in particular. Programs of questions from recipients - readers, listeners, viewers and browsers - whose primary purpose is supposed to be education and culture, have become programs to generate more profits by answering questions that do not express culture, and do not require the use of reason as much as they require the use of means (communications). Some of them focused most of their attention on art and sports stars, but rather formulated a new education whose purpose is success with minimal losses and a superficial, hybrid culture that mixes East and West. What has doubled the impact of media and communication is the decline of the role of the family in instilling its values in the souls of its children, in the conditions of modern work and the exit of mothers to the workplace and leaving The rest of the family members - at home, with servants, on the street, or with neighbors - so children absorb values through these various channels that convey contradictory values, the result of which is almost nothing.

-3 The role of the cohesion of the components of society, its stability, and the support of its social norms. Its importance for the family lies in the fact that it constitutes the family's values and guarantees its continuity and development. The sum of family values also constitutes the values and social norms of society. Perhaps what distinguishes a cohesive society is one that can overcome its problems according to social standards that are free of violence in all its forms, and that establishes the values of justice and the rule of law in resolving any problem that befalls it. Researchers have been interested in the issue of violence, especially domestic violence, early on. Several studies have proven that the spread of aggressive behavior and violence among members of society is like the spread of infection in the case of a rapidly spreading disease. Infection is a behavioral learning among members of the same society, especially those who are predisposed and ready for it, or those who are exhausted by life's troubles and drained by the days. The media adds to this suffering and predisposition the power of negative guidance, which reinforces, consolidates, and supports this behavior. Other studies have proven that violence and psychological media influences prepare for aggression through the impersonation of certain characters who clearly play a role in frightening others.

Violence and aggression were not a weapon to change the behavior of others, but rather deepened division, hatred, and a rift in social values. The circles of violence and hatred multiplied, and animosity increased among members of one society... until people almost copied their original values that they inherited from their fathers with values of hatred, violence, fraud, and deception. If solutions were found that were appropriate to the crisis and the possibility of dismantling it, the media of violence appeared once again on the horizon, confirming aggressive behavior as a tool for solving problems, but under the guise of dignity, chivalry, and the like. Perhaps one of the most severe types of tragedy that this situation produced for society is that

each person from the warring parties has the conviction that he is the only one who is right (Al-Basri, 2000, p. 134). The effects of scenes of violence and aggressive behavior can be explained by (Al-Hajjar, 1999, p. 44):

- 1 Observational learning: aggressive behaviors are determined and learned by the observer.
- 2 Emotional discharge through which the viewer tends to be driven by motives for aggressive behavior, which leads to a decrease in this motive as a result of watching the actors behaving aggressively.
- 3 Changes in physiological or emotional arousal and response manifested by witnessing violence and feelings of aggression.
- 4 Situational changes that result from exposure to scenes of violence and the emergence of aggressive emotions, i.e. their effects on behavior.
- 5 Justifications made by aggressive children who watch and watch violent films because it provides them with the purpose to justify their aggressive behavior as normal behavior.

The viewer will not tire himself out in exploring the dose of violence presented, especially in film materials with levels of emotional, verbal, and behavioral violence... to the point that there is hardly a work of art that is devoid of scenes of violence, and some of them have their dramatic plot crafted around violence, to achieve the greatest amount of viewership and to gain the greatest amount of money from advertisers. But without thinking about the effects of these scenes on the recipients, even the traditional values that the family used to instill in children have atrophied and disappeared and been replaced by media values derived from violent series, crime stories, sex plays, and cowboys... It is a huge circle of dire effects with interconnected links presented by the media daily, and family members are saturated with these values... Violent behavior has become the most dominant heroic behavior on the recipient, at a time when the father is busy with his children most of the day outside the family, which has led to television becoming the alternative father for the child with the media material it presents coated in candy, waiting for family members to feed it unconsciously with an unusual psychological tension. The prevailing language of understanding was the language of violent dialogue through cartoon films or through social series calling for the hero to be more brutal in killing and eliminating his enemies, or showing smuggling and trafficking in contraband as normal social behavior. Television contains an innate kind of bias inherent within it regarding the portrayal of any conflict in terms of brutality. that can be seen (Taylor, Kuwait, p. 371)

-4 The role of leading social and cultural change and creating social ideals. The media and communication media exercise this role through cognitive formation and cognitive change mediated by information, which is the basis of knowledge. Knowledge is the set of meanings, beliefs, judgments, concepts, and intellectual perceptions that are formed in a person as a result of repeated attempts to understand the surrounding phenomena and things (Badaoui, 1982, p. 234). The cognitive change brought about by the media and communication is more general and comprehensive than a change in attitude or direction, because the deep-rooted cognitive change goes through a slow transformation process that takes a long time (Alam El-Din, 1998, p. 25). The knowledge base of an individual also varies from time to time as he or she acquires new information and experience. There is no doubt that the greater part of our knowledge about the environment we acquire from the media and communication, and a small portion of it we acquire through our personal experiences.

Media and communications can achieve this through the concept of social marketing, which focuses on using marketing methods to address social problems within the framework of comprehensive media campaigns. This is derived from the theory of social responsibility, which emphasizes the social dimension of media practices and the role of the media in addressing societal problems.

-5 Monitoring the environment and monitoring the interests of society. In the process of changing attitudes and trends, whether at the level of individuals and issues or at the level of values and behavior, the media remains an influential and major factor in this transformation process. Through the media messages - information - correct, suspicious, or even false, presented by the media, the individual forms his position towards the public. Every person must have his own judgment on everything he encounters in his environment, from individuals, issues, and behavior. This judgment is formed based on the information available to him. The media has taken over the largest part of the sources of information from which we derive our understanding, and subsequently our judgment of things. It has begun to influence our attitudes because we have become exposed to it alone in a manner similar to addiction. The natural result of the state of receiving from a single source is understanding and judging matters in a single way from the point of view of the communicator. We should not always believe that he always has good intentions (For more information, see Melvin Deffler and Sandra Paul Rokeach's Media Dependence Theory in any book that discusses media theories.).

Study conclusions and results:

There is no doubt that the media and communication media play a significant role in directing and influencing the behavior of recipients. Although the nature and extent of this influence have not been established as a scientific fact, studies have not denied it. The process of influencing and being influenced by the media and communication media is complex, as many factors intertwine, such as a person's personality, social structure, cultural formation, and the influence of social pressure forces in society. However, the media can bring about cognitive change among the public when it is able to employ the aforementioned factors and direct them in a single, harmonious rhythm that accelerates the desired cognitive change, according to the direction it desires... against and contradicting the existing reality... or in favor of and supporting the existing reality.

When the media and communication media merged, they began to play a new role in shaping the opinions, attitudes, and values of recipients through new means and on multiple levels. By repeating what they present in form and content, whether collectively or distributed, they reformulate the values of society, and then the family, in a way that suits the creators and promoters of this production.

Awareness of the media phenomenon and its effects must be achieved within the framework of social responsibility to constitute a guarantee for society and all its members. Perhaps what increases the seriousness of this issue is the practice of media by parties that do not know its value or role, and therefore do not realize its dangers and effects, or its practice by others who are incapable of analyzing the media phenomenon, or who use it to achieve interests that go in a direction contrary to the interests of society...

The correct approach to media engagement is to view today's family values as tomorrow's societal values, and to harness media power to promote positive values that will elevate the values of the future society. For example, the value of knowledge, a value that should be practiced by means of socialization, including the family and the media... In order for this value to be reinforced, the conviction of the importance of knowledge and study, the role of knowledge and scientific thinking, and respect for scientific material, the teacher, and the teaching profession must be instilled. Simply generalizing the idea (knowledge does not provide bread) destroys the value of knowledge, and simply belittling the value of teachers also destroys this value that should prevail among members of society. In addition to the value of knowledge, let us consider the value of success in any field, and academic success in particular, where the media reduces this value by celebrating the top student, even though success in itself is a value that confirms the value of knowledge, diligence, perseverance, and achieving results that deserve to be celebrated. This is what the family must do to reinforce this value and the values surrounding it.

It is true that the family cannot stop the torrent of values flowing through the media and communication, but it can direct it in the right direction, if transparency prevails in the dialogue between its members: as if it were to show that these values are strange, undesirable, these are our values. But the disaster is when the child learns the value of honesty from the media and school... and the father asks his son when the door is knocked on or the phone rings: If he is asking about me, tell him that I am asleep, not here. in the bathroom. which creates in the child the feeling that honesty is not a value that should be adhered to.

The cohesion of society stems from the cohesion of its families, which reflect the cohesion of its members. Cohesion does not mean that individuals are brought together in a specific place and time, as much as it means spiritual, intellectual, emotional and sentimental connection... and harmonious relationships between its members. This is what the family must provide for itself by exploiting the advantages of media and communication to bring the family together and limit their ability to separate it. When the mother participates with her children in watching, reading and listening to children's programs, when the father participates with his children in sports programs... then common interests are generated, and opinions, values, trends and common values are unified.

Cultural, cognitive, and social structures, opinions, attitudes, and values change according to the information that reaches the family and is inspired by it. If the media and communication media have this intellectual wealth that exceeds human learning capabilities, the family should have a role in gathering, developing, and controlling the knowledge of its members by directing its staff to useful knowledge through several means: the extent of understanding and comprehension, or assistance in understanding, and follow-up, not directing to waste time... The media and communication media help, as they help the family, in directing its members towards sound judgments, provided that a dialogue climate prevails. It is true that the uses of persuasion, such as enticement and intimidation, have positive effects in some cases; but the best types of persuasion are those based on rational persuasion. Albergamo says: Across five continents in the coming years, an endless struggle will erupt between violence and friendly persuasion... Hence, the only honorable path will be to pledge everything in a decisive adventure whose outcome is that words are more powerful than bullets

(Al-Hajjar, 1999, p. 30). This cannot be achieved without communication because it is the basis of social activity, indeed the basis of human existence. With the continuous development of our concepts of self and environment, what we like today may not be so tomorrow, and we may be fascinated by something we consider ordinary in the future, and what we aspire to now may be much less in the future.... The media and communication, as well as the family, must make each member feel important and the importance of what he accomplishes according to his abilities (there is no such thing as trivial work).

People's stress levels are likely to decrease when they find a solution to their problems, or escape from them, and entertainment is often one of the escape routes... Even entertainment should be purposeful, and perhaps its most prominent form is play, which should focus on what is enjoyable and useful. Media and communication policies fail if they are not coupled with or compatible with the role of the family and school... In developing the values of purposeful entertainment, the media may call for practicing sports, and if the family does not support this call, it fails. Here we return to the importance of awareness among parents.

Perhaps the skills of thinking, analysis, and interpretation can be developed by the media, communication, the family, and other social development institutions when they present more questions than they provide solutions. They are more successful when they encourage different parties to strive to provide correct answers. This role falls primarily on the school, followed by other socialization institutions, which doubles the tasks assigned to the family first, and to the media and communication second.

If advertising has the power to influence and change, the family can limit its effects by offering home products similar to what the advertisement offers or an alternative to it, produced and offered under the family's supervision in a way that does not disrupt the family's diet. However, the most dangerous thing is when adults fall under the influence of advertising before children.

Study recommendations:

Studies recommend the following:

-1 Working on the participation of experts in the fields of media, education, psychology, sociology, law, and history... Their efforts and visions complement each other in preparing positive media materials whose publication and presentation through various media outlets will have positive effects on the individual, family, and community levels.

-2 Precisely defining the required media objectives and dividing them into stages and time frames so that people feel that there is a problem closely linked to their lives, the lives of their children, their safety, and the safety and security of society, and integrating these objectives with the objectives of social development institutions, and striving to achieve them simultaneously.

-3 Unconventional themes—rebellion against parents, lying within the family, theft—are often dealt with in a dazzling manner, while other values should be dealt with in a more dazzling manner. This should be a central goal for media and communication makers, by mapping out societal and family values and striving to achieve them, as rebellion against values is part of Western culture, while in our country justice is the primary value.

-4 Good scheduling of media activity content to achieve continuity, consistency, comprehensiveness, diversity and focus. It is not enough to present diverse content in various media outlets. Media activities must be multiple and complement each other, such as newspapers, television and websites discussing the values presented by drama, during and after its presentation, and holding seminars and lectures in schools and universities to clarify the values presented and what is meant by them.

-5 When discussing what is published by the media and communication objectively, incorrect information about many things can be replaced with correct and accurate concepts. Correcting the error before it becomes widespread is more effective than treating its effects.

-6 Working to improve the image of the family and family values in various media and communication outlets through specialized programs, while emphasizing them in public programs and film productions... clarifying the difference between the worthless and the valuable.

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