



Research Article

University Youth's Perception of Digital Citizenship Values in Their Use of Social Media and Its Reflections on Their Interactions

A Survey Study

Lect. Dr. Saifuldeen Hussein Khalaf Hussein^a

saifuldeen.hussein@uokirkuk.edu.iq

ORCID : 0000-0003-3666-3458

^a University of Kirkuk – College of Media – Department of Radio and Television

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Abstract:

Within the theoretical framework of cognitive perception, this study aims to examine the extent to which university youth perceive the values of digital citizenship while using social media platforms. This is achieved by identifying the respondents' level of knowledge of these values, their mental awareness and recall of them, and their practical application during their use of social networking sites. Communication, connectivity, and interaction among users in the digital virtual space require awareness, recall, and implementation of digital citizenship values across the three core activities performed by individuals in that space: communication, connection, and interaction.

The study falls within descriptive research and is based on the survey method. Data were collected through a structured audience questionnaire consisting of closed-ended questions designed to meet the specified research objectives.

The researcher reached several conclusions, the most significant of which indicate that respondents possess a good level of knowledge regarding digital citizenship values when using social media platforms. They also demonstrate awareness of the importance of mentally recalling these values and attribute high importance to their practical application for the purposes of communication, connection, and interaction. Furthermore, the proportion of respondents who lack knowledge of digital citizenship values, fail to recall them mentally,

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or do not apply them in practice while using social media platforms is relatively small. This represents a positive indicator of a high level of awareness among respondents regarding these values, in line with the defined objectives of the study.

Keywords: perception, digital citizenship values, social media platform, university youth's.

Methodological Framework of the Study

First: Research Problem and Research Questions

A research problem is defined as a situation, issue, idea, or concept that requires scientific investigation in order to examine its premises, construct relationships among its elements and current outcomes, and reformulate it in light of the study findings within a sound scientific framework (Al-Hamid, 2000:110).

The problem of the present study is represented in the following main question:

To what extent do university youth perceive the values of digital citizenship in their use of social media, and what are the implications of this perception for their interactions?

From this main question, several sub-questions are derived:

1. To what extent do university youth use social media platforms?
2. To what extent do university youth possess knowledge of digital citizenship values while using social media?
3. To what extent do university youth mentally recall digital citizenship values during their use of social media?
4. To what extent do university youth practically apply the digitally recalled values of digital citizenship in their use of social media?
5. What are the implications of university youth's perception of digital citizenship values for their interactions on social media platforms?

Second: Significance of the Study

1. Scientific Significance:

The importance of this study lies in its focus on examining perception as manifested in knowledge, mental recall, and practical application of digital citizenship values among university youth in their use of social media platforms. Monitoring and identifying these dimensions in a scientific manner



constitutes a valuable contribution to media scholarship and serves as a foundation for interdisciplinary research linking media studies and social psychology, thereby enhancing approaches to defining digital citizenship values based on the attitudes and orientations of interactive audiences.

2. Societal Significance:

The study highlights the importance of digital citizenship values for the public and seeks to define them scientifically in a way that may encourage their adoption. When audiences perceive scholarly attention devoted to reinforcing such values—beginning with students and extending to individuals proficient in communication, connectivity, and interaction—this may contribute to strengthening responsible digital engagement within society.

Third: Objectives of the Study

The study aims to identify the extent to which university youth perceive digital citizenship values in their use of social media platforms. To achieve this overarching aim, it is divided into the following sub-objectives:

1. To determine the extent of university youth's use of social media platforms.
2. To assess university youth's knowledge of digital citizenship values in their use of social media.
3. To identify the extent of mental recall of digital citizenship values among university youth during their use of social media.
4. To examine the extent to which university youth practically apply the digitally recalled values of digital citizenship in their use of social media.
5. To explore the implications of university youth's perception of digital citizenship values for their interactions on social media platforms.

Fourth: The Theoretical Framework of the Study

Researchers may derive specific hypotheses for scientific inquiry from established theories in order to verify their validity within the parameters of a particular study and to support or refute such theories (Al-Mashhadani, 2017: 67). Accordingly, the present study is grounded in the theoretical framework of cognitive perception.

Cognitive perception is a branch of psychology concerned with how individuals think, learn, solve problems, and process information. It emphasizes internal mental processes—such as attention, memory, and thinking—and

examines how these processes influence behavior rather than viewing behavior merely as a response to stimuli. Among its core principles is the focus on the mind as an information-processing system that interprets and transforms information into knowledge. It also highlights cognitive processes such as perception, attention, and problem-solving as essential to understanding behavior, as well as the relationship between stimulus and response. This framework assumes that ideas and beliefs are the primary drivers of emotions and behavior, rather than mere reactions (Docebo, 2025).

In light of this framework, the theoretical premise of the study posits that:

There is a positive relationship between university youth's perception of digital citizenship values in their use of social media platforms and their interactions with others on these platforms, based on cognitive dimensions represented by knowledge, mental recall, and practical application.

Fifth: Type of Research and Methodology

The present study falls within **descriptive research** and employs the **survey method**. The survey method refers to the set of procedures, approaches, and techniques used to collect data and derive results, interpretations, explanations, or predictions related to the research topic (Al-Mashhadani, 2017:42).

Within the framework of the survey method, the researcher utilized a **questionnaire** as the primary instrument for collecting the required data and information.

Sixth: Research Population and Sample

The research population was defined as Iraqi university students enrolled in colleges or departments specializing in media studies. The researcher selected the study sample from students of:

1. University of Baghdad – College of Media
2. Al-Iraqia University – College of Media
3. University of Kirkuk – College of Media, Department of Media (within the College of Arts)
4. University of ThiQar – College of Media

The rationale for selecting this sample is as follows:



1. Students of media colleges and departments represent the primary category among Iraqi university students who are expected to demonstrate awareness of digital citizenship values—knowledge, recall, and application—given their academic specialization.

2. Media students at the University of Baghdad and Al-Iraqia University represent the capital and central region of Iraq; students of the Department of Media at the University of Kirkuk represent northern Iraq; and students of the University of ThiQar represent southern Iraq. This distribution ensures geographical representation across Iraq.

Seventh: Scope of the Study

1. **Thematic Scope:** The study seeks to examine university youth's perception of digital citizenship values in their use of social media platforms through a survey of the specified research sample.

2. **Spatial Scope:** The study was conducted in the governorates of Baghdad, Kirkuk, and ThiQar, for the reasons outlined in the section on the research population and sample.

3. **Human Scope:** The study focused on students of media colleges at the University of Baghdad and Al-Iraqia University, students of the Department of Media at the University of Kirkuk, and students of the College of Media at the University of ThiQar.

4. **Temporal Scope:** The study was conducted during the period from June 1, 2022, to September 30, 2022. During this time, the researcher designed the questionnaire, submitted it to expert reviewers, incorporated their feedback, distributed the final electronic version to respondents, analyzed the responses, and extracted the results. This period was intentionally selected because it coincided with the students' summer vacation, during which they tend to use social media platforms more frequently than during the regular academic semester.

Eighth: Validity and Reliability Procedures

1. **Validity:** Validity refers to the extent to which expert reviewers agree that the data collection instrument is appropriate for achieving the objectives for which it was designed (Al-Hamid, 2000: 429).

The researcher adopted **face validity**, whereby the questionnaire was presented to a panel of experts and specialists for evaluation. The reviewers confirmed its suitability for measurement, suggesting certain modifications, some of which were incorporated by the researcher. The percentage of

agreement among reviewers, calculated according to the designated formula, reached **91.30%**, which is considered scientifically high and acceptable.

2. Reliability: Reliability was assessed using the **split-half method**, which involves dividing the instrument items into two equivalent halves. To calculate reliability using this method, all questionnaires completed by the study sample (N = 175) were analyzed.

The Pearson correlation coefficient between the two halves was **0.77**. After applying the **Spearman–Brown correction formula**, the reliability coefficient increased to **0.84**, which is considered an acceptable level of reliability.

Ninth: Research Instrument

1. Audience Questionnaire Form

The questionnaire is a systematic method of data collection that follows structured procedures aimed at eliciting facts, opinions, or ideas from respondents in a regulated and methodological manner, without researcher intervention in the respondents' self-reporting (Al-Hamid, 2000:353).

The researcher employed this instrument to collect the required data in line with the study objectives. An electronic questionnaire was designed consisting of:

1. **8 main questions**
2. **53 sub-questions**

The instrument aimed to measure the extent of university youth's perception of digital citizenship values in their use of social media platforms. The questionnaire relied on **closed-ended questions** with predetermined response options to ensure clarity and consistency in respondents' answers.

Tenth: Definition of Research Terms

1. **Perception:** Perception is defined as the individual's prior knowledge, followed by mental recall, and subsequently the practical application of concepts that are required to guide behavior in public life, including interactions within the virtual environment.

2. **Mental Recall:** Mental recall refers to the presence of recognized and understood digital citizenship values in individuals' minds while using social media platforms.



3. **University Youth:** University youth are defined as individuals aged between 18 and 24 years who are enrolled in colleges and institutes at the undergraduate (Bachelor's) level.

4. **Digital Citizenship Values:** Operationally defined by the researcher as the standards governing behavior and emotional responses upon which users of social media platforms rely in their communication, connectivity, and interaction within the virtual environment provided by these platforms. They also represent standards for the optimal use of technology through which individual behavior and interactions in the virtual environment are shaped.

These values are grounded in a set of principles that ultimately define the meaning of the value itself and the behavior expected to result from it. They serve as a means of preparing a generation capable of using technology in a proper and responsible manner. The researcher identified a number of statements, each representing a specific digital citizenship value, based on a review of previous studies and available online resources. These statements were presented to a panel of academic experts who confirmed their suitability for application, with minor modifications incorporated by the researcher.

5. **Social Media Platforms:** It is operationally defined as digital platforms that provide individuals with a space for communication, connectivity, and interaction, requiring a minimum level of skill for optimal use. Although they are generally websites, they are distinguished by the prominence of interactive and communicative features enabled by modern internet technologies.

Eleventh: Previous Studies

1. **Abu Hussein (2022):** This study aimed to identify the role of social media platforms in developing digital citizenship values among students at private Jordanian universities. Using the survey method, a questionnaire was distributed to a random sample of 502 respondents. The findings indicated that social media platforms play a significant role in promoting digital citizenship values among respondents. Additionally, the variable of academic level influenced value development, whereas gender and the number of social media accounts did not significantly affect the relationship between the study variables.

2. **Al-Sulami (2021):** This study examined the extent to which Saudi youths' use of social media influences the enhancement of their digital citizenship values, and which specific values are most frequently exchanged among users. The survey method was employed, and a questionnaire was

administered to a sample of 400 respondents from the city of Jeddah. The results revealed that social media platforms did not play a substantial role in enhancing digital citizenship values among participants.

3. **Amin and Ahmed (2020):** This study investigated the role of mobile applications in strengthening digital citizenship values among students at selected Egyptian universities by identifying the values to be enhanced and the most influential applications. Using the survey method, a questionnaire was distributed to a university student sample. The findings demonstrated that mobile applications play an effective role in promoting digital citizenship values, particularly respect, education, and protection.

4. **Abdeljawad (2021):** This study explored the effectiveness of distance education in supporting digital citizenship values among university youth by measuring its ability to enhance digital behavior, digital responsibility, and digital security among respondents. The survey method was used, and a questionnaire was administered to a random sample of 78 participants. The study emphasized the importance of incorporating activities and curricula within distance education programs that support digital citizenship values, as well as dedicating resources to strengthening digital security and responsibility among university students.

Twelfth: Commentary on Previous Studies

The reviewed studies generally sought to highlight and promote digital citizenship values among respondents. However, unlike the present study, they did not focus on measuring the extent to which respondents *perceive* these values.

The current research differs by examining university youths' perception of digital citizenship values through assessing their level of knowledge, their mental recall of these values during their use of social media platforms, and their practical application of these values in communication, connectivity, and interaction within the virtual space.

Presentation and Interpretation of Audience Study Results

Table (1), which presents the distribution of respondents, indicates that the number of participants from Baghdad Governorate reached **57**, including **38 males** and **19 females**. In contrast, the number of respondents from Kirkuk Governorate was **64**, including **36 males** and **28 females**. Meanwhile, the number of respondents from ThiQar Governorate totaled **54**, including **37 males** and **17 females**.

Overall, the findings show that the number of male respondents exceeds that of female respondents in each governorate. This distribution may be attributed to differences in patterns of engagement, communication, and interaction, where males appear to demonstrate comparatively higher levels of participation in the context examined by the study.

Table (1): Distribution of Respondents.

No.	Governorate	Total Number of Respondents	Rank	Males	Rank	Females	Rank
1	Kirkuk	64	First	36	Third	28	First
2	Baghdad	57	Second	38	Second	19	Second
3	ThiQar	54	Third	37	First	17	Third
Total		175		111		64	

Presentation and Interpretation of Table (2): Gender Distribution of Respondents.

Table 2, which presents the gender distribution of respondents, indicates that **males** ranked first, constituting **63.42%** of the total sample. In contrast, **females** ranked second, representing **36.60%** of the respondents.

Table (2): Gender of Respondents.

No.	Gender	Number	Percentage	Rank
1	Male	111	63.42%	First
2	Female	64	36.60%	Second
Total		175	100%	

Presentation and Interpretation of Table (3): University Youth's Frequency of Social Media Use.

Table 3, which presents the frequency of social media use among university youth, indicates that the category of respondents who **always use social media** ranked first, accounting for **66.30%** of the sample. The category of respondents who **sometimes use social media** ranked second, representing **32.60%**, while those who **never use social media** ranked third, constituting only **1.14%**.

These results reflect a clear and consistent reliance by respondents on social media, primarily for obtaining news, as well as for communication, connectivity, and interaction with others.

Table (3): Frequency of Social Media Use Among University Youth.

No.	Option	Frequency	Percentage	Rank
1	Always use	116	66.30%	First
2	Sometimes use	57	32.60%	Second
3	Never use	2	1.14%	Third
Total		175	100%	

Indicators of the Practical Application of Digital Citizenship Values in the Study.

The digital citizenship values identified by the researcher and presented to the audience sample of the study include the following:

1	Respecting public taste and demonstrating proper manners.
2	Respecting national constants and values and defending them.
3	Combating unacceptable behaviors such as identity impersonation and the spread of malicious rumors.
4	Demonstrating a culture of dialogue and discussing opinions objectively.
5	Promoting peace and tolerance and rejecting violence and aggression.
6	Mastering tools of interaction, communication, and connectivity on social media platforms.
7	Being aware of the importance of defining the fundamental objectives of communication, connectivity, and interaction.
8	Rejecting racism, sectarianism, and all forms of discrimination among members of society.
9	Assisting others in overcoming technical problems.
10	Respecting the privacy of others and refraining from violating it.
11	Sharing information with the community about methods of electronic protection and cyber security prevention.
12	Encouraging cooperation through the provision of purposeful and constructive content.

Interpretation of Table (4): Knowledge of Digital Citizenship Values.

Table 4, which addresses the extent of university youths' knowledge of digital citizenship values when using social media platforms, reveals the following results:

1. Regarding the value "Respecting public taste and demonstrating proper manners," 38.91% of respondents reported that they fully know this value,

57.71% indicated that they know it to some extent, while 3.43% reported that they do not know it.

2. Concerning “Respecting national constants and values and defending them,” 65.14% stated that they fully know this value, 30.91% know it to some extent, and 4% do not know it.

3. With respect to “Combating unacceptable behaviors such as identity impersonation and the spread of malicious rumors,” 73.14% reported full knowledge, 24% partial knowledge, and 2.91% indicated no knowledge.

4. Regarding “Demonstrating a culture of dialogue and discussing opinions objectively,” 74.31% of respondents indicated full knowledge, 24.60% partial knowledge, and 1.14% no knowledge.

5. Concerning “Promoting peace and tolerance and rejecting violence and aggression,” 77.71% reported full knowledge, 20.60% partial knowledge, and 1.71% no knowledge.

6. Regarding “Mastering tools of interaction, communication, and connectivity on social media platforms,” 66.91% reported full knowledge, 30.91% partial knowledge, and 2.30% no knowledge.

7. Concerning “Awareness of the importance of defining the fundamental objectives of communication, connectivity, and interaction,” 35.43% indicated full knowledge, 62.91% partial knowledge, and 1.71% no knowledge.

8. With regard to “Rejecting racism, sectarianism, and all forms of discrimination among members of society,” 84.57% reported full knowledge, 14.90% partial knowledge, and 0.57% no knowledge.

9. Regarding “Assisting others in overcoming technical problems,” 77.71% indicated full knowledge, 21.14% partial knowledge, and 1.14% no knowledge.

10. Concerning “Respecting the privacy of others and refraining from violating it,” 87.43% reported full knowledge, 12% partial knowledge, and 0.57% no knowledge.

11. Regarding “Sharing information with the community about methods of electronic protection and cyber security prevention,” 44.57% reported full knowledge, 36% partial knowledge, and 19.43% no knowledge.

12. Concerning “Encouraging cooperation through the provision of purposeful content,” 55.43% indicated full knowledge, 36% partial knowledge, and 8.57% no knowledge.

Overall, the results indicate that the majority of respondents who demonstrated knowledge of digital citizenship values possessed **full knowledge**, followed by those who reported **knowledge to some extent**. In contrast, only a **very small proportion** of respondents indicated that they were

unfamiliar with these values. This finding represents a **positive indicator** of the high level of awareness among the respondents regarding digital citizenship values.

Table (4)

Table 4 shows the extent of university youths' knowledge of digital citizenship values when using social media.

No.	Digital Citizenship Values	Fully Know (Freq.)	Fully Know (%)	Know to Some Extent (Freq.)	Know to Some Extent (%)	Do Not Know (Freq.)	Do Not Know (%)
1	Respecting public taste and adhering to good manners	68	38.91%	101	57.71%	6	3.43%
2	Respecting national constants and values and defending them	114	65.14%	54	30.91%	7	4%
3	Combating unacceptable behaviors such as impersonation and spreading malicious rumors	128	73.14%	42	24%	5	2.91%
4	Adopting a culture of dialogue and discussing opinions objectively	130	74.31%	43	24.60%	2	1.14%
5	Promoting peace and tolerance and rejecting violence and aggression	136	77.71%	36	20.60%	3	1.71%
6	Mastering tools of interaction, communication, and connectivity on social media	117	66.91%	54	30.91%	4	2.30%
7	Awareness of the importance of defining the main objectives of communication and interaction	62	35.43%	110	62.91%	3	1.71%
8	Rejecting racism, sectarianism, and all forms of	148	84.57%	26	14.90%	1	0.57%

	discrimination among members of society						
9	Helping others overcome technical problems	136	77.71%	37	21.14%	2	1.14%
10	Respecting others' privacy and not violating it	153	87.43%	21	12%	1	0.57%
11	Sharing information with society about cyber protection and prevention methods	78	44.57%	63	36%	34	19.43%
12	Encouraging cooperation by providing purposeful content	97	55.43%	63	36%	15	8.57%

Interpretation of Table (5).

Table 5, which relates to the **mental recall of digital citizenship values among respondents**, indicates that the percentage of respondents who recall these values is **87.43%**, whereas the percentage of those who do not recall them is **12.57%**.

The results show that the level of mental recall of digital citizenship values among respondents is higher than that of those who do not recall them. This reflects respondents' awareness of the importance of digital citizenship values and the significance of recalling them mentally while using social media platforms.

Table (5)

Mental Recall of Digital Citizenship Values Among Respondents When Using Social Media.

No.	Option	Frequency	Percentage	Rank
1	Recall them	153	87.43%	First
2	Do not recall them	22	12.57%	Second
Total		175		

Interpretation of Table (6).

Table 6, which addresses the **extent of mental recall of digital citizenship values among respondents**, indicates that the percentage of those

who recall them **always** is **33.71%**, while **58.90%** recall them **often**, and **7.43%** recall them **sometimes**.

The results demonstrate that mental recall of digital citizenship values exists among respondents, whether this recall occurs often, always, or sometimes. The important point is that these values are present in respondents' minds when using social media platforms regardless of the level of recall.

Table (6)

Extent of Mental Recall of Digital Citizenship Values Among Respondents When Using Social Media.

No.	Scale Options	Frequency	Percentage
1	Always recall them	59	33.71%
2	Often recall them	103	58.90%
3	Sometimes recall them	13	7.43%
Total		175	100%

Interpretation of Table (7).

Table 7, which concerns the **extent to which respondents mentally recall each of the digital citizenship values when using social media**, indicates the following:

1. Regarding the value of **respecting public taste and good manners**, **60.57%** always recall it, **29.14%** recall it often, and **10.29%** recall it sometimes.
2. Regarding **respecting national constants and defending values**, **61.14%** always recall it, **32.57%** often recall it, and **6.31%** recall it sometimes.
3. Regarding **combating unacceptable behaviors such as impersonation and spreading malicious rumors**, **65.14%** always recall it, **25.14%** often recall it, and **9.71%** recall it sometimes.
4. Regarding **adopting a culture of dialogue and objective discussion**, **74.91%** always recall it, **20%** often recall it, and **5.14%** recall it sometimes.
5. Regarding **promoting peace and tolerance and rejecting violence**, **81.14%** always recall it, **15.43%** often recall it, and **3.43%** recall it sometimes.
6. Regarding **mastering communication and interaction tools on social media**, **74.31%** always recall it, **23.43%** often recall it, and **2.31%** recall it sometimes.

7. Regarding **awareness of defining the main objectives of communication and interaction**, **80.60%** always recall it, **13.71%** often recall it, and **5.71%** recall it sometimes.

8. Regarding **rejecting racism and sectarianism**, **78.31%** always recall it, **18.91%** often recall it, and **2.91%** recall it sometimes.

9. Regarding **helping others overcome technical problems**, **83.43%** always recall it, **14.91%** often recall it, and **1.71%** recall it sometimes.

10. Regarding **respecting others' privacy**, **89.71%** always recall it, **8%** often recall it, and **2.31%** recall it sometimes.

11. Regarding **sharing cyber protection and prevention information**, **67.43%** always recall it, **25.14%** often recall it, and **7.43%** recall it sometimes.

12. Regarding **encouraging cooperation through purposeful content**, **53.14%** always recall it, **44.60%** often recall it, and **2.31%** recall it sometimes.

Overall, the results indicate that the **mental recall of digital citizenship values among respondents is high**, whether this recall occurs always, often, or sometimes. However, the percentages of **always and often recalling these values are the highest**, which represents a positive indicator reflecting respondents' awareness of and interest in digital citizenship values when using social media platforms.

Table (7) – Mental Recall of Digital Citizenship Values by University Youth When Using Social Media.

No.	Digital Citizenship Value	Always Recall	Often Recall	Sometimes Recall	% Always	% Often	% Sometimes
1	Respecting public taste and manners	106	51	18	60.57%	29.14%	10.29%
2	Respecting national constants, values, and defending them	107	57	11	61.14%	32.57%	6.31%
3	Combating unacceptable behaviors like identity theft and spreading malicious rumors	114	44	17	65.14%	25.14%	9.71%

4	Adopting a culture of dialogue and discussing opinions objectively	131	35	9	74.91%	20%	5.14%
5	Promoting peace, tolerance, and rejecting violence and aggression	142	27	6	81.14%	15.43%	3.43%
6	Mastering interaction, communication, and networking tools on social media	130	41	4	74.31%	23.43%	2.31%
7	Awareness of the importance of setting basic goals for communication and interaction	141	24	10	80.60%	13.71%	5.71%
8	Rejecting racism, sectarianism, and all forms of social discrimination	137	33	5	78.31%	18.91%	2.91%
9	Helping others overcome technical problems	146	26	3	83.43%	14.91%	1.71%
10	Respecting others' privacy and not violating it	157	14	4	89.71%	8%	2.31%
11	Sharing community information on electronic protection and prevention	118	44	13	67.43%	25.14%	7.43%
12	Encouraging cooperation through providing purposeful	93	78	4	53.14%	44.60%	2.31%

content

Table (8) – Application of Mentally Recalled Digital Citizenship Values by University Youth on Social Media.

No.	Alternatives	Frequency	Percentage	Rank
1	Yes, I apply them	157	89.71%	First
2	No, I do not apply them	18	10.29%	Second
Total		175	100%	

Table (9) – Extent of Application of Mentally Recalled Digital Citizenship Values by University Youth on Social Media.

No.	Digital Citizenship Value	Always Apply	Often Apply	Sometimes Apply	% Always	% Often	% Sometimes
1	Respecting public taste and manners	92	71	15	52.60%	40.60%	6.61%
2	Respecting national constants, values, and defending them	87	73	15	49.71%	41.71%	8.60%
3	Combating unacceptable behaviors like identity theft and spreading malicious rumors	85	74	15	48.60%	42.31%	9.14%
4	Adopting a culture of dialogue and discussing opinions objectively	96	62	17	54.91%	35.43%	9.71%
5	Promoting peace, tolerance, and rejecting violence and aggression	105	57	13	60%	32.60%	7.43%
6	Mastering interaction, communication, and networking tools on social media	82	73	20	46.91%	41.71%	11.43%
7	Awareness of the importance of setting basic goals for communication and interaction	78	69	28	44.60%	39.43%	16%
8	Rejecting racism,	113	51	11	64.60%	29.14%	6.31%

	sectarianism, and all forms of social discrimination						
9	Helping others overcome technical problems	83	73	19	47.43%	41.71%	10.91%
10	Respecting others' privacy and not violating it	105	51	18	60.60%	29.14%	10.31%
11	Sharing community information on electronic protection and prevention	85	74	15	48.60%	42.31%	9.14%
12	Encouraging cooperation through providing purposeful content	99	62	17	57.71%	36%	6.31%

Summary of Results

1. Males represent the majority of respondents with a percentage of 63.42%, compared to females at 36.60%.
2. Frequent (daily) use of social media by respondents ranked first at 66.30%, followed by occasional use at 32.60%.
3. Respondents' knowledge of digital citizenship values (fully aware) ranked first, followed by partial knowledge, and finally those not aware.
4. Respondents demonstrated high mental recall of digital citizenship values while using social media (87.43%) compared to 12.57% who did not recall them.
5. Variation in mental recall of digital citizenship values showed that "often recall" ranked first (58.90%) and "always recall" ranked second (33.71%).
6. Application of mentally recalled digital citizenship values ranked first as "always" applied, second as "often" applied, and third as "sometimes" applied.

Theoretical Framework Findings

1. The first assumption of the hypothesis—knowledge of digital citizenship values among university youth when using social media—was confirmed.



2. The second assumption of the hypothesis—mental recall of digital citizenship values among university youth when using social media—was confirmed.

3. The third assumption of the hypothesis—practical application of digital citizenship values among university youth when using social media—was confirmed.

Conclusions

1. High knowledge of digital citizenship values among respondents reflects their awareness of these values and their importance while using social media for communication and interaction.

2. High mental recall of digital citizenship values indicates the importance of these values being present in respondents' minds when using social media for communication and interaction.

3. High awareness of the practical application of digital citizenship values reflects respondents' conscious understanding of these values when using digital platforms.

4. Low percentages of respondents who do not know, recall, or apply digital citizenship values indicate strong awareness and recognition of their importance in using social media for communication and interaction.

Recommendations:

1. Researchers and relevant institutions, particularly academic ones, should work on promoting digital citizenship values by conducting studies that include a large sample of the Iraqi society, due to the importance of the topic. This can help reduce risks such as cyber blackmail and violations against others in the virtual space.

2. Media outlets should pay attention to promoting digital citizenship values by allocating programs or segments that explain the importance of these values in society and the need for their practical application.

3. Digital citizenship values should be promoted through individual behavior of social media users, manifested in the communication, interaction, and engagement processes carried out by the individuals.

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Bio Note:

Saifuldeen Hussein Khalaf Hussein, Lect. Dr., University of Kirkuk, College of Media, Department of Radio and Television. ORCID: 0000-0003-3666-3458. E-mail: saifuldeen.hussein@uokirkuk.edu.iq.