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قواعد النشر

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- يعتمد النشر على رأي اثنين من المحكمين المتخصصين في تحديد صلاحية المادة للنشر.
- ألا يكون البحث قد سبق نشره في أي مجلة علمية محكمة أو مؤتمراً علمياً.
- لا يقل البحث عن خمسة آلاف كلمة ولا يزيد عن عشرة آلاف كلمة... وفي حالة الزيادة يتحمل الباحث فروق تكلفة النشر.
- يجب ألا يزيد عنوان البحث (الرئيسي والفرعي) عن ٢٠ كلمة.
- يرسل مع كل بحث ملخص باللغة العربية وأخر بالغة الانجليزية لا يزيد عن ٢٥٠ كلمة.
- يزود الباحث المجلة بثلاث نسخ من البحث مطبوعة بالكمبيوتر.. ونسخة على CD، على أن يكتب اسم الباحث وعنوان بحثه على غلاف مستقل ويشار إلى المراجع والهوامش في المتن بأرقام وترد قائمتها في نهاية البحث لا في أسفل الصفحة.
- لا ترد الأبحاث المنشورة إلى أصحابها.... وتحفظ المجلة بكافة حقوق النشر، ويلزم الحصول على موافقة كتابية قبل إعادة نشر مادة نشرت فيها.
- تنشر الأبحاث بأسبقية قبولها للنشر.
- ترد الأبحاث التي لا تقبل النشر لأصحابها.

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● **The Saudi Student's Attitudes Towards Watching
Television Programs With Their Families on the Light
of Age and Education Effects**

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● **اتجاهات الطلاب السعوديين نحو مشاهدة البرامج التلفزيونية مع أسرهم
في ضوء تأثيرات العمر والتعليم**

● د/ إبراهيم بن عبد الله الزايد

أستاذ مساعد بقسم الإذاعة والتلفزيون والفيلم بكلية الإعلام والاتصال - جامعة الإمام
محمد بن سعود الإسلامية بالرياض

Abstract

This study was conducted on a random sample of male and female students at Imam University in Riyadh, amounting to (360) individuals from various practical and theoretical colleges, through the survey newspaper. The study aimed to identify the sample members' attitudes towards watching television programs with their families, in light of the spread of mobile phones and the emergence of the addiction crisis to these devices. The study also aims to find the relationship between age and young people's watching television programs with their families, as well as the relationship between the educational level of young people and their watching of programs. TV with their families.

The study reached results, the most important of which are the following:

- 1- All members of the sample tend to watch television programs with their families, and they believe that it increases their bond with their families. The level of watching with the family "sometimes or for a short time" was the majority among the sample members, reaching 60%.
- 2- The study showed that there is an inverse relationship between the increasing age of the young people in the study sample and their viewing of programs with their families. The older the age, the less watching with the family.
- 3- The study also showed that there is a positive, direct relationship between the advancement of the educational level of the youth in the study sample and their viewing of programs with their families. The higher the educational level, the more watching with the family.

Keywords: #Age; #Education; #Watching; #Programs; #Family

ملخص الدراسة

أجريت هذه الدراسة على عينة عشوائية من طلاب وطالبات جامعة الإمام بالرياض بلغت (360) فردًا من مختلف الكليات العملية والنظرية، وذلك من خلال المسح. وقد هدفت الدراسة إلى التعرف على اتجاهات أفراد العينة نحو مشاهدة البرامج التلفزيونية مع أسرهم، في ظل انتشار الهواتف المحمولة وظهور أزمة الإدمان على هذه الأجهزة، كما هدفت إلى إيجاد العلاقة بين العمر ومشاهدة الشباب للبرامج التلفزيونية مع أسرهم، وكذلك العلاقة بين المستوى التعليمي للشباب ومشاهدتهم لبرامج التلفاز مع عائلاتهم.

وتوصلت الدراسة إلى نتائج، أهمها ما يلي:

- 1 - يميل جميع أفراد العينة إلى مشاهدة البرامج التلفزيونية مع أسرهم، ويعتقدون أن ذلك يزيد من ارتباطهم بأسرهم؛ وكانت نسبة المشاهدة مع العائلة «أحياناً أو لفترة قصيرة» هي الأغلبية بين أفراد العينة حيث بلغت 60%.
 - 2 - أظهرت الدراسة أن هناك علاقة عكسية بين تزايد عمر الشباب عينة الدراسة ومشاهدتهم للبرامج مع أسرهم؛ كلما تقدم العمر، قلَّت المشاهدة مع العائلة.
 - 3 - كما أظهرت الدراسة أن هناك علاقة إيجابية ومباشرة بين تقدم المستوى التعليمي للشباب عينة الدراسة وبين مشاهدتهم للبرامج مع أسرهم؛ كلما ارتفع المستوى التعليمي كلما زادت المشاهدة مع العائلة.
- الكلمات المفتاحية: العمر؛ التعليم؛ مشاهدة؛ العائلة.

Introduction

In the age of social media, and the emergence of the problem of individual addiction to these means, especially among young people⁽¹⁾, there is a need to return to family television programs, which increase the bond between young people and their families, based on the results of previous studies conducted by the British government in one of the London neighborhoods (Part South-west of London - one of the luxurious neighborhoods in London, and every family in this area has had a television set since the advent of television.) The story behind the work of this study goes back to a meeting of several major countries during the advent of television, led by America and Britain, which the conferees thought based on the studies presented. They believe that television plays a vital role in family bonding, and enriches discussions among the family about the programs presented to them and conversations about them, which increases the bond between them ⁽²⁾.

Television plays an important role in the life of society, and is one of the media that contributes to shaping trends, with the diverse and multiple programs it offers with negative and positive content. Television, as an audio-visual medium, also plays a serious media role through sound and image, as it is characterized by attracting attention and focus through Activating the human visual and auditory senses, and the operation of these two senses is in complete harmony, which helps in prolonged sitting to watch television programs that usually extend for long hours ⁽³⁾.

The world is now experiencing a communications revolution characterized by almost all forms of media being digital, which has enabled access to television programs via smart screens, providing humanity with multiple options for receiving, viewing, and saving information. Humans have also become able to exchange information and comment on it through various satellite broadcasting tools. Cell phones, mobile computers, microwave communications, the Internet, and other forms of digital communication.

The media in contemporary society plays a major role in shaping the attitudes of young people and building their relationships with others. This has been helped by the speed with which it shortens time and space, and the speed with which it responds to scientific and technological developments, which leads to increasing the cultural wealth of the human being and facilitating the process of increasing and exchanging human experiences. It is available in the media. It has several advantages, as it provides diverse cultural experiences and behavioral models, and conveys to individuals' experiences that are not in the field of their environmental and social interactions, which makes them have a significant impact on the formation of their perceptions and behaviors inside and outside their environments ⁽⁴⁾.

Study problem

The problem of the study stems from a question that came to the researcher's mind through observation and experimentation about young people's attitudes towards watching television programs with their families, and the extent of the influence of age and educational level on their watching television programs with their families.

Study importance

- 1- This study gains its importance in that it will address - practically - an issue related to young people's attitudes towards watching television programs with their families, and it takes on its importance in several media and social fields.
- 2- This study provides a solution to what recent studies have indicated that modern media has strengthened individualism and lack of communication between individuals.
- 3- This study puts important results in the hands of those in charge of family television programs and the most important useful experiences in this field, in terms of the role of age and education in group viewings or viewings of individuals with their families.
- 4- This study fills a scientific gap in studies of watching television programs with the family, as well as the Saudi library.
- 5- Studies in this field are considered old, and this study is considered a revival of this field in this era in which increases the individual watching to

the programs, and isolation between individuals has been strengthened, which requires returning to conducting studies such this study.

6- This study opens horizons for other studies on the type of programs that the Saudi family watches, what is the parents' point of view towards these programs, and whether they are a solution to their youth isolation.

Study questions

This study seeks to achieve the following objectives:

1- What are the attitudes of Saudi youth towards watching television programs via traditional or smart screens available at home in general?

2- What are the attitudes of Saudi youth towards watching television programs with their families?

3- What is the relationship between the identified factors? Age and educational level in shaping the attitudes of Saudi youth and their actual attitudes towards their exposure to television programs with their families?

4- Is the relationship between the age of young people and their watching television programs with their families a positive, direct relationship, or inverse?

5- Is there a direct, positive relationship between the educational level of young people and their watching television programs with their families, or inverse?

Study variables

The study relied on the following variables:

The variables in this study are the attitudes of Saudi youth towards watching television programs, and it includes two axes:

1- The age variable.

2- The educational level variable.

The two study hypotheses

1- There is a relationship between the age of young people and watching programs with their families.

2- There is a relationship between the educational level of young people and watching programs with their families.

Study methodology

The study belongs to the group of descriptive research that aims to determine the characteristics of a specific phenomenon or situation, by collecting, analyzing, and interpreting facts to extract their significance. The researcher relied on the survey method, as it is considered one of the most appropriate scientific methods for the descriptive studies to which this study belongs⁽⁵⁾.

Study population

The researcher identified the study population as male and female students at Imam University, as the university is considered one of the most important educational institutions concerned with qualifying young people scientifically, culturally, and politically. The university is considered one of the traditional and ancient Saudi universities to which various classes of society are joined by young people of both male and female nationalities.

Study sample

The study sample consisted of random sample reach to (360) from females and males' students at Imam University, in the College of Media and Communication, by sending a link of the survey to the scientific departments in the college.

Study tool

The researcher prepared a survey sheet to collect the necessary data, then applied it to a sample of Saudi youth, in order to find out the attitudes of Saudi youth towards watching television programs.

Validity procedures for the study tool

The validity of the questionnaire means ensuring that it will measure what it was prepared to measure. Validity also means that the questionnaire form includes all the elements that must be included in the analysis on the one hand, and the clarity of its paragraphs and vocabulary on the other hand, so that it is understandable to everyone who uses it. The researcher made sure of the validity of the questionnaire the tool as follows:

Apparent validity of the tool (validity of the arbitrators)

The researcher presented the field study and analytical tools in their initial form to a group of arbitrators consisting of (3) of my fellow faculty members

in the Department of Radio and Television. The researcher asked the arbitrators to express their opinions on the suitability of the statements to measure what they were designed for, and the clarity of the wording of the statements. The suitability of each statement for the axis to which it belongs, and the adequacy of the statements to cover each axis of the study's basic variables, in addition to proposing what they deem necessary in terms of amending or deleting the wording of the statements, or adding new statements to the study tool, as well as expressing their opinions regarding the primary data. . The arbitrators' directions focused on criticizing the length of the questionnaire form and the content analysis form, as they contained some repeated phrases. Some arbitrators also advised of the necessity of reducing some phrases from some axes and adding some phrases to other axes.

Internal consistency validity of the questionnaire paragraphs

The internal consistency of the questionnaire items was calculated on the survey study sample of 30 individuals, by calculating the correlation coefficients between each item and the total score of its axis. The following table shows that the correlation coefficients are significant at the significance level (0.05), as the probability value for each item is less than 0.05, and the calculated r value is greater than the tabulated r value, which is equal to 0.361, and thus the items in the questionnaire are considered true to what they were designed to measure as follows:

Probability value	Correlation coefficient	Paragraph	
0.000	0.852	Sample scenes for TV shows in general	1
0.000	0.871	Sample viewings of television programs with the family according to the age variable	2
0.000	0.721	Sample viewings of television programs with the family according to the educational level variable	3
0.000	0.758	Watching TV programs with my family gives me the opportunity to discuss different topics with my family at home	4

Table No. (1): The value of tabular r at a significance level of 0.05 and a degree of freedom of "28" equals 0.361

Reliability of questionnaire paragraphs

The stability of the study tool means ensuring that the answer will be approximately the same if it is repeatedly applied to the same people at different times. The researcher conducted reliability steps on the same exploratory sample in two ways: the split-half method and the Cronbach's alpha coefficient as follows:

1- Split-Half Coefficient method

The Pearson correlation coefficient was found between the average of the odd-ranked questions and the average of the even-ranked questions. The correlation coefficients were corrected using the Spearman-Brown Coefficient according to the following equation:

Reliability coefficient = $\frac{r^2}{r^2+1}$ where "r" is the correlation coefficient, and the table No. (2) showed that there is a relatively large reliability coefficient for the questionnaire items with the corrected correlation factor, as the general reliability coefficient reached 0.856, which reassures the researcher to use the questionnaire with confidence, as its results were as follows:

Corrected correlation coefficient	Paragraph	
0.862	Sample scenes for TV shows in general	1
0.872	Sample viewings of television programs with the family according to the age variable	2
0.890	Sample viewings of television programs with the family according to the educational level variable	3
0.845	Watching TV programs with my family gives me the opportunity to discuss different topics with my family at home	4
0.856	All paragraphs	

Table No. (2): Reliability coefficient (split-half method)

2- Cronbach's Alpha method

The researcher used Cronbach's alpha method to measure the reliability of the questionnaire form as a second method for measuring reliability. Table (3) showed that the reliability coefficients were high, as the general reliability coefficient reached 0.885, which enhanced the researcher's reassurance in using the form.

Cronbach's alpha coefficient	Paragraph	
0.876	Sample scenes for TV shows in general	1
0.895	Sample viewings of television programs with the family according to the age variable	2
0.904	Sample viewings of television programs with the family according to the educational level variable	3
0.862	Watching TV programs with my family gives me the opportunity to discuss different topics with my family at home	4
0.885	All paragraphs	

Table No. (3): Reliability coefficient (Cronbach's alpha method)

Data analysis method

To achieve the objectives of the study and analyze the collected data, many appropriate statistical methods were used using the Statistical Package for Social Sciences (SPSS). The following is a set of statistical methods used in analyzing the data:

1. The data was coded and entered into the computer, according to the five-point Likert scale, and to determine the length of the five-point Likert scale period (lower and upper limits) used in the study axes, the range (5-1=4) was calculated, then divided by the number of five scale periods to obtain Throughout the length of the paragraph; ($4/5 = 0.8$), this value was then added to the lowest value in the scale (which is the correct one) in order to determine the upper limit for the first period, and so on until reaching the highest value in the scale, which is (a correct five) in the fifth period. .

2. Frequencies and percentages were calculated to identify the personal characteristics of the study's vocabulary and determine the responses of its individuals to the main axes' phrases included in the study tool.
3. The arithmetic mean (mean) in order to determine the extent to which the responses of study individuals increased or decreased for each statement of the basic study variables. It is also useful in arranging the statements according to the highest arithmetic mean.
4. The standard deviation was used to identify the extent to which the responses of the study individuals deviate to each of the statements of the study variables and to each of the main axes from their arithmetic mean. It is noted that the standard deviation shows the dispersion in the responses of the study individuals to each of the statements of the study variables, in addition to the main axes: the closer its value is to zero, the more concentrated the responses are and the lower their dispersion.
5. Cronbach's alpha test to determine the reliability of the questionnaire paragraphs.
6. Pearson correlation coefficient to measure the validity of paragraphs.
7. One-way analysis of variance test.
8. Probability value.

Differences test

Tests of differences and statistical significances between the average responses of respondents according to age and educational level:

The result	Probability value	F value	the fourth year		Third Year		Second Year		First year		Variable
			Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	
توجد فروق	0.000	31.119	0.45	3.79	0.77	3.03	0.93	3.14	0.80	3.08	Age variable
توجد فروق	0.000	35.142	0.56	3.54	0.51	3.45	0.75	3.87	0.67	3.43	Academic level variable

Table No. (4): Tabular "F" value

Study limitations

The limitations of the study were as follows:

- 1- Objective limitations: This study is limited to the attitudes of Saudi youth towards watching television programs with their families.
- 2- Spatial limits: This study is limited to the opinions of a random, representative sample of Saudi youth at the bachelor's level.
- 3- Time limits: Three months during the period from January 1, 2023 to March 31 2023.
- 4- The study population included Saudi youth at Al-Imam University, being the first university in the Kingdom.
- 5- The researcher relied on a sampling unit that included students from different academic levels who were enrolled in bachelor's degrees at the university.

Idioms of the study

- 1- Attitude: It is a cognitive organization, which is represented by relatively stable responses that express a certain attitude towards a particular topic. It is represented by reactions that reflect the evaluative

concepts and beliefs the individual has learned about the characteristics, topic, or category of social topics.

2- Television programs: means all forms of programming, including news, interviews, dialogues, seminars, films, skits, video clips, and viewings of all kinds that can be shown on traditional television screens or displayed via smart screens that display these programs uploaded via the Internet.

3- Saudi youth: They are a group of university students at the bachelor's level, who study at Al-Imam University, whether male or female, and from all academic specializations at the University, and in the various years of their university studies.

4- The university stage in this study is calculated by the number of years, which is four years. Each stage is based on a year, whether this year is two semesters or three.

Theory of the study

This research will be informed by cultivation theory and Use & Gratification. The cultivation Theory which holds that television acquires a central place in our daily life and dominates our symbolic environment. Television shows us the world around us and hence television act as "a cultural arm of the established order which serves primarily to maintain, stabilize and reinforce rather than to alter, threaten or weaken conventional beliefs and behaviors" (Gross, L. 1977) ⁽⁶⁾. Thus, in the present study will try to find out the impact of TV on the behavior of family members in the Saudi Arabia's households whether there is evidence of TV playing a role in promoting family cohesion. Cultivation theory in the basic form, suggests that television determining the life in its picture, or 'cultivating' viewers' the meaning of social reality. **Gerbner & Gross** (1976a) ⁽⁷⁾ argue that "the mass media cultivate attitudes and values which are already present in a culture: the media maintain and propagate these values amongst members of a culture, thus binding it together". Further, they argued that "television tends to cultivate middle-of-the-road political perspectives even religious perspectives". In this theory television delivers constancy and figurative environs that supplies principle for behavior and thought about series of real-life organization. "It is not a window on or reflection of the world but a world in itself" (McQuail, 2008) ⁽⁸⁾. Thus, family holds in Saudi Arabia viewing religious programs together,

for example, are expected to view what is shown on television as the reality of way of living and their behaviors in the real life should reflect the behavior as presented on television – in this case cohesion in the family. In this research the researcher is interested in finding out the relationship between family cohesion reality as presented on television and actual reality of family cohesion in the families participating in this research.

Theorists of Cultivation theory argue between 'first order' and 'second order' effects. First order searches in the general conception such as about the spread of violence and the second order means particular attitudes. There was also a variance between two categories of television viewers: the heavy viewers and the light viewers. The focus is on 'heavy viewers. Person who watches considering amount of television programs are likely to be influenced, by TV messages that forms the world, then individual who watches fewer (Gerbner & Gross, 1976b)⁽⁹⁾. McQuail (2008)⁽¹⁰⁾ clarifies the heavy effect on the audience when people watch the similar to what they have tried in their life.

In brief, the cultivation theory has many aspects that relevant to the study as follows:

- 1) The theory asserts about the effectiveness of television which gains fundamental part in our daily life. At this point the present study met with that view point where TV takes a fundamental part in Saudi household; every Saudi household has at least one TV set (Saudi Central Department of Statistics & information, 2023)⁽¹¹⁾ and they spend watching television between 2-3 hours every day (Marghalani, 1998)⁽¹²⁾.
- 2) The theory affirms the essentiality of social role for television. This point has been studied in the literature review. In the present study has been found numerous of studies stated that support this view point as an example; **Riley, et al.**, (1949)⁽¹³⁾, **Himmelweit, et al.**, (1958)⁽¹⁴⁾, **Goodman**, (1983)⁽¹⁵⁾, **Morley** (1986)⁽¹⁶⁾ and **Coffin** (1955)⁽¹⁷⁾.
- 3) The theory argues that the mass media cultivate attitudes and values. As it had proven "Saudi youth have a tendency to imitate the heroes of films and programs plays significant role on Saudi youth behavior (Serag, 1981)"⁽¹⁸⁾.
- 4) In addition, it argues that the mass media propagating the values amongst members of a culture.

- 5) The theory emphasizes that mass media could convince its follows to track other attitudes.
- 6) The theory states that mass media grant its audiences with the uniformity in their society.
- 7) The theory declares that the more times you watch television the more likely to be influenced.

Literature Review

i. Early studies on Impact of TV programs on family Correlation

Some of studies show that that television plays a major role in bringing together the family. According to **Riley, et al.**,⁽¹⁹⁾ and other early studies, television unifies a family.

Another study by **Bronfenbrenner**⁽²⁰⁾ stated that a change in family life has been caused by watching television. His survey showed a disparity in modern society and life of preceding generations that had been caused by watching television. In his conclusion Bronfenbrenner called for a study that investigates the implication of TV on the relationship between parents and their children.

Moreover, **Morley**⁽²¹⁾ discussed television viewing among UK households and how the audience behaves while watching television. Morley used qualitative techniques by interviewing eighteen families from one area of South London, conducted in the spring of 1985 by recording their answers, with the aim to pursue issues about television viewing behavior in depth. In his conclusion, he stated that there is a lack of knowledge in media studies about television and family in terms of how family members behave as a group, and how they would interact with television in their daily life. Television viewing is seen as a social activity. Further, it was indicated that 81% out of the time while watching TV, parents tend to be doing something else (Singer, D. & Singer, J., 1976)⁽²²⁾. This will be an interesting area which will be filled by research by exploring how the parents watch television with their children and what activities do they do when watching television with their children.

Also, studies have shown that there is a relationship between watching together as a family, watching as individuals, and family cohesion. **Kubey**⁽²³⁾, for example, argues that television viewers who watch a considerable amount of TV are likely to spend more time alone.

It can be argued that, according to **Coffin's** ⁽²⁴⁾ study, TV can be blamed for causing slow down the correlation between families because it could cause solitude between family members. On the other hand, TV may encourage interaction among family member who are watching together. Nonetheless, he stated that television viewing can do both – causes row and interaction within a family. Further, he acknowledged that different viewing times can lead to different results. However, **Singer, D. and Singer, J.** ⁽²⁵⁾ argued that parents do not talk to their children while watching TV.

The interaction between parents and their children in relation of TV viewing has various categories. For example, firstly, parents and their children watch television programs and share the interests of their children's viewing without talking or causing distractions. Secondly, parents and children talk about the TV program and make comments. Thirdly, where parents control their children's TV viewing. Fourthly, parents promote free discussion with their children while watching TV (Valkenburg, et al, 1999) ⁽²⁶⁾. there was a study to **Rothschild, N. & Morgan, M** ⁽²⁷⁾ entitled "Cohesion and Control: Adolescents' Relationships with Parents as Mediators of Television." the study explores the ways in which television exposure contributes to adolescents' conceptions of social reality through their relationships with their parents. Data come from a national survey of 10- to 14-year-olds, in a sample of 888. Indicators of parent-adolescent "cohesion" (e.g., maternal affection, shared activities, satisfaction with time spent together) and "control" were examined. (e.g., parental rules, assertiveness, disciplinary methods) in terms of family relationships in general. It is directly related to watching television. The summary of the results indicates that watching television programs lead to contribution between teenagers and their parents.

ii. Recent studies

There are recent studies that have addressed some aspects of this study, as a **Rahmani** ⁽²⁸⁾ study, in this study the child's exposure to the media was highlighted as the most weak, fragile and moldable party within the family and its repercussions on how he communicates with them, which diagnoses the existing family bond between them. This study relied on the survey method, using a questionnaire tool by selecting a random sample consisting of 500 individuals. The study reached a number of results, the most important of which is that the media affects the manner and extent of the child's communication and interaction with his family members, as it

occupies a large amount of time in his daily life, which contributes cumulatively to reducing his contact with his family, and this increases family disintegration as he immerses himself in Isolation and introversion, which gives these means a better way to influence him and control his thoughts and behaviors.

Farther, there is a Study ⁽²⁹⁾ on Attitudes of Saudi youth towards using television programs in education and learning. The study aimed to identify the attitudes of an educated sample of Saudi youth (bachelor's degree and above) towards the use of television programs in teaching and learning, and to identify their opinions on the extent of benefit from television programs in Arabic and English for university education, and to determine the necessary educational priorities (educational reforms). It was conducted in light of their opinions about the use of television programs in education. This field study was applied to a sample of 360 men and women, and the results of applying personal interviews and questionnaires showed that 60% of young people use television programs in Arabic and English in teaching and learning, and that 30% of them use Television programs are in Arabic only in teaching and learning, and 10% of them use English only in teaching and learning. The study revealed the keenness of young people to increase their learning, develop their skills, and follow and teach educational programs, whether in Arabic or English.

In addition, there was a Study ⁽³⁰⁾ aimed to identify the trend towards using family television programs among a sample of Saudi youth, and to identify the favorite family programs among the study sample. The study adopted the quasi-experimental method and the descriptive analytical method, while the study sample consisted of one hundred and twenty-six young women of both sexes, who were selected in a manner Purposeful random sampling. To achieve the aim of the study, a questionnaire was prepared consisting of twenty-four items distributed on the two axes of positive reinforcements and negative reinforcements in the direction of using educational programs. Its validity and reliability were verified. It was applied during the first semester of the academic year 1442/1443 AH, and a number of statistical methods were used to reach the results of the study, including frequencies, arithmetic mean, standard deviation, and others. The most important results of the study showed that the trend of the study sample towards using educational programs was positive, as the general average reached (2.32), with a rating of (large). The results of the study did not reveal any

statistically significant differences attributed to the academic specialization variable. The study ended with a number of recommendations, including emphasizing the necessity of spreading cultural awareness among students about the importance of educational programs.

Moreover, there was a Study ⁽³¹⁾ sought to determine the extent to which different television programs influence family communication among Malaysian urban women. The survey was used to collect data from 639 urban Malaysian women from the Klang Valley. The data was analyzed using the T- test and ONEWAY ANOVA test to find out which specific program affected family communication the most. The results indicated that the results differ depending on the nature of the family and the different status of individuals in the family in terms of marital status, which affect the nature of communication and the influence and exposure to television programs.

Comparison between this study and previous studies

Previous studies are similar to this study in the following aspects:

- 1 - They are field studies.
- 2 - Most of the study tools were similar, and some of them used observation, especially in early studies.
- 3 - It generally investigated the effect of television programs on family cohesion.

However, there are things that distinguish this study as follows:

- 1- There has been no study examining whether there is an effect of age on watching television programs with the family.
- 2- There has been no study examining the effect of educational level on watching television programs with the family.
- 3- These studies focused on younger children, not young people.

Results of the study

The results

1- Age variable

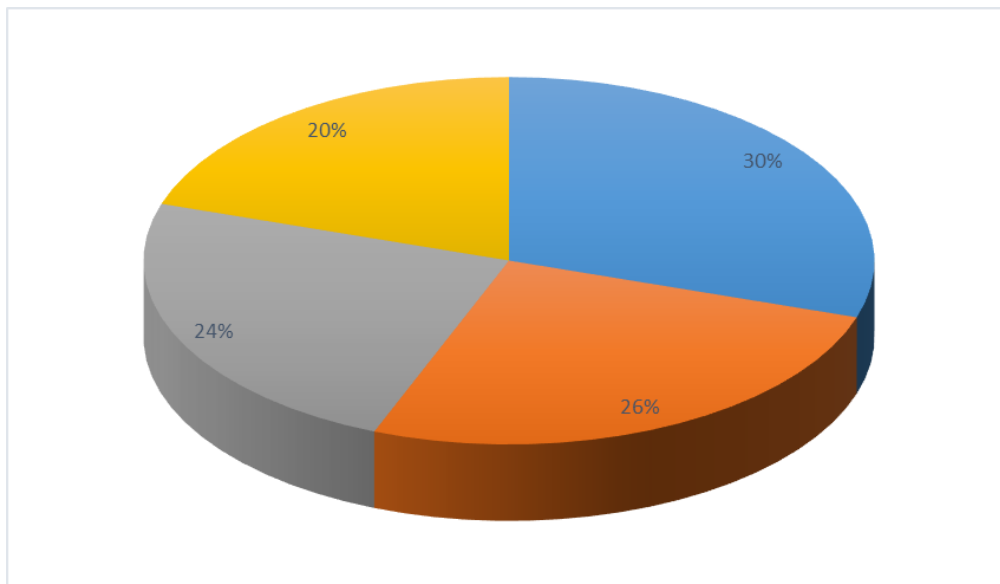


Figure 1 : Age variable

The results in Figure (1) indicate that there are statistically significant differences in the attitudes of Saudi youth towards watching television programs with their families according to the age variable. First-year students constituted 30% of the sample members who watch television programs with their families, while the second year constituted 26%. The third year represented 24%, and the last year represented 20% of the sample members who watch television programs with their families.

This result indicates that the older the age, the less watching with the family.

2- Educational level variable

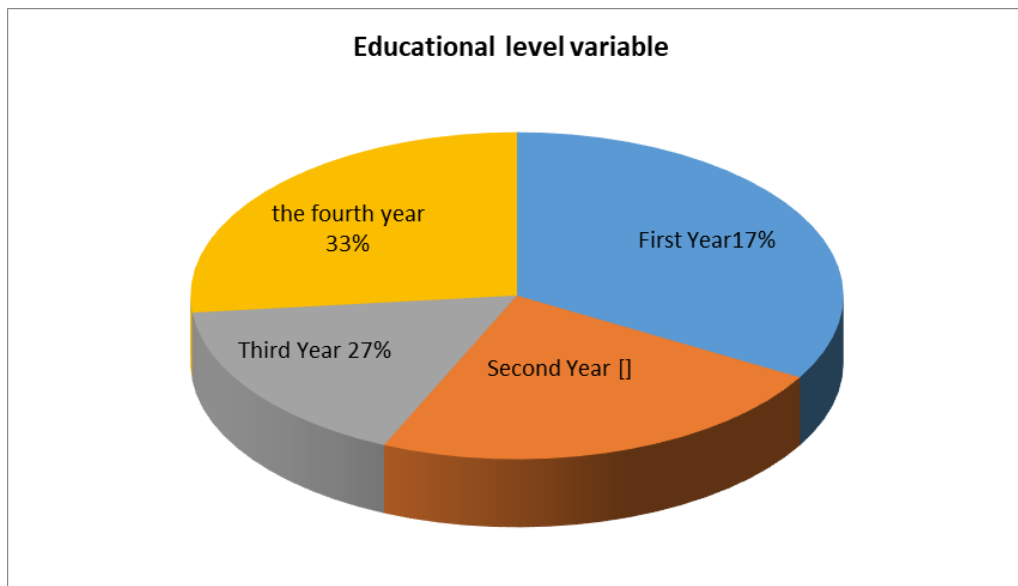


Figure 2 : Educational level variable

The results in Figure (2) indicate that there are statistically significant differences in the educational level of the youth of the study sample and watching television programs with their families, as the percentage of viewing was higher among students at the highest level, where the percentage reached 33%, and they are final year students, while it comes in second place. Third year students at a rate of 27%, followed by second year students at a rate of 23%, and in last place come first year students at a rate of 17%.

This result indicates that the higher the educational level, the greater the proportion of watching with the family.

3- Watching TV shows with the family

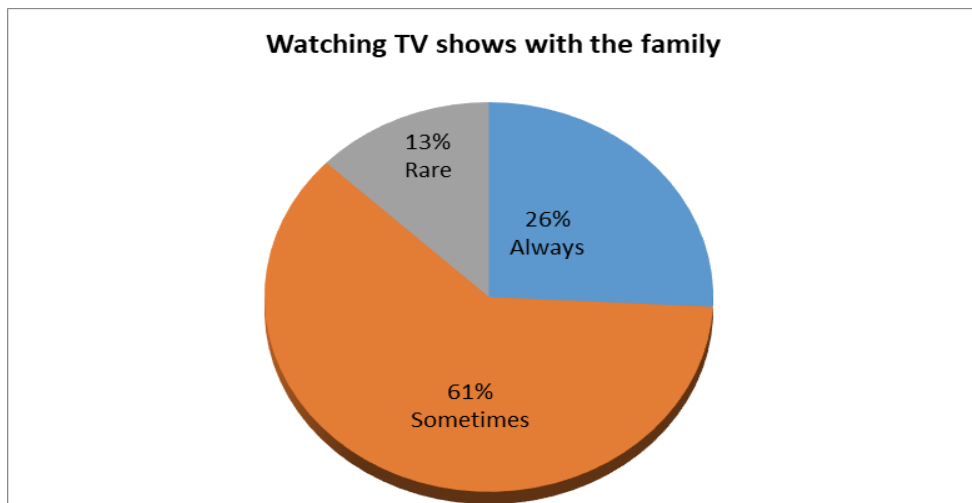


Figure 3: The individual viewership of television programs

It is noted from Figure (3) that there are apparent differences between the arithmetic averages of Saudi youth's attitudes towards watching television programs with their families, as those who "sometimes" watch television programs with their families obtained the highest percentage (61%), followed by those who "always" watch television programs with their families. Their percentage reached (26%), and finally came the students who "rarely" watch television programs with their families, where their percentage reached (13%).

4- Watching TV programs with my family gives me the opportunity to discuss different topics with my family at home

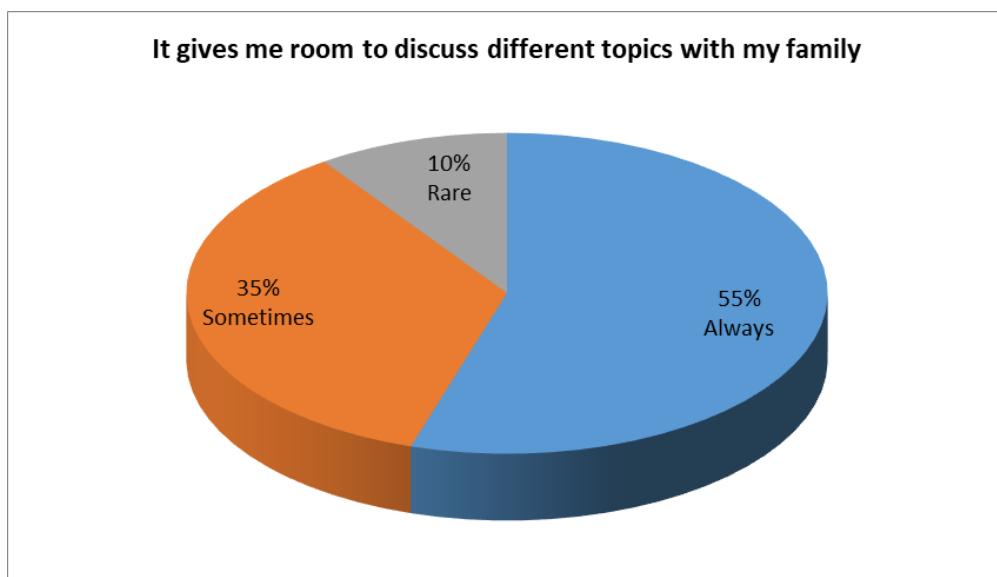


Figure 4: The contribution of watching television programs with the family in creating family dialogue

It is noted from Figure (4) that there are apparent differences between the arithmetic averages of Saudi youth's attitudes toward watching television programs according to the sample members' answers regarding "Watching television programs with my family gives me the opportunity to discuss various topics with my family at home," as 55% "always" believe that watching Television programs with my family give me an opportunity to discuss various topics with my family at home, while 35% believed that watching television programs with my family "sometimes" gives me an opportunity to discuss various topics with my family at home, while 10% of the sample saw that watching television programs with my family "rarely." "You don't give me the opportunity to discuss different topics with my family at home. It is clear from these data that at least 85% of the sample believes that watching television programs with the family gives an opportunity to discuss various topics with the family at home.

Conclusion

The current study aimed to identify the trends of Saudi youth towards watching television programs with their families. The study reached a number of important results that can be summarized as follows:

1. There are apparent differences between the arithmetic averages of Saudi youth's attitudes toward watching television programs according to the educational level variable, and those in the last year obtained the highest percentage (33%).
2. There are apparent differences between the arithmetic averages of Saudi youth's attitudes toward watching television programs with their families, as those who "sometimes" watch television programs with their families obtained the highest percentage (61%).
3. At least 85% of the sample believes that watching television programs with the family gives an opportunity to discuss various topics with the family at home.
4. The attitudes of young people - members of the study sample - were positive, based on the variables of age and educational level.
5. There are statistically significant differences in the attitudes of the study sample members regarding the phrase: (Watching television programs gives me the opportunity to discuss various topics with my family at home) depending on their educational level.
6. The value of (F) is significant at the level of (0.05), in the direction (towards the value gained from watching TV programs), and significant at the level of (0.01), in the direction (towards the social value of watching television programs), and in the overall degree of the trend (Towards watching TV programs), which indicates that there are statistically significant differences in the attitudes of the sample members in those areas, depending on their educational level and age.
7. The youngest, followed by the oldest, who are first-year students and final-year university students, have the highest percentage of choosing social values and family cohesion for family television programs.
8. The results of this study indicate that older and more educated individuals are the group that watches television programs most with their families.

9. The study showed that there is an inverse relationship between the increasing age of the young people in the study sample and their viewing of programs with their families. The older you get, the less you watch with your family.

10. The study also showed that there is a positive and direct relationship between the advancement of the educational level of the youth in the study sample and their viewing of programs with their families. The higher the educational level, the more watching with the family.

In light of the findings of this study - both theoretical and applied, the researcher recommends a number of recommendations, which he believes are important to those in charge of television programs. These recommendations are as follows:

1. Developing television programs presented to families.
2. Study each direction of the impact of programs on family cohesion.
3. The interest of those in charge of television programs with the youth group and an attempt to meet their needs and desires.
4. This study of other media and social studies highlights the possibility of conducting studies that address the Saudi family's exposure to television programs from other media and social aspects.
5. This study also sheds light on other studies on social media in researching the reasons why some youth watch television programs with their families while others watch less or do not watch.
6. This study opens horizons for other studies on the type of programs that Saudi families watch, what is the point of view of parents towards these programs, and whether they are a solution to the isolation of their youth.

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