

Motives and Patterns of University Students Use of Social Media Networks (Sociological Study on University of Jordan Students)

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ABSTRACT

This study primarily aims to study and analyze use of social media networks by University of Jordan (UJ) students and the role these networks play in formulating students' values. To achieve this objective, the study was based on the descriptive analytical method. The study sample consisted of 500 male and female students who are social media networks users. Sample members of the were chosen selectively (Purposive Sampling). The researchers used SPSS software to analyze data based on a number of statistical tests, such as: T-test and Pearson correlation coefficient.

The study came up with several results, most importantly: UJ students use social media networks more than three hours daily (62.4%). (68.4%) of them use those web websites seeking friendship and they are keen to use their real names to communicate with others. Results also indicated that the most important motive for UJ students use of social media networks is to get introduced to the opinions of others on various issues in their communities. The results also indicated that UJ students estimate a high impact of social media networks on formulating positive values. On the other hand, their estimates of social media networks contribution in formulating negative values were of medium impact.

The results showed that there were statistically significant differences at significance level of ($\alpha= 0.05$) in JU students estimates on the role of social media networks in formulating positive values. These differences were in favor of females. On the other hand, The results showed that there were statistically significant differences at significance level of ($\alpha= 0.05$) in JU students estimates on the role of social media networks in formulating negative values. These differences were in favor of males. Based on the previous results, the study came up with a number of recommendations related to the study results.

Keywords: Social Media Networks, Motives, UJ Students, Patterns.

INTRODUCTION

Social media is one of the most influential new media on all community members, young or old. It has an influence on determining the style of individual life in respect of all details whether language or habits, and even in their way of addressing and dealing with various issues, in addition to providing individuals with

behavioral patterns which could be positive or negative. Social media networks appeared in late 1990s on internet and had spread significantly worldwide since. Some of them became the most visited websites in the world, even they became dominating what was known in sociology as (the third place) which is the place one seeks after his first place (home) and second place (work, school or university). It has been obvious that the third place is significantly electronic (Ben Rahhoumeh, 2002).

Modern electronic means of communication caused core changes in the structure of social relationships. These means became the lifeblood and became controlling the course of life on social, cultural, political

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and economic levels. This made several researchers, namely Lyotard, Postmodernism philosopher, and Baudrillard say: These means are the ones that transferred communities into the phase of postmodernism and penetrated in every aspect of our daily life until our life started to dissolve inside the framework of social media networks (Anthony Giddens, 1999 and 2005).

Sociolinguist Mills highlighted the significance and role of mass communication and how they affect formulation and establishment of individuals' opinion and awareness, stating: "We realized very little amount of our knowledge about social facts of the world by ourselves, while we realized the greater amount by mass media and communication". (Mills, 1969, p 311).

It is obvious that Jordanian community is currently going through a phase of vast cultural and media openness. Each house includes one or more social media means, in addition to the spread of multiple social websites of various cultural and social backgrounds as they have fierce competition to attract the target audience. Accordingly, the role of social media networks changed into unavoidable fact because of their impact on youth. Youth have the ability now to pay attention to the different topics that fit their desires at any time. Within this framework, Kujath (2011) indicated that individuals do not use the electronic social media networks as an alternative of face-to-face social interaction amongst individuals, but interaction through these networks is complementary for their real relationships. She also indicates that these networks help in maintaining close relationships amongst individuals through facilitating social communication, while using them by the elderly relates to the close relations with family and relatives; interaction within social media is just another dimension that contributes in strengthening the relationships.

Hoffman thinks that the impact of media on sons when they are exposed to media outlets is similar to a sponge that substantially absorbs all what it is exposed to. He adds that media outlets have a material impact on individuals, an impact that exceeds other impacts of socialization. It is not necessarily that all content of media are acceptable in the community, specially the one displayed on satellite channels, which may affect some values and beliefs that contradicts with the values of the community (Bin Ayel, 2008). On the other hand,

communication specialists such as Lazarsfeld and Merton identified some functions of media. They both indicated that exchanging ideas and opinions amongst community members and supporting social standards by punishing the ones violating these standards are of the most significant functions of media. As well, they did not ignore warning of the necessity to avoid the undesirable impacts on the community (Kandari, 2008).

At the educational level, demands became more serious so that educational methods should keep pace with the rapid technological advances and take advantage of electronic social media networks in order to create flexible educational environments. Such environments can overcome time, place factors, and allow students to be active learners who participate in knowledge production rather than being negative consumers. This could be achieved by utilizing the great potentials of those networks and their multimedia such as images, videos, conversations and direct contact (Mazman & Usluel, 2009). Accordingly, recognizing the motives and habits of university students' use of social media is essential. Based on this fact, this study analyzes UJ students' use of social media.

Problem and Questions of the Study:

This study particularly addresses (**UJ students' exposure to social media networks**). The massive development in technology contributed in producing modern electronic media that imposed changes on the structure of social relations and the forms of social interaction as well as changes in the pattern of social life on the internet. One of the most significant productions of this technical development the world witnessed was the emergence of social media. Due to the advantages of these websites, people all over the world started using them as they became a growing power amongst the various community segments, specially university students who realized that traditional media has not anymore been able alone to fulfill their knowledge, cultural and social desires, motives and needs. Accordingly, they had to engage social media networks as a type of new media to meet their knowledge desires and needs in order to keep pace with the development of the surrounding social environment. Consequently, the problem of the study is best represented in the following

major question: **What is the real situation of UJ students 'use of social media networks?** The following sub-questions are a breakout of this general question:

1. What are the habits and patterns of UJ students' use of social media networks on the internet?
2. What are motivates UJ students to use online social media networks?
3. Do social media networks contribute in establishing (positive, negative) values for UJ students?
4. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in social media networks contribution in formulating values of university students related to gender variable?

Significance of the Study:

Significance of the current study is represented in two aspects: theoretical and practical, as follows:

Theoretical significance:

1. The provision of educational literature and prior studies concerning university students use of social media networks which pave the way for researchers and people of concern in this field to conduct more studies related to this field on the Arabic environment in general, and Jordanian environment in specific.
2. The attempt to establish an information base to serve as basis of establishing the knowledge base of social media networks and the extent of university students' exposure to it. This will contribute in planning for programs that aim at raising awareness regarding the importance of social media networks; hence, the possibility of taking advantage of these accumulated data in theoretical and practical researches related to modern media and its impact on university students.

Practical Significance:

1. The implementation of this study discover the extent of UJ students' use of social media networks.
2. Jordanian environment need of this type of study stems from the importance of the study sample (university students) who are deemed of the most affected classes of social media networks in addition to the importance of discovering the non-knowledge-based properties and abilities of this sample, which provides more scientific information about it.

Objectives of the Study:

This study was conducted for the following objectives:

1. To recognize the reality of social media networks use by university students.
2. To monitor the differences regarding variable of the study (gender) in establishing the attitude of the sample members towards social media networks and the extent of using these networks by UJ students.

Study Terminology:

1. **Social media networks:** a group of online webwebsites that allow for communication amongst individuals in a virtual community and group them based on mutual interests or affiliation (country, university, corporation, school...). This is done by direct communication services such as messages or preview of other people profiles and receive updates on their news and the information they present (Al-Shehri, 2009).

2. **Usage of social media networks:** an electronic social activity used repeatedly so that it becomes a part of individuals' habits.

3. **Motives related to usage of modern media:** external motivators meeting the needs of individuals such as the desire to choose and have control over the content attributed to the interactivity property, which makes these means distinctive.

Prior Studies Related to the Study Theme:

One of the prior studies conducted on this subject is a study by Hanan Al-Shehri in 2013 (Impact of Using Electronic Networks on Social Relationships: Facebook and Tweeter as Models – Field Study on a Sample of Female Students of King Abdulaziz University in Jeddah). The study aimed at recognizing the reasons that make students subscribe to Facebook and Tweeter, recognizing the nature of social relationships in both websites and disclosing the positive and negative impacts resulted from their use. In order to achieve these objectives, the study was adopted the approach of social survey and used the questionnaire tool to collect data as the research was applied in King Abdulaziz University on a sample of 150 female students who were purposively beforehand. The study came up with a number of results, most importantly: one of the most significant reasons for

female students to use Facebook and Tweeter was the ease to express their opinions and beliefs, which is the thing they cannot do explicitly in the community. Results indicated that students took advantage of these two web websites in promoting their old friendships and finding new ones and communicating with their relatives who live faraway. Results also revealed that using Facebook and Tweeter has positive impacts of most importantly open-mindedness and cultural exchange, while minimizing family interaction was one of the most important negative impacts.

In 2012, Ibrahim Abu Arqob and Hamzeh Al-Khaddam conducted a survey on (Impact of Internet on Personal Contact with Family and Friends). This descriptive analytical study aimed at recognizing the impact of internet on personal contact with the family and friends. A questionnaire was distributed on a sample of 300 female students in Ajloun University College. The study came up with a number of results, most importantly: there is a relation with statistical significance between using internet from the one hand and the number of usage hours from the other hand and the personal contact with family and others. There are no differences with statistical significance for the impact of using internet on personal contact with family and friends attributed to the variables of monthly income, specialization and education level at the significance level 1.1. Results also indicated that internet has impacts on female students' behavior in UJ as it minimized their desire of face-to-face contact with their families and friends.

The study by Dhaif Allah Abu Saileek in 2012 (Disclosing the Impact of Social media networks on the Orientation of University Students in Jordan and their Suggested Role in the Development of their Balanced Personality). The study sample consisted of 1135 male and female students from University of Jordan, Yarmouk University and Muta University who were randomly selected based on the gender variable. Results showed that the general evaluation of the impact of these networks on the study sample was within intermediate evaluation in cognitive, emotional and behavioral aspects. Results also indicated that their most important positive impacts are represented in strengthening the existing social relationships with friends, enhancing the general

information and knowledge of students and removing the psychological and social barriers. In contrast, the most important negative impacts are represented in becoming addicted to these networks, academic underachievement and enhancing the tribal and regional intolerance.

Khadija Bin Flais conducted a study in 2011 on (Teenager Methods to Deal with Media Flow and their Impact on Establishing their Identity: Field Study in Some Departments of Batna University). This study was conducted on female teenagers in late adolescence, which extends from age 18 to 20 years and also known as youth phase. The study sample consisted of UJ students (200). The study adopted the descriptive analytical and descriptive comparative methods, as they are the most appropriate for it. Results showed that most UJ students tend to use imitation method in dealing with the vast quantity of media directed to them. The study also indicated that there are differences with statistical significance between the methods used by the youth attributed to gender variable and they are in favor of females.

Kalpidou et al (2011) aimed at (Disclosure of the Relationship between Usage of Facebook network and Self-Esteem, Self-Satisfaction and the Emotional and Social Compatibility). The study sample consisted of 70 students of universities in Boston State. The researchers used questionnaires involved measures for the nature of using Facebook such as number of friends and intensity of usage, and involves measures for self-esteem and emotional and social compatibility. Results of showed that there is inverse relationship between the number of friends on the network and the social and academic compatibility of first year students, and the huge amount of time they spend on the network relates to their decreased self-esteem. Results also showed that the number of friends on the network relates positively to social compatibility. This is attributed to the development of their social relationships after spending years at university.

Young conducted a study in 2011 aiming at (Exploring the Functions of Facebook and its Tools in Facilitating Social Communication with Friends and Enhancing It). This study was conducted on a sample of 758 male and female students in Sydney University. The study came up with that social media networks enhance

the existing friendship through completing the traditional forms of communication such as personal communication. Social media networks also allow individuals to maintain the appropriate and effective communication with larger groups of friends, which contributes to increasing their social capital.

Mousa Helles and Naser Mahdi conducted a study in 2010 on (the Role of Media in Establishing Social Awareness of Palestinian Youth: Field Study on A Sample of Faculty of Arts Students at Azhar University). The study aims at recognizing the role of social media networks in establishing social awareness among university students. The study sample consisted of 219 university students. The researcher used social survey method and the questionnaire was adopted a key tool for data collection. The study concluded that the role of media in establishing the social awareness among Palestinian youth was high with a percentage of 92.7%. Ulusu (2010) conducted a study aimed at recognizing the factors affecting time spent by users of Facebook in Turkey on a sample of 406 Facebook users in the age group 18-58 years. The study concluded that entertainment, commercial advertisements and free time increase the time individuals spent on Facebook.

Vansoon conducted a study in 2010 on (Impact of Using Technology on Social Relationships). This study was applied on a sample of 1600 young users of social media networks in Britain. The study aimed at recognizing the impact of using social media networks on social relationships. The researcher used the descriptive analytical method the questionnaire tool for data collection. The study concluded several results, most importantly: more than half of the adults who use web websites including (Facebook and YouTube) admitted that they spend more time on the internet than the time they spend with their real friends or their family members. It also indicated that they talk less using the phone and do not watch TV very often and that social media networks have changed the life style of 53% of sample members.

Boyd conducted a qualitative study in 2008 on (US Social media networks Taken Away from their Context). The study aimed at studying the practices of US teenagers engaged in social media networks by introducing self, community of peers and the view concerning the

community of adults. The sample consisted of 94 individuals in the age group 14-24 years. Interview method was adopted as well as checking teenagers' profiles on Facebook and MySpace. The study concluded that popular social media networks became favorite outlets for US teenagers in which they practice their daily activities such as joking, gossip and information exchange, and that the random nature of these websites established fear for adults concerning teenagers' behavior. The study came up with the necessity of re-establishing public life and regulating these websites with participation of teenagers themselves.

Elison et al (2007) conducted a study aimed at (the Exposure of the relationship between using Facebook and establishing the social capital, maintenance of it and psychological satisfaction for a sample of university students in US Michigan University). The sample consisted of 286 male and female university students. Results indicated that Facebook and its use increases the social capital of students, as well as using Facebook relates positively to student psychological satisfaction.

Comment on the Prior Studies:

This study is complementary to the Arab and foreign studies on online social media networks in several aspects such as nature of usage by individuals, impact on social capital and the positive and negative impacts at the individual and social level. The researchers took advantage of prior studies in deciding and formulating the research idea and setting research questions and objectives. It should be noted that the current study are similar to previous studies in terms of the method used and differ in terms of sample and the environment in which the study was carried out

Method and Procedure:

1. **Method of the study:** the study used the descriptive analytical method, as it is the most appropriate method for the study.

2. **Community of the study:** the community of the study consisted of all UJ students registered for the first semester of the academic year 2015/2016 who are 40000 undergraduate male and female students pursuant to the statistics of Admission and Registration Unit of the University.

3. **Study sample:** the researcher used the purposive sample*. In this type of sampling, he selects cases that he believes to represent the aspect the research handles. Accordingly, the study was applied on a purposive sample of 525 male and female students who use online social media networks. 25 questionnaires were excluded as they do not meet the statistical analysis requirements, which made the total number of the sample 500 male and female students. Table 1 indicates the relative distribution of the sample members according to the study variables.

Table 1: Distribution of the sample members according to the study variables

Variable	Level	Frequency	Percentage
Gender	Male	193	38.6
	Female	307	61.4
	Total	500	100.0

4. **Data collection tool:** questionnaire was adopted as the main tool for data collection. Questions in this questionnaire were formulated in a way that qualifies them to form the indicators and measures required by the study, whether in obtaining data and information from the study sample or in designing the various levels to measure what is intended to be measured during handling the dependent variable of this study. It should be noted that the researchers designed a questionnaire based on previous theoretical literature and previous studies have even appeared in final form.

5. **Validity of the questionnaire:** this means the appropriateness of the questionnaire used in measuring subjects or phenomena the researcher seeks to identify and the ability of this tool to measure and provide the required information, i.e. to verify that the tool is capability of measuring the purpose out of it. Validity of the tool was examined by consulting a group of specialized, experienced and scientifically competent experts and arbitrators to give opinion concerning the questionnaire whether in respect of appropriateness of its items to the objective of the research or whether it covers the aspects and fields intended in the study. Based on the notes, some amendments were made where the

questionnaire has been finalized.

6. **Stability of the questionnaire:** in relation to the stability of the study tool (questionnaire), it means measuring information independency from the measurement tools themselves in order to conclude similar results, and the ability to re-apply the questionnaire tool and obtaining stable results. Chronbach's Alpha Coefficients for the items of the study indicated that the study tool has a high degree of stability.

Table 2: Application stability coefficient (Pearson Correlation) and tool stability coefficient (Chronbach's Alpha)

Theme	Stability Coefficient (Chronbach's Alpha)	Application Coefficient (Pearson)
Habits and patterns of UJ students usage of social media networks	0.88	*0.84
Motives of UJ students to use social media networks	0.85	*0.82
Role of social media networks in establishing positive values for university students	0.84	*0.82
Role of social media networks in establishing negative values for university students	0.84	*0.81
Tool as a whole	0.85	*0.84

*Statistical significance at significance level ($\alpha \leq 0.05$).

These stability equations are acceptable and appropriate for purposes of the current study.

7. **Statistical processing:** data was statistically processed using computer through the Statistical Program in Social Sciences (SPSS). The following statistical equations were applied:

- First – Descriptive statistics: to present the properties of sample individuals and describe their responses to the items of the questionnaire.

- Second –to examine validity and stability of the study tool (Chronbach's Alpha) used to measure the internal consistency of the study tool.

- Third –T. Test (Paired-Sample) of paired sample differences as this type of tests examines the differences between the responses of one sample on two different subjects or fields.

* Purposive sample is the sample that the researcher can be adopted from certain situations or certain units it represents original society.

Results and Discussion:

Following is a presentation and discussion of the study results according to the sequence of its questions:

The results related to question 1 which states: What are the habits and patterns of using online social media networks by UJ students?

To answer this question, frequencies and percentages of sample members' responses were as follows:

A- Exposure of UJ students to social media networks

Table 3: Distribution of UJ students according to their exposure to social media networks

Exposure	Frequency	Percentage %
Always	450	90.0
Sometimes	37	7.4
Rarely	13	2.6
Total	500	100.0

The results of Table 3 indicate that a percentage of 90.0% of the sample members are always exposed to social media networks which proves the spread of exposure to social media networks amongst UJ students. These results also show the increased usage of modern technology by UJ students and their significant use of internet.

B- Rate of UJ students' exposure to social media networks

Table 4: Distribution of UJ students according to rate of exposure to social media networks

Exposure	Frequency	Percentage %
Less than one hour	66	13.2
One – two hours	122	24.4
More than three hours	312	62.4
Total	450	100

The results of Table 4 show that 62.4% of the sample members are exposed to social media networks for more than three hours, 24.4% are exposed from one to two hours and 13.2% are exposed for less than one hour. This result seems reasonable as this era is described as the era of speed and technological development and the youth naturally live a life of speed. Result of this study corresponds with (Nielsen Media Research, 2006) which indicated that American youth spend an average of 24.3 hours per week on social media networks.

C- Most important social media networks that are most used by UJ students.

Table 5: Distribution of UJ students according to most social media networks they use

Exposure	Frequency	Percentage %
Facebook	425	85.0
YouTube	66	13.2
Tweeter	9	1.8
Total	450	100.0

Results of Table 5 indicate the preference of UJ students to Facebook (85.0%) followed by YouTube (13.2%) while Tweeter did not attract the interest of UJ students in this study. Results of the current study are similar to the results of (Ellison, 2007) which indicated that more than 95% of USA university student have accounts on Facebook and this means that Facebook is ranked first in the interests of UJ students.

D- Nature of relationships made by UJ students on social media networks

Table 6: Distribution of UJ students according to the nature of relationships they create on social media networks

Exposure	Frequency	Percentage%
Friendship building	342	68.4
Emotional relations	90	18.0
Study and scientific research	68	13.6
Total	450	100

Results of Table 6 indicate that 68.4% use social media networks to make friendships with others while the percentage of social media networks for study and scientific research is 13.6%, which provides an indicator not positive regarding the scientific interests. This study is consistent with (Ellison, 2007) which revealed the decreased percentage of using social media networks for scientific research.

E- The nature of UJ students' appearance on social media networks

Table 7: Distribution of UJ students according to the nature of appearance of social media networks

Exposure	Frequency	Percentage %
Real name	350	70.0
Nickname	150	30.0
Total	500	100

Results of Table 7 indicate that 70.0% appear on social media networks using their real names aiming at communication with family and friends as it is not reasonable to communicate with others using nicknames

that could be unacceptable by many people. On the other hand, 30.0% of social media networks users appear using nicknames that hide their identities for their own reasons, which may include establishing emotional relations with the opposite gender.

F- Commitment of UJ students to give true information about their personalities to others

Table 8: Distribution of UJ students according to their commitment to give true information about their personalities to the others

Exposure	Frequency	Percentage %
Always	313	62.6
Sometimes	134	26.8
Rarely	53	10.6
Total	500	100

Results of Table 8 show that 62.6% are keen to give true information about their personalities on social media networks while the percentage of students who are sometimes keen to give true information about their personalities was 26.8%.

Results related to question 2 which states: What are the motives of UJ students exposure to online social media networks? To answer this question, averages and standard deviations of the responses of sample members.

Results of Table 9 reveal that the most important motive for UJ students to be exposed to social media networks is (To recognize opinions of others on various issues of the community I live in). This statement obtained an average of 2.28 and percentage of 76.2 while the statement (To recognize a lot of information I am not used to know before) obtained the least average and percentage of (51.66). From these results, it is noted that social media networks help UJ students to develop their way of thinking to fit the contemporary life since UJ students did not know much about many events taking place in the community and the opinions concerning such events except for social media networks, which facilitated this matter. This became a major motive for UJ students to recognize new developments they and the community have an interest in.

Table 9: Distribution of UJ students according to the motives for exposure to social media networks

No.	Paragraph	Always		Sometimes		Rarely		Average	Standard Deviation	Relative Weight
		Q	%	Q	%	Q	%			
1	To recognize opinions of others on various issues of the community I live in	192	38.4	183	36.6	125	25.6	2.28	0.710	76.2
2	To communicate with people while it is difficult to communicate with them in reality	150	30.0	160	32.0	190	38.0	2.19	0.802	72.5
3	To obtain information about subjects of interest for me	130	26.0	208	41.6	162	32.4	2.12	0.615	71.1
4	To obtain information about others	187	37.4	149	29.8	164	32.8	2.01	0.788	67.1
5	To recognize the profiles of family and friends	200	40.0	136	27.2	163	32.6	1.99	0.802	66.32
6	To check the messages I receive	198	39.6	191	38.2	111	22.2	1.86	0.712	61.65
7	To be permanently in contact with family and friends	200	40.0	170	34.0	130	26.0	1.80	0.706	59.63
8	To escape psychological pressures	214	42.8	220	44.0	66	13.2	1.78	0.632	59.31
9	Ease of search for information of interest for me	220	44.0	214	42.8	66	13.2	1.74	0.724	58.31
10	To find new friends out of the community I live in	208	41.6	216	43.2	76	15.2	1.72	0.640	57.32
11	When I am depressed	250	50.0	130	26.0	120	24.0	1.69	0.764	56.31
12	To exchange images and videos with family and friends	300	60.0	88	17.6	112	22.4	1.65	0.678	55.1
13	Part of the routine I make when I am connected to internet	325	65.0	96	19.2	74	14.8	1.58	0.731	52.66
14	To help me making links on other pages on internet	301	60.2	116	23.2	83	16.2	1.56	0.754	52.1
15	To recognize a lot of information I am not used to know before	300	60.0	150	30.0	50	10.0	1.55	0.734	51.66

Results related to question 3 which states: Do social media networks contribute in establishing (positive and negative) values for UJ students?

First – Positive Values

The results of Table 10-A show that the estimates of UJ students of social media networks contribution in establishing positive values was within the high degree of impact, as the item **(To enlarge social relationships through following the news of others on the network and keeping in touch)** obtained the highest average (2.77) and standard deviation (0.69). This result indicates that social media networks occupy a significant position

for UJ students and affect their life. Accordingly, social media networks have the ability to formulate the way of thinking of students to fit the requirements of contemporary life. On the other hand, social media networks contribute in affecting the lives of the youth, reformulating the social, cultural contexts and their social structure. This result is deemed reasonable and logical and fit the basic function of new media represented in increasing the social capital of individuals. This result corresponds with (Ellison et al, 2007) which indicated that usage of social media networks increases the social capital of individuals.

Table 10-A: Role of social media networks in establishing positive values for students of Jordanian universities

No.	Paragraph	Average	Standard Deviation	Impact Degree
1	To enlarge social relationships through following the news of others on the network and keeping in touch	2.77	0.69	High
2	To enhance self-confidence	2.73	0.67	High
3	To encourage participation in cultural events such as seminars, lectures, cultural festivals through invitation on the network	2.68	0.88	High
4	To raise social and political awareness	2.65	0.91	High
5	To encourage real participation in social events through following the news of friends	2.62	0.77	High
6	To increase the number of friends participating the same interests	2.58	0.91	High
7	To enhance and strengthen the existing friendships	2.56	0.93	High
8	To recreate and entertain self through interactive games	2.48	0.88	High
9	To remove psychological barriers in dealing with the opposite gender through indirect communication with them	2.43	0.88	High
10	To raise awareness regarding social, health and other types of deficits and risks	2.37	0.67	High
11	To introduce self to others positively without complexities of direct meeting	2.35	0.71	High
12	To increase communication with family members and friends such as expatriates or living in other places	2.35	0.77	High
13	To facilitate decision making through consultations and polls on the network	2.34	0.77	High
14	To revive social relationships with friends whose news is disconnected due to moving to another place	2.34	0.75	High
15	To alleviate psychological stress through participating personal problems with friends	2.28	0.88	Intermediate
16	To exchange useful images, videos and links	2.10	0.77	Intermediate
17	To positively participate in publishing news and events through the properties of publish and participate	2.08	0.86	Intermediate
18	To get introduced to world scientific achievements	2.04	0.85	Low
19	To develop literary and academic talents	2.00	0.87	Low
20	To strengthen family ties	1.87	0.85	Low
21	To encourage participation in charitable events to serve community	1.56	0.86	Low
Total		2.35	0.77	High

Item **(To encourage participation in charitable events to serve community)** obtained the least average (1.56) and standard deviation (0.86). this result can be

interpreted based on that charitable activity as concept, dimensions and culture has not been rooted in the minds of the youth yet, as well as many of the youth are

reluctant regarding practicing voluntary work. In addition, many charitable institutions have not succeeded to attract a great number of youth desiring to practice voluntary work through social media networks. As well, paragraph **(To strengthen family ties)** obtain low average (1.87) which means that UJ students do not give family the necessary interest anymore due to their interest in their friends and peers through social media networks which negatively affected family relationships and the personal contact with the family. This result corresponds with (Abu Arqoub&Khaddam, 2012) which indicated that internet has generally affected personal contact with the family and friends.

Second – Negative Values

Table 10-B shows that the estimates of UJ students for the participation of social media networks in establishing negative values were within the intermediate degree of impact with average of 1.98 and standard deviation of 0.69. However, 4 items obtained a high degree of impact, 11 items obtained intermediate degree of impact and 4 items obtained low degree of impact. This result reveals that social media networks have negative impacts on UJ students, especially if it is coincided with misuse.

Table 10-B: Role of social media networks in establishing negative values for students of Jordanian universities

No.	Paragraph	Average	Standard Deviation	Impact Degree
1	To waste time through following subjects and games that are not useful on social media networks	2.74	0.66	High
2	To addict to social media networks and to feel urgent desire to follow for long times	2.71	0.85	High
3	To get acquainted to individuals from the opposite gender while the old refuse these relations	2.68	0.88	High
4	To exchange pornographic images, movies and links	2.65	0.91	High
5	To be lazy and delay in waking up in the morning due to keeping awake all night repeatedly	2.32	0.72	Intermediate
6	To violate the privacy of others through publishing their comments without prior permit	2.24	0.74	Intermediate
7	To libel and offend others through negative comments and publications towards them	2.24	0.69	Intermediate
8	To tend to isolation and separation	2.22	0.64	Intermediate
9	To get used to gossip and backbiting	2.19	0.64	Intermediate
10	To exaggerate in courtesies for participation of friends on the network	2.18	0.79	Intermediate
11	To disclose self for others through publication of private information	2.12	0.69	Intermediate
12	To reduce the direct interaction with family	2.10	0.70	Intermediate
13	To enlarge the base of friends with no care to their quality	1.98	0.73	Intermediate
14	To racially discriminate at the level of groups and special pages on communication networks	1.98	0.73	Intermediate
15	To be lazy and decrease moving as a result of long sitting on social media networks	1.93	0.71	Intermediate
16	To ignore social duties	1.61	0.74	Low
17	To weaken relations with previous real friends and to replace them with ones on social media networks	1.48	0.79	Low
18	To obtain unreliable information through social media networks	1.34	0.62	Low
19	To reduce real social relationships	1.31	0.76	Low
Total		1.98	0.69	Intermediate

Referring to the items, we find that item1, stating: **(To waste time through following subjects and games that are not useful on social media networks)** obtained the highest average (2.74) and standard deviation (0.66). The

researchers attribute this to the inability of UJ students to manage their time well, low interest in time in relation of their own affairs in addition to weak social growth that urges the importance of investing time by the youth. This

result correlates to (Ulus, 2010) which indicated that entertainment, commercial advertisements and free times increase the time individuals spend on Facebook. Item2, stating **(To addict to social media networks and to feel urgent desire to follow for long times)** occupied the second rank in terms of its negative impact on UJ students. This result seems logical and reasonable as anyone following the functions provided by social media networks finds that they provide them with the ability to communicate with the external world, which normally helps the youth to keep in permanent touch with others. Here is a variety of the most important functions provided currently by social media networks: chatting, exchanging messages, images and comments with others, publishing images, audio and visual clips and others, giving likes to the participations of friends and other functions. This result corresponds with (Abu Sailiek, 2012) which assured that addiction to internet is one of the most prominent negative impacts on university students in Jordan. In parallel, the paragraph stating **(To reduce real social relationships)** obtained the least average (1.31) and standard deviation (0.76). This result means that despite the importance of social media networks to the youth, they are not alternatives to the social relationships in reality. Social media networks may reduce the personal communication with family and friends and reduce the

possibility of direct interaction with them, but they do not anyway omit the importance of direct relations and direct interaction with family and friends. Accordingly, they are complementary to the direct interaction. This result is consistent with (Young, 2011) which indicated that social media networks promote the existing relations through completing the traditional forms of communication such as personal contact. Social media networks also allow individuals to keep the proper and effective communication with larger groups of their friends, contributing in increasing the social capital of them.

Results related to question 4 which states: Are there differences with statistical significance at significance level ($\alpha = 0.05$) in the contribution of social media networks in establishing values for university students attributable to the variable of gender?

To disclose the significance of differences in the role of social media networks in establishing (positive and negative) values for UJ students according to the variable of gender, averages and standard deviations of UJ students estimates in the role of social media networks in establishing the positive and negative values were calculated. In addition, Independent Samples T-Test was used. Results were as shown in Table 13.

Table 11: Results of T-Test to disclose the significance of differences in the role of social media networks in establishing values for UJ students according to the variable of gender

Field	Gender	No.	Average	Standard Deviation	Calculated T Value	Table T Value	Sig. Level
Role of social media networks in establishing positive values for UJ students	Male	193	2.09	0.17	*8.64	1.98	0.000
	Female	307	2.24	0.15			
Role of social media networks in establishing negative values for UJ students	Male	168	2.19	0.17	*3.74	1.98	0.000
	Female	282	1.82	0.15			

Table 11 indicates that calculated T value of the role of social media networks in establishing positive values at UJ students is 8.64, which is higher than the table values (1.98). This means that there are differences with statistical significance at significance level ($\alpha = 0.05$) in the estimates of UJ students of the role of social media networks in establishing the positive values at university students. These differences were in favor of females as they obtained average of 2.24, which is higher than the

average of males (2.09). As shown in Table 13, the calculated T value of the role of social media networks in establishing negative values for UJ students (3.74) which higher than the table value (1.98). This means that there are differences with statistical significance at significance level ($\alpha = 0.05$) in the estimates of UJ students of the role of social media networks in establishing negative values for university students. These differences were in favor of males as they obtained average of 2.19 which is higher

than average of females (1.82). through this result, it could be said that the role of social media networks in establishing the positive values for females is higher than males according to the estimates of JU students themselves and that the role of social media networks in establishing negative values for males is higher than females according to the estimates of UJ students themselves. The researcher attributes this to the nature of usage of the new media for males and females is different. Social media networks help females in expressing themselves better than in reality due to social complexities, which may limit the direct interaction in reality and help them to expand the networks of social relations with other female friends and others. On the other hand, social media networks contributes in establishing negative values for males represented in addition to social media networks and exchanging movies, links, images and the like since control is limited and there are areas of freedom for males through social media networks which significantly allows them practicing the hobbies.

Summary of Results and Recommendations:

Through the results of the study, it was obvious that UJ students use social media networks and get affected by them as follows:

A- UJ students use social media networks very highly as the percentage reached 90.0%. This means usage of modern technology and entering social media networks through the internet by JU students are too high.

B- JU students are exposed to social media networks for more than 3 hours daily, as the percentage was 62.4%.

C- The results of the study indicates that 68.4% use social media networks in order to establish new friendships with others which means that social media networks contribute somehow in reproducing social growth through obtaining new friendships.

D- The results of the study shows that 70.0% are keen to appear in social media networks using their real names aiming at communicating with family and friends as it is not reasonable to communicate using nicknames that may be unacceptable by many people.

E- The results of the study shows that the most important motive for UJ students to expose to social media networks is to recognize the opinions of others in the various issues in the community they live in.

F- The results of the study show that the estimates of UJ students on the role of social media networks in establishing positive values for them were within the high degree of impact, which means that social media networks occupy significant position for UJ students, affect their lives significantly and re-establish the social and cultural contexts and the social structure as a whole.

Recommendations:

Based on the results of the study, both researchers recommend the following:

1- Investing the services provided by social media networks to their subscribers positively as many services provided by social media networks are positive ones. Accordingly, a youth group should be formed on the social media networks aiming at rooting and disseminating the positive values amongst the youth.

2- Conducting more studies concerning the exposure of university students to social media networks to recognize its role in affecting them.

3- Emphasizing the importance of using social media networks in supporting the value of scientific research for university students and encouraging students to conduct and publish scientific researches on social media networks in order to be a basis to establish an electronic scientific journal interested in university specializations of students, each according to his/her specialization.

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أودفع أنماط استخدام الشباب الجامعي لشبكات التلوصل الاجتماعي (لراسة سوسولوجية على طلبة الجامعة الأردنية)

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ملخص-

الهدف الأساسي من هذه الراسة بحث وتحليل تعرض طلبة الجامعة الأردنية لشبكات التلوصل الاجتماعي رودها في وقد تشكيل القيم لديهم، ولتحقيق هاذ الهدف اعتمد الراسة على المنهج الوصفي التحليلي، تكونت عينة الراسة من (500) طالب طالبة ممن يستخدمون شبكات التلوصل الاجتماعي، تم اختيارهم برطقة قصدية (Purposive Sample)، استخدم الباحثان البرنامج الإحصائي (SPSS) لمعالجة البيانات بالاعتماد على العديد من الاختبارات الإحصائية مثل: (T-test) ومعامل ارتباط بيرسون وقد توصلت الراسة إلى جملة من النتائج أهمها: أن طلبة الجامعة الأردنية يتعرضون لشبكات التلوصل الاجتماعي لأكثر من ثلاث ساعات يوميًا ٥٠ ونسبة مئوية (62.4%) نأو ما نسبته (68.4%) يستخدمون ملوق التلوصل الاجتماعي بهدف تكوين الصادات مع الآخرين أونهم يحرضون على الظهور في ملوق التلوصل الاجتماعي بأسمانهم الحقيقة للتلوصل مع الآخرين كما ظهرت النتائج أن أهم أودفع تعرض طلبة الجامعة الأردنية لشبكات التلوصل الاجتماعي هو التغر إلى آراء الآخرين في مختلف القضايا في المجتمع الذي يعيشون فيه، أوشتر النتائج أن تقديرنا طلبة الجامعة الأردنية لمساهمة شبكات التلوصل الاجتماعي في تشكيل قيم إيجابية لديهم كانت ضمن رجة التأثير المرتفعة، أما تقديراتهم لمساهمة شبكات التلوصل الاجتماعي في تشكيل قيم سلبية كانت ضمن رجة التأثير المتوسطة، دولت النتائج على أن هناك فقرور ناذ دلالة إحصائية عند مستوى الدلالة ($0.05=\alpha$) في تقديرنا طلبة الجامعة الأردنية لود شبكات التلوصل الاجتماعي في تشكيل القيم الإيجابية لديهم وكانت هذه الفقرور لصالح الإناث بالمقابل دلت النتائج على وجود فقرور ناذ دلالة إحصائية عند مستوى الدلالة ($0.05=\alpha$) في تقديرنا طلبة الجامعة الأردنية لود شبكات التلوصل الاجتماعي في تشكيل القيم السلبية لديهم وكانت هذه الفقرور لصالح الذكور وبناء على النتائج السابقة خرجت الراسة بعدد من التوصيات ناذ العلاقة بنتائج الراسة.

الكلمات الادللة: شبكات التلوصل الاجتماعي، الودفع، طلبة الجامعة الأردنية، أنماط.

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