

*

:

.1

.2

.3

.4

115

31

2008/2007

:

-

-

-

-

:

-

-

-

:

)

(2005

.2009/2/9

2008/9/8

*

/

() -Douglas Kellner
 %10
 %30
 (Lester, %80
)
 .(2000) .(Kellner, 2003)
 %90
 .(2005

()

()

)

(

.(Media Awareness Network, 2008)

.(2005)

Maine

5 3

:

.(2005)
 (Kearney, 1988)

.(2004)

.(Graham, 2008)

(Kyla Boyse, 2008)

)

.(2005

:

4

-

DVDs

%68

-

.DVD

%34 -

%63 -

%53 -

%51 -

:

:

:

:

:

:

.1

.(2001)

.2

.3

"

"

.4

-

-

(2003)

:

- - :

(2002)

:

: .1

.2008/2007

: .2

: .3

(2005)

" (2004)

"

(2002)

:

.1 (2001)

)

.2 (2001 :

.3 (2001)

:

-3)

.3

(5

.4

" (2005)

(2004)

" :

.1

.2

.3

.4

" (2004)

"

(2008)

"

"

:

.1

.2

.3

.4

:

.1

.2

12000

20

.5

(2008)

(Evra, 1998)

%30

(Zilman, 2001)

22000

11000

%88

(Kalin, 1997)

Child
(2008 -1998)

Development Institute (2008)

Oregon

(Canadian
(Media Awareness (2003) Teachers' Federation)
" " Network, 2008)
"

() %75

) (16215) 2008/2007
(115) (2008)
(64) (51)

.1

.2

: (31)
(13) (9) .3

.(9) .4

) ()
.(

(11) .5

$3.67 = 1.33 + 2.34 =$ -
 $3.68 = (\quad)$ -
 : %75
 -3.68) -1
 (5.00
 -2.34) -2 (31)
 (3.67
 -1.00) -3
 (2.33
 (Test-Retest)
 (30)
 (t-test) (Cronbach-Alfa) -
) 0.64 0.85 0.85
 .(0.73
 : : :
 (5) (1)
 (4)
 1.33 = () 3÷4 :
 (1) :
 $2.33 = 1.33 + 1 = (\quad)$ -
 (1)

| | | | | | | |
|--|--|------|------|------|----------|----|
| | | | | | : | |
| | | 79.2 | 0.93 | 3.96 | | .1 |
| | | 77 | 0.92 | 3.85 | | .2 |
| | | 53.4 | 1.23 | 2.67 | | .3 |
| | | 73.6 | 1.27 | 3.68 | " : " | .4 |
| | | 53.4 | 1.35 | 2.67 | | .5 |

(2)

| | | | | | | |
|--|--|------|-------|------|---|-----|
| | | | | | : | |
| | | 57.8 | 1.32 | 2.89 | | .1 |
| | | 67.4 | 1.21 | 3.37 | | .2 |
| | | 68.4 | 1.08 | 3.42 |) | .3 |
| | | 76.4 | 1.11 | 3.82 | (| .4 |
| | | 63.2 | 1.22 | 3.16 | | .5 |
| | | 58.8 | 1.25 | 2.94 | | .6 |
| | | 67.2 | 1.21 | 3.36 | | .7 |
| | | 75.8 | 1.33 | 3.79 | | .8 |
| | | 64.6 | 1.25 | 3.23 | | .9 |
| | | 71 | 1.12 | 3.55 | | .10 |
| | | 68.8 | 1.34 | 3.44 | | .11 |
| | | 78.8 | 1.09 | 3.94 | | .12 |
| | | 77 | 1.02 | 3.85 | | .13 |
| | | 68.8 | 0.768 | 3.44 | | |

(2)

(13,12,8,4)

.(0.768)

(3.44)

" "

" "

.(1999)

" "

-

-

480

.(Kellner, 2003)

:

:

.(2005)

(3)

(3)

| | | | | | | |
|--|--|------|------|------|---------|----|
| | | | | | : | |
| | | 63.6 | 1.14 | 3.18 | | .1 |
| | | 70.0 | 1.24 | 3.50 |) (... | .2 |
| | | 88.4 | 0.94 | 4.42 | | .3 |
| | | 83.6 | 1.00 | 4.18 | | .4 |
| | | 68.4 | 1.15 | 3.42 | | .5 |
| | | 74.8 | 1.02 | 3.74 | | .6 |
| | | 85.0 | 2.01 | 4.25 | | .7 |
| | | 68.0 | 1.28 | 3.40 | () | .8 |
| | | 76.6 | 1.34 | 3.83 | | .9 |
| | | 75.4 | 0.59 | 3.77 | | |

(3)

.(0.59)

(3.77)

(9.7.6.4.3)

"

"

"

(4)

()
()

(2005)

:

-

(t-test)

(5)

(5)

()

-

-

(2004)

:

.1

(2001)

.2

.3

| | | | |
|--|-------|------|-------|
| | .6 | | .4 |
| | | | .5 |
| | 2008 | | : |
| | 2002 | | 2004 |
| 2001 | | | : |
| | 2003 | | 1999 |
| | 2004 | (|) |
| : | | | 2008 |
| | | 2001 | |
| | : | | 2004 |
| Child Development Institute. 2008. <i>Television and children: guidelines for parents</i> , www.childdevelopmentinfo.com . | | 2002 | 134 |
| Evra, J. Van. 1998. <i>Television and child development</i> , NJ: Lawrence Erlbaum Associates, Inc., Publishers. | | 2004 | |
| Graham, Judith. 2008. <i>How television viewing affects children</i> , Family Issues Facts, a fact sheet for families and people who work with families, Bulletin # 4100, The University of Maine. | : | | 2004 |
| Kalin, Carla. 1997. <i>Television, violence and children</i> , Master's synthesis paper, Department of Educational Leadership, Technology and Administration, College of Education, University of Oregon. U.S.A. | : | 2001 | |
| Kearney, Richard. 1998. <i>The wake of imagination: toward a postman culture</i> , London: Rutledge. | : | | / |
| Kellner, Douglas. 2003. <i>Media spectacle</i> , London: Rutledge. | | | 2005 |
| Kyla Boyse, R. N. 2008. <i>Your child and television</i> , University of Michigan. www.med.umich.edu/libr/yourchild/TV.htm . | ... | | (311) |
| Lester, P.M. 2000. <i>Visual communication, images and messages</i> , London: Wadsworth. | | | 2008 |
| Media Awareness Network. 2008. <i>Television's impact on kids</i> , www.media-awareness.ca . | : | | 2001 |
| Zillman, D. 2001. <i>The coming of media entertainment</i> , London, Lawrence Erlbaum. | (265) | | 2001 |

The Impact of Electronic Multimedia on Shaping the Arab Culture of Arab Citizens as Perceived by a Sample of University Students in Jordan

*Sameh Mahafza**

ABSTRACT

This study aims to investigate the impact of electronic multimedia on shaping the Arab culture of Arab citizens as perceived by a sample of university students in Jordan through answering the following questions:

1. What is the impact of electronic multimedia on shaping the political aspect of culture of Arab citizens as perceived by university students in Jordan?
2. What is the impact of electronic multimedia on shaping the social aspect of culture of Arab citizens as perceived by university students in Jordan?
3. What is the impact of electronic multimedia on shaping the educational aspect of culture of Arab citizens as perceived by university students in Jordan?
4. Are there statistically significant differences in shaping Arab culture of Arab citizens as perceived by a study sample due to sex or college?

The study consisted of 115 University students working on their bachelor degree enrolled at the Hashemite University in the academic year 2007/2008. The researcher utilized a tool which consisted of 31 items and three dimensions (political, social and educational).

The findings of the study revealed that:

- Electronic multimedia, mainly TV and satellite channels, had significant positive as well as negative effects on Arab citizens.
- Most Arab countries lost control on the flow of concepts, beliefs, information, knowledge and value system in their societies.
- Excessive viewing of satellite channels had a significant impact on shaping habits, attitudes, values and daily behavior.
- Kids and youth are bombarded with violence, sexual messages and images in all media such as television, magazines, advertisements, music, movies and internet.

In the light of the study findings, the researcher recommended the following:

- Supporting the values of freedom, democracy, human rights, pluralism and equality among the citizens in the Arab world.
- Inclusion of values of morale and ethic in curricula and information programs.
- Guaranteeing easy access to information resources and knowledge with feasible cost.

Keywords: Electronics Multimedia, Satellite Channels, Internet, Identity, Violence, Democracy, Human Rights, Pluralism.

* Faculty of Educational Sciences, The Hashemite University, Zarqa, Jordan. Received on 8/9/2008 and Accepted for Publication on 9/2/2009.