

## The Impact of Social Media on Unethical Behaviors from the Perspective of the Ninth and Tenth Grade Students in Jordan

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### Abstract

The present study aimed to explore the impact of social media on unethical behaviors from the perspective of ninth and tenth grade students in Jordan. The researchers adopted descriptive and quantitative approaches. They used a questionnaire to identify the social media platform used the most by ninth and tenth grade students in Amman and Balqa, Jordan. Through using the questionnaire, they aimed to explore the impact of social media on unethical behaviors in family and society. It was found that YouTube is the social media platform used the most by ninth and tenth grade students in Jordan. Electronic games- e.g. Pubg, Fortnite, Sims and etc.- are ranked second in this regard. Facebook is ranked third. Instagram is ranked third too. Snapchat is ranked fourth and Twitter is ranked fifth. Twitter is ranked last. It was found that social media significantly affects family and society. It was found that social media has been playing a significant role in promoting unfamiliar values in society. Social media has been promoting the use of bad words among young people. In terms of family, it was found that the prevalence of social media led to reducing the extent of interaction between family members. It was found that social media led to reducing the degree to which children interact with their family member. It was found that social media negatively affects family relationships. It was found that there are statistically significant differences –at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to city and family income. The latter difference are for the favor of the respondents living in the city and the respondents whose family income is high. The researchers recommend holding lectures for students and parents to promote awareness about the advantages and disadvantages of using social media. Such lectures must include information about the way of using social media and organizing one's time to use it.

**Keywords:** social media, unethical behaviors, Jordanian students

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### Introduction:

Societies change and develop rapidly due to knowledge expansion and scientific and technological developments. Such developments affected all the countries in the world. Thus, it has become easier for anyone to gain information about the cultures of other countries. In other words, information about cultures has become accessible by all people. That led to experiencing cultural diffusion (i.e. the spread of positive and negative cultural aspects throughout countries). In this situation, the original culture shall be at risk of getting altered. That applies, unless people addressed such risks effectively and wisely. ICTs increased such risks. They have become part of daily life in all cultures. It can be noticed that some families allow their children to use ICT. Thus, ICTs interfere in the way of raising up children. Thus, they hinder parents from raising up children properly. They may promote unethical behaviors.

That are many benefits for the web. However, there are several disadvantages for the web. For instance, the web promotes values that are inconsistent with the dominant values in society. In fact, it plays a significant role in cultural invasion. It leads to becoming an internet addict without being aware about the risks associated with such addiction. In addition, some applications –like WhatsApp- have several disadvantages. For instance, they lead to having problems between spouses. They hinder parents from communicating effectively with their children. They hinder spouses from communicating with their spouses. In addition, some applications may be used for spreading rumors and wrong information. Applications are used today to influence young people in many positive and negative aspects (Al-Shar'ah, 2017).

In the light of the aforementioned information, it's necessary to promote awareness among parents about the way of using social media –e.g. Facebook, YouTube and Twitter- and games websites, such as: Pubg and Sims. That is because social media and games websites have negative impacts on children and teenagers (O'keeffe et al., 2011).

Based on studies, people use social media due to several reasons. For instance, social media can be easily used. They are free. The users of social media don't have to leave home to use social media. Social media may be used by some users to escape reality and search for an alternative reality. The introvert people may find friends through using social media. They may form a new identity for themselves and meet their needs away from reality. Some people use social media because they can hide their real identity through using fake accounts. Social media may be used by people for entertaining themselves or searching for news or information (Qamqani, 2017).

Violent video games have become popular among young people. They have become more popular than Television. They include violent content that negatively affects the players' behaviors. They include imaginary

actions that the players interact with. They may promote aggressive behaviors, ideas and feelings. They reduce the feelings of empathy (Hasan, 2018).

Education develops one's personality in various areas. It affects one's psychological status (Hatahet & Al Qudah, 2016; Ben Tarif and Al-Qudah, 2019; Al-Hilat et al., 2008; Al-Qudah, 2006; Al-Tamimi & Al-Qudah, 2019). Qamwah and Al-Qudah (2017) suggest that there are several factors that made education and the promotion of positive values difficult. Such factors include: the changes that occurred to families, the mothers' engagement in the labor market and the technological developments. Education has become difficult because family today isn't the only one that shapes children's behaviors. In fact, children's behaviors today are influenced by social media and the things displayed on television. Thus, there are several channels today that shape children's behaviors and educate children. That leads to experiencing behavioral problems by children. It leads to experiencing instability by children. In addition, children may feel lost because there are contradictions between the things seen on social media and the things seen in reality.

The negative behavior acquired by social media shall manifest in school. School is responsible for promoting positive values and behaviors. It's responsible for educating children and developing them in physical, mental, spiritual, religious, and social areas. It is responsible for developing students' behaviors in such areas (Al-Zoby & Al-Qudah, 2020; Fallouh & Al-Qudah, 2020; Al-Hammad & Al-Qudah, 2019; Malkawi, & Al-Qudah, 2018, 2019; Malkawi, & Al-Qudah, 2018, Al-Qudah, 2017; Hamadneh and Al-Qudah, 2017; Thatha et al., 2012). Based on the results of several studies, the impact of social media on society and ethics has been increasing. Such increase is attributed to the rapid development of social media. Thus, it has become difficult to control and monitor social media. Therefore, it has become necessary to explore the impact of social media on unethical behaviors. Hence, the present study aimed to explore the impact of social media on unethical behaviors from the perspective of ninth and tenth grade students in Jordan.

### **Statement of the Problem**

The problem of the present study is represented in exploring the impact of social media on unethical behaviors from the perspective of ninth and tenth grade students in Jordan. After reviewing the relevant previous studies, the researchers found that this problem requires investigation. Technological advancements have several advantages. Despite that, they have disadvantages. For instance, they influence the behaviors and ethics of children and teenagers. The number of social media users has been increasing. Therefore, all children and young people use smart phones and their applications without being monitored by their parents or the concerned institution. To be more specific, the present study aimed to answer the following questions:

Q.1. What is the social media platform used the most from the perspective of ninth and tenth grade students in Jordan?

Q.2. What is the impact of social media on unethical behaviors from the perspective of ninth and tenth grade students?

Q.3. Is there any statistically significant difference –at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to gender, city, parents' academic qualification and family income?

### **The Study's Objectives**

The present study aimed to:

- 1-Identify the social media platform used the most from the perspective of ninth and tenth grade students in Jordan?
- 2-Explore the impact of social media on unethical behaviors from the perspective of ninth and tenth grade students
- 3- Identify whether there is a statistically significant difference –at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to gender, city, parents' academic qualification and family income

### **The Study's Significance:**

The present study is significant because it aimed to reach very important results. It's significant because it offer theoretical framework that can be used by researchers for conducting studies. To be more specific, it is significant due to the following reasons:

- The present study participates in promoting awareness among social media users about the impact of social on values and ethics in society.
- The present study participates in promoting awareness among educators in educational institutions about the impact of social media on children.
- The present study encourages researchers to conduct studies about the impact of social media on people and the way of addressing the problems derived from social media.

## **Definition of Terms:**

### **The study's terms are defined below:**

**Unethical behaviors:** They refer to unhealthy and negative behaviors that cause damage to the members of the society. They serve as a threat to the security and stability of the members of the society. They hinder people from carrying out their daily life activities properly. They include: lying, theft, fraud, begging, academic failure, running from school and aggressive behaviors. They refer to behaviors that are inconsistent with the values and traditions of society. They are explored in the present study through using the questionnaire

**Social media:** Kamel (2015: 243) defines social media as social interactive platforms that allow its users to communicate with each other at any time and from any place. Today, social media is used for expressing views, including opposing views. Social media platforms include: Facebook, WhatsApp, Twitter and Instagram.

### **The Study's Limits:**

The present study targets 9<sup>th</sup> and 10<sup>th</sup> grade students in Amman and Balqa during the academic year (2019/2020).

### **Previous Studies:**

The researchers reviews the following studies

Mecheel (2010) aimed to explore the impact of social media on social relationships. The sample consists from 1600 young person who use social media. Those individuals were selected from Britain. Based on the results, more than 50% of the adults use Facebook, YouTube and Bebo. They suggest that the time they spend on social media is greater than the time they spend with their friends in reality. Thus, social media affects people's lifestyle.

Lenhart (2010) aimed to shed a light on the values and expertise of the future generations in USA. It sheds a light on the expected achievements of the future generations. Data was collected through using a questionnaire. The questionnaire forms were filled on the phone. It sheds a light on the use of mobile phones by teenagers and parents. 6 groups were selected from 3 US cities in November, 2009. These groups consists from teenagers whose age is within the range of (12-18) years. 4% of the teenage smart phone users whose age is within the range of (12-17) years took photos for themselves while being partially or fully naked. 15% of the teenagers received photos for people who are partially or fully naked. Teenagers received messages that include sexual intimated content. It was found that the monitoring the children's mobile phones by parents reduces a little the incidents of having improper images received or sent by the children. 28% of the children who didn't receive nor sent improper images have parents who monitor the messages they send and receive.

Associated press-NORC center & MTV (2013) aimed to promote awareness among young people and teenagers in USA about the improper online behaviors. They aimed to promote awareness among those young people and teenagers about the way of dealing with digital abuse once it occurs. The sample consists from 1297 female and male young people and teenagers in USA. The age of sampled individuals is within the range of 14-24 years. It was found that about 50% of the respondents experienced electronic harassments. 40% of the respondents were using internet for receiving dating services and talking with people from the other gender. 11% of the respondents shared improper videos and photos for themselves.

Sofyan (2013) aimed to explore the impact of using social media on social relationship in the Algerian family and society. The sample consists from 325 female and male young individuals in Al-Tarif, Algeria. It was found that the impact of internet on social relationships increase among the young people who use internet without being monitored by others. It was found that the higher the number of hours spent on using social media, the higher the impact of internet on social and family relationships shall be. It was found that Facebook is the social media platform used the most. It was found that the impact of social media on males' relationships is higher than the impact of social media on females' relationships. It was found that the higher the academic achievement level of young people, the lower the impact of social media on social relationships shall be among them. The same applies to age distribution. In other words, the older one is, the lower the impact of social media on social relationships shall be.

Al-Qarni (2013) aimed to explore the impact of social media on young people. He adopted a descriptive approach. The sample consists from 622 female and male students enrolled at Tabuk University. It was found that the application used the most is WhatsApp. It was found that the majority of respondents use social media for three hours a day at least. It was found that the goal sought from using social media is represented in entertainment. As for the impact of using social media, there are positive and negative impacts. Such positive impacts include: encouraging people to join Islam and communicating with family members and friends. They include: engaging in cultural activities. As for the negative impacts, the use of insulting words and slang on social media. They include: the poor compliance with religious values.

Al-Tayar (2014) aimed to explore the impact of social media on values among the students enrolled in King Saud University. He used a questionnaire. The sample consists from 2274 students who were randomly selected from various majors. It was found that the negative impacts of social media include having improper relationships with people from the other gender. Such negative impacts include: showing negligence in carrying out religious

rituals. It was found that the positive impacts of social media include: reading the latest local news and learning new information. Such positive impacts include: expressing opinions freely and overcoming the shyness problem.

Al-Areeshy and Al-Dosary (2015) aimed to explore the impact of social media on social, and ethical values and intellectual security among the students enrolled in Saudi universities. They used a questionnaire. The sample consists from 585 female and male students. It was found that there are positive and negative impacts for using social media. In terms of the positive impacts, Facebook and Twitter play a significant impact in promoting intellectual openness. In terms of the negative impacts, social media spreads information fast. Social media promotes social inequality among people in society. It promotes isolation and hinder people from engaging in social activities. It hinders people from meeting their relatives.

Al-Hussain (2016) aimed to explore the impact of social media on the behaviors and values of young Muslims. He used a questionnaire. The sample consists from 300 Saudi female and male individuals. Those individuals were selected from Jeddah. The age of those individuals is within the range of 15-37 years. It was found that all the respondents use the internet. It was found that 86.33% of the respondents use social media regularly. Such use affects the values adopted by those respondents.

Al-Bakar (2017) aimed to explore the reality of using social media. He aimed to explore the impact of social media on the Jordanian family in social, economic and cultural areas from the perspective of young university students. The sample consists from 244 female and male university students who are enrolled at Balqa Applied University. It was found that social media has a great impact on the values adopted by the Jordanian family. It was found that the negative impacts of social media are much greater than the positive impacts of social media. Due to social media, people's appreciation for family gatherings decreased. Due to social media, people's appreciation for time decreased. Social media made people provide more attention to luxurious things instead of providing attention to essential things. In terms of cultural areas, social media provided people with opportunities to gain information about other cultures.

Al-Ghamdi & Al-Hattami (2017) aimed to explore whether social media has any impact on Egyptian and Saudi young people in cultural, intellectual, psychological, ethical and political areas. The sample consists from 200 female and male students who were selected from Egypt and Saudi Arabia. It was found that 50% of the respondents believe that social media has a negative impact on young people in psychological, cultural and intellectual areas. The severity of the negative impacts of social media from the perspective of Saudi young people is greater than the counterpart severity from the perspective of Egyptian young people. The severity of the political and ethical negative impacts of social media from the perspective of Egyptian female respondents is greater than the counterpart severity from the perspective of Egyptian male respondents.

#### **Comments on the aforementioned studies:**

After reviewing the aforementioned studies, it can be concluded that there are negative impacts for social media on the ethical and values adopted by people in societies. Despite that, there are positive impacts for using social media. Based on the aforementioned studies, it can be concluded that the present study is the only study that aimed to explore the impact of social media on young students' behaviors from their own perspective in Jordan. The present study aimed to explore that in order to promote awareness among decision makers in educational institutions in this regard.

#### **Methods and Procedures:**

##### **The Study's Approach:**

The present study adopts a descriptive approach in order to explore the impact of social media on the behaviors of 9th and 10th grade students in Jordan.

##### **The Study's Population and Sample:**

The population consists from all the 9th and 10th grade students in Jordan. During the academic year (2019/2020), there are 150103 female and male ninth grade students and 139617 female and male tenth grade students. Thus, the population consists from 289720 female and male students. These numbers were obtained from the records of the Jordanian Ministry of Education. The researchers selected 468 female and male students from the population. Those students were selected from Amman and Balqa through using the simple random sampling method.

##### **The Study's Instrument:**

Based on the relevant literature and the study's questions and objective, the researchers developed the study's instrument. The study's instrument is represented in a close-ended questionnaire that aims at collecting data from the respondents. It sheds a light on two areas. These areas are listed below:

The first area: The impact of social media on family in terms of daily lives. 8 items shed a light on this area

The second area: The impact of social media on society. 35 items shed a light on this area.

The five point Likert scale is adopted. It consists from five rating categories; strongly agree, agree, neutral, disagree

and strongly disagree. The categories represent the following scores respectively: (5, 4, 3, 2, and 1).

### The validity of the instrument

To measure the study's validity, the initial version of the questionnaire was passed to 10 experts who are specialized in the educational field. Those experts were asked to assess the questionnaire in terms of language, relevancy, and clarity. They were asked to provide their comments. It was found that more than 80% of the experts recommend keeping all the items. However, some experts recommended re-drafting the items. None of the experts recommended deleting any item in the questionnaire nor adding any item to it.

### The reliability of the instrument:

The researchers measured the reliability of the instrument through calculating the values of Cronbach alpha coefficient. That was done through distributing the questionnaire forms to 25 female students.

Table (1): The values of Cronbach alpha coefficient.

| No.   | Area                                  | The value of Cronbach alpha coefficient |
|-------|---------------------------------------|-----------------------------------------|
| 1     | The impact of social media on family  | 0.974                                   |
| 2     | The impact of social media on society | 0.973                                   |
| Total |                                       | 0.965                                   |

### Statistical analysis

To answer the study's first question, frequencies and percentages were calculated. To answer the second question, means and standard deviations were calculated. The t value of each item is calculated. If the t value is statistically significant and the mean is higher than 3, the level is high. If the t value is significant and the average are less than 3, the level is low. If the t value is not statistically significant, the level is moderate regardless of the value of the mean. To answer the study's third question, the multivariate analysis of variance and Sheffeh post-hoc analysis was conducted.

### Results and Discussion

Q.1. What is the social media platform used the most from the perspective of ninth and tenth grade students in Jordan?

To answer this question, frequencies and percentages are calculated. Table (2) below presents those values

Table (2): Frequencies and percentages about the social media platform used the most from the perspective of ninth and tenth grade students in Jordan

| No. | Social media website            | Frequencies and percentages | To a very great extent or to a great extent | To a moderate extent | To a very little extent or to a little extent | Total |
|-----|---------------------------------|-----------------------------|---------------------------------------------|----------------------|-----------------------------------------------|-------|
| 7   | YouTube                         | Frequency                   | 328                                         | 90                   | 50                                            | 468   |
|     |                                 | Percentage                  | 70.1                                        | 19.2                 | 10.7                                          | 100   |
| 6   | PUBG, FORTNITE, SIMS, and etc.. | Frequency                   | 271                                         | 84                   | 113                                           | 468   |
|     |                                 | Percentage                  | 57.9                                        | 17.9                 | 24.2                                          | 100   |
| 5   | Facebook                        | Frequency                   | 268                                         | 117                  | 83                                            | 468   |
|     |                                 | Percentage                  | 57.2                                        | 25.1                 | 17.7                                          | 100   |
| 4   | Instagram                       | Frequency                   | 268                                         | 69                   | 131                                           | 468   |
|     |                                 | Percentage                  | 57.2                                        | 14.7                 | 28.1                                          | 100   |
| 3   | Snapchat                        | Frequency                   | 207                                         | 115                  | 146                                           | 468   |
|     |                                 | Percentage                  | 44.2                                        | 24.6                 | 31.2                                          | 100   |
| 2   | WhatsApp                        | Frequency                   | 185                                         | 130                  | 153                                           | 468   |
|     |                                 | Percentage                  | 39.5                                        | 27.8                 | 32.7                                          | 100   |
| 1   | Twitter                         | Frequency                   | 24                                          | 29                   | 415                                           | 468   |
|     |                                 | Percentage                  | 5.1                                         | 6.2                  | 88.7                                          | 100   |

Based on table (2), it was found that YouTube is the social media platform used the most from the perspective of ninth and tenth grade students. For instance, 328 respondents either use YouTube to a very great extent or to a great extent (i.e. 70.1%). The latter result may be attributed to the easiness of using YouTube. It may be attributed to the easiness of making YouTube channels. Through such channels, videos can be uploaded and posted. Through posting videos on YouTube, people can gain money without having people monitoring the content of the videos. It was found that electronic games (i.e. PUBG, FORTNITE, SIMS, and etc..) are ranked second in this regard. For instance, 271 respondents either use electronic games to a very great extent or to a great extent (i.e. 57.9%). The latter result may be attributed to the fact that these games have become popular among young people. It may be attributed to the fact that these games entertain young people and make them lose sense of time while playing. It

indicates that parents don't pay attention to the negative impacts of those games on children in psychological and behavioral areas. It indicates that parents don't pay attention to the negative impacts of those games on children's academic achievement. As for Facebook, it is ranked third. For instance, 268 respondents either use Facebook to a very great extent or to a great extent (i.e. 57.2%). The latter result is attributed to the easiness of using Facebook. It's attributed to the fact that Facebook can be used for free. It is inconsistent with the result concluded by Sofyan (2013). The latter researcher found that Facebook is the social media platform used the most. Instagram is ranked third too. 268 respondents either use Instagram to a very great extent or to a great extent (i.e. 57.2%). Snapchat is ranked fourth in this regard. 207 respondents either use Snapchat to a very great extent or to a great extent (i.e. 44.2%). WhatsApp is ranked fifth in this regard. 185 respondents either use WhatsApp to a very great extent or to a great extent (i.e. 39.5%). The latter result is inconsistent with the result concluded by Al-Qarni (2013). The latter researcher found that WhatsApp is the social media platform used the most by young people. Such inconsistency may be attributed to the difference between the samples in terms of age. Twitter is ranked fifth in this regard. 24 respondents either use Snapchat to a very great extent or to a great extent (i.e. 5.1%). The latter result may be attributed to the fact that the entertainment activities on Snapchat are less than the entertainment activities on other social media platforms. Snapchat is used mainly for broadcasting news and communicating with people. Young people don't prefer to use Snapchat because its use is complicated.

**Results related to the second question:**

Q.2. What is the impact of social media on unethical behaviors from the perspective of ninth and tenth grade students?

To answer this question, means and standard deviations are calculated for each area of the study's areas. In addition, the t-test was conducted. Table (3) shows that

Table (3): The t-values, means and standard deviations for the impact of social media on unethical behaviors from the perspective of ninth and tenth grade students

| No. | Area                                  | Mean | Std. | T value | Sig. | Level | Rank |
|-----|---------------------------------------|------|------|---------|------|-------|------|
| 2   | the impact of social media on society | 3.62 | 0.68 | 19.65   | 0.00 | High  | 1    |
| 1   | the impact of social media on family  | 3.54 | 0.59 | 10.70   | 0.00 | High  | 2    |
|     | Total                                 | 3.31 | 0.63 | 19.80   | 0.00 | High  |      |

Based on table (3), it can be concluded that the impact of social media on unethical behaviors from the perspective of ninth and tenth grade students is high. That is because the overall mean is 3.31. The overall standard deviation is 0.63. The statistical significance is 0.000. The latter mean is greater than the average of the scale (i.e. 3). The high impact of social media on unethical behaviors is high. That may be attributed to the prevalence of social media among people. Despite such prevalence, educational institutions and families don't provide much attention to the promotion of awareness about the advantages and disadvantages of social media among children. They don't monitor the way children use social media.

The area of (the impact of social media on society) shows a mean of 3.62 which is high. The standard deviation of the latter area 0.68. The value of the latter area is 19.65 and the significance value is 0.000. The latter mean is greater than the average of the scale (i.e. 3). The high impact of social media on society may be attributed to the fact that educational institution don't promote awareness among the members of society about the advantages and disadvantages of social media. It is attributed to the fact that some educators don't have adequate awareness about the disadvantages of social media. The area of (the impact of social media on family) shows a mean of 3.54 which is high. The standard deviation of the latter area is 0.59. The t-value of the latter area is 10.70. The significance value is 0.00. The latter mean is greater than the average of the scale (i.e. 3). The high impact of social media on family may be attributed to having children poorly monitored by children. It indicates that parents don't promote adequate awareness about the advantages and disadvantages of social media among children.

The items of the questionnaire are presented below in accordance with each area.

First: The impact of social media on society

Table (4) below presents the means and standard deviations of the items

Table (4): The means and standard deviations of the impact of social media on society

| No. | Item                                                                   | Mean | Std. | T value | Sig. | Level | Rank |
|-----|------------------------------------------------------------------------|------|------|---------|------|-------|------|
| 1   | Social media led to the spread of unfamiliar values that are unethical | 4.13 | 0.99 | 24.58   | 0.00 | High  | .1   |
| 4   | Social media led to the spread of bad words among young people         | 4.10 | 1.25 | 18.93   | 0.00 | High  | .2   |
| 6   | Social media led to promoting violence among young people              | 4.02 | 1.17 | 18.82   | 0.00 | High  | .3   |

|    |                                                                                                                |      |      |        |      |      |     |
|----|----------------------------------------------------------------------------------------------------------------|------|------|--------|------|------|-----|
| 25 | Social media led to the spread of the lying behaviors among students                                           | 4.01 | 1.17 | 18.65  | 0.00 | High | .4  |
| 13 | Social media promotes deviant websites                                                                         | 4.01 | 1.13 | 19.22  | 0.00 | High | .5  |
| 26 | Social media makes students make fun of each other                                                             | 4.00 | 1.16 | 18.67  | 0.00 | High | .6  |
| 14 | Social media leads to the prevalence of cheating and deception                                                 | 3.96 | 1.06 | 19.50  | 0.00 | High | .7  |
| 29 | Social media leads to imitating the Western world in terms of (clothes and haircuts)                           | 3.95 | 1.19 | 17.27  | 0.00 | High | .8  |
| 19 | Social media leads to the spread of fights between students                                                    | 3.91 | 1.14 | 17.09  | 0.00 | High | .9  |
| 12 | Social media promotes porn videos                                                                              | 3.90 | 1.21 | 16.00  | 0.00 | High | .10 |
| 2  | Social media leads to the spread of moral deviant behaviors                                                    | 3.88 | 1.25 | 15.15  | 0.00 | High | .11 |
| 7  | Social media makes people acquire negative behaviors                                                           | 3.84 | 1.17 | 15.41  | 0.00 | High | .12 |
| 23 | Social media makes school students get absent without an excuse                                                | 3.78 | 1.18 | 14.23  | 0.00 | High | .13 |
| 24 | Social media makes people intolerant to others' opinions. It makes people refuse listening to others' opinions | 3.76 | 1.18 | 13.87  | 0.00 | High | .14 |
| 11 | Social media leads to having improper relationship between people of various genders                           | 3.75 | 1.25 | 12.90  | 0.00 | High | .15 |
| 15 | Social media leads to having negligence in terms of doing the religious rituals that I have to do              | 3.73 | 1.40 | 11.25  | 0.00 | High | .16 |
| 27 | Social media makes people do things that people from the other gender do                                       | 3.72 | 1.27 | 12.27  | 0.00 | High | .17 |
| 22 | Social media makes people commit assaults against the ones who are younger than them                           | 3.69 | 1.29 | 11.60  | 0.00 | High | .18 |
| 30 | Social media promotes alcohol                                                                                  | 3.60 | 1.27 | 10.26  | 0.00 | High | .19 |
| 28 | Social media makes people talk in indecent subjects before the public                                          | 3.60 | 1.22 | 10.64  | 0.00 | High | .20 |
| 31 | Social media promotes drugs                                                                                    | 3.59 | 1.32 | 9.66   | 0.00 | High | .21 |
| 8  | Social media led to having changes in the way the family members dress                                         | 3.58 | 1.24 | 10.06  | 0.00 | High | .22 |
| 32 | Social media leads to organizing groups in order to assault others                                             | 3.56 | 1.27 | 9.41   | 0.00 | High | .23 |
| 20 | Social media leads to insulting teachers                                                                       | 3.54 | 1.23 | 9.53   | 0.00 | High | .24 |
| 10 | Social media makes people influenced by the content uploaded to it                                             | 3.54 | 1.20 | 9.70   | 0.00 | High | .25 |
| 9  | Social media leads to using others' information in order to harm and slander them                              | 3.46 | 1.30 | 7.68   | 0.00 | High | .26 |
| 16 | Social media leads to damaging the school properties                                                           | 3.45 | 1.31 | 7.41   | 0.00 | High | .27 |
| 21 | Social media leads to insulting parents                                                                        | 3.44 | 1.40 | 6.69   | 0.00 | High | .28 |
| 17 | Social media leads to the spread of the act of stealing others' possessions                                    | 3.42 | 1.30 | 7.02   | 0.00 | High | .29 |
| 18 | Social media leads to the spread of the act of stealing the school possessions                                 | 3.37 | 1.31 | 6.06   | 0.00 | High | .30 |
| 33 | Social media leads to organizing groups that aim at committing assaults against the school                     | 3.37 | 1.25 | 6.32   | 0.00 | High | .31 |
| 5  | Social media leads to reducing the respect for parents                                                         | 3.29 | 1.42 | 4.48   | 0.00 | High | .32 |
| 3  | Social media leads to increasing the extent of adopting unethical values by family members                     | 3.24 | 1.43 | 3.67   | 0.00 | High | .33 |
| 35 | Social media leads to the promotion of tolerance inside the family                                             | 2.35 | 1.17 | -11.95 | 0.00 | Low  | .34 |
| 34 | Social media promotes of religious values                                                                      | 2.31 | 1.25 | -11.87 | 0.00 | Low  | .35 |
|    | Total                                                                                                          | 3.54 | 0.62 | 19.65  | 0.00 |      |     |

Based on table (4), the impact of social media on society from the perspective of ninth and tenth grade students is high. That is because the overall mean is 3.54. The overall standard deviation is 0.62. The significance value is

0.00. The latter mean is greater than the average of the scale (i.e. 3). The high impact of social media on society may be attributed to the fact that educational institutions don't provide adequate attention to the promotion of awareness about the advantages and disadvantages of social media among children. It may be attributed to the fact that educational institutions don't teach children the way they should use social media.

The means are either high, moderate or low. They are within the range of (2.31-4.13). The mean of statement (1) is 4.13 which is high and ranked first. The latter statement states the following :(social media led to the spread of unfamiliar values that are unethical). The standard deviation of statement 1 is 0.99. The calculated t value of statement 1 is 24.58 and the significance value is 0.000. The latter mean is greater than the average of the scale (i.e. 3). The result of statement 1 is attributed to the fact that behaviors can be easily promoted through social media. In addition, young people can easily learn such behaviors from social media without paying attention to the fact that these behaviors are inconsistent with the society's customs and tradition. The latter result is consistent with the result concluded by Al-Hussain (2016). The latter researcher found that using social media in a regular manner affects the values and ethics adopted by one.

The mean of statement (4) is 4.10 which is high and ranked second. The latter statement states the following: (Social media led to the spread of bad words among young people).The standard deviation of statement 4 is 1.25. The calculated t value of statement 4 is 18.93 and the significance value is 0.000. The latter mean is greater than the average of the scale (i.e. 3). The result of statement 4 is attributed to the fact that it is easy for bad words to spread among young people. In addition, it is attributed to the fact that young people like using bad words. It indicates that parents don't monitor children and their colleagues. It indicates that parents do not instill respect for others within their children. The latter result is consistent with the result concluded by Al-Qarni (2013). The latter researcher found that insulting words are the more prevalent negative impacts of social media. It was found that the mean of statement(35) is 2.35 which is low and ranked thirty fourth. The latter statement states the following: (Social media leads to the promotion of tolerance inside the family). The standard deviation of statement 35 is 1.17. The calculated t value of statement 35 is -11.95 and the significance value is 0.000. The latter mean is lower than the average of the scale (i.e. 3). It was found that the mean of statement (34) is 2.3 which is low and ranked last. The latter statement states the following: (Social media promotes religious values). The standard deviation of statement 34 is 1.25. The calculated t value of statement 34 is -11.87 and the significance value is 0.000. The latter mean is lower than the average of the scale (i.e. 3).The result of statement 34 indicates that children don't comply much with the religious values. Such values include: tolerance, forgiving, accepting the ones who are different and co-living. The latter result indicates that parents do not seek instilling religious values within their children. That is because parents are busy in meeting life requirements. That shall negatively affect the behaviors and ways of thinking of children. Thus, children shall not adopt religious values when communicating with their colleagues, sisters and brothers. The result of statement 34 is consistent with the results concluded by Al-Qarni (2013) and Al-Shar'ah (2017). The latter researchers found that the greater one uses social media, the most severe the negative impacts of social media on his/her religious values shall be. Despite that, social media plays a significant role in encouraging people to join Islam.

**Second: The impact of social media on family:**

Table (5) below presents the means, standard deviations, and t-values for each item

Table (5): The means and standard deviations for the impact of social media on family

| No.   | Item                                                                                                                                                      | Mean | Std. | T value | Sig.  | Level    | Rank |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|---------|-------|----------|------|
| 1     | Social media reduced the degree to which I interact with my family members. That applies in terms of the degree to which I sit with them and talk to them | 4.07 | 1.09 | 21.20   | 0.00  | High     | 1    |
| 2     | The visits made by relative annoy me. That is because these visits disrupt me from spending time on social media                                          | 3.76 | 1.36 | 12.02   | 0.00  | High     | 2    |
| 3     | My family complains because I am always busy in using social media                                                                                        | 3.63 | 1.09 | 12.37   | 0.00  | High     | 3    |
| 5     | My family doesn't seek instilling values within me                                                                                                        | 3.56 | 1.27 | 9.55    | 0.00  | High     | 4    |
| 7     | Social media fueled my anger feelings                                                                                                                     | 3.13 | 1.34 | 2.12    | 0.03  | High     | 5    |
| 6     | My family doesn't have a role model to learn from him/her the good behavior                                                                               | 3.06 | 1.38 | 0.86    | 0.38  | Moderate | 6    |
| 8     | Social media instilled honesty within me                                                                                                                  | 2.37 | 1.29 | -10.57  | 0.00  | Low      | 7    |
| 4     | Social media encouraged me to express my opinions freely                                                                                                  | 1.97 | 1.07 | -20.64  | 0.00  | Low      | 8    |
| Total |                                                                                                                                                           | 3.31 | 0.62 | 19.65   | 00.00 | High     |      |



Based on table (5), the impact of social media on Jordanian families is high from the perspective of ninth and tenth grade students. That is because the overall mean is 3.31 which is high. The overall standard deviation is 0.62. The overall statistical significance value is 0.000. The latter mean is greater than the average of the scale (i.e. 3). The latter result indicates that families don't seek promoting awareness among children about the advantages and disadvantages of social media and the way of using social media properly.

The means of the items in table (5) are either low, moderate or high. They are within the range of (1.97-4.07). It was found that the mean of statement (1) is 4.07 which is high and ranked first. The latter statement states the following: (Social media reduced the degree to which I interact with my family members. That applies in terms of the degree to which I sit with them and talk to them). The standard deviation of statement 1 is 1.09. The calculated t value of statement 1 is 21.20 and the significance value is 0.000. The latter mean is greater than the average of the scale (i.e. 3).

It was found that the mean of statement (2) is 3.76 which is high and ranked second. The latter statement states the following: (The visits made by relative annoy me. That is because these visits disrupt me from spending time on social media). The standard deviation of statement 2 is 1.36. The calculated t value of statement 2 is 12.02 and the significance value is 0.000. The latter mean is greater than the average of the scale (i.e. 3). The result of statement (2) may be attributed to the excessive use of social media by respondent or family members. Such excessive use affects the quality and amount of the interaction between family members. The results of statement 1 and statement (2) are consistent with the result concluded by Al-Areeshy and Al-Dosary (2015). The latter researchers found that social media led to the prevalence of isolation. They found that social media hindered people from engaging in social activities and making visits to their relatives. The results of statement 1 and statement (2) are consistent with the result concluded by Al-Bakar (2017). The latter researcher found that social media reduced the extent of family gatherings.

It was found that the mean of statement (4) is 1.97 which is low and ranked last. The latter statement states the following: (Social media encouraged me to express my opinions freely). The standard deviation of statement 4 is 1.07. The calculated t value of statement 4 is -20.64 and the significance value is 0.000. The latter mean is lower than the average of the scale (i.e. 3). The result of statement (4) may be attributed to the respondents' lack of knowledge about the way of using social media properly in order to achieve self-improvement. It may be attributed to the respondents' beliefs that they don't have adequate freedom to express their views. That's because expressing their opinions freely may cause harm to their colleagues' feelings. That shall hinder the respondents from being honest. The result of statement (4) is inconsistent with the result concluded by Al-Tayar (2014). The latter researcher found that social media has positive impacts, such as: reading the latest local news and learning new information, and expressing opinions freely.

### Results related to the third question:

Q.3. Is there any statistically significant difference –at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to gender, city, parents' academic qualification and family income? To answer the third question, means and standard deviations were calculated. These values are presented in table (6) below

Table (6): means and standard deviations for the respondents' attitudes in accordance with gender, city, parents' academic qualification and family income

| Area                            |                     | The impact of social media on family |      | The impact of social media on society |      | Total |      |
|---------------------------------|---------------------|--------------------------------------|------|---------------------------------------|------|-------|------|
|                                 |                     | Mean                                 | Std. | Mean                                  | Std. | Mean  | Std. |
| Gender                          | Female              | 3.30                                 | 0.58 | 3.64                                  | 0.68 | 3.55  | 0.57 |
|                                 | Male                | 3.32                                 | 0.68 | 3.60                                  | 0.69 | 3.52  | 0.61 |
|                                 | Total               | 3.31                                 | 0.63 | 3.62                                  | 0.68 | 3.54  | 0.59 |
| Grade                           | 9 <sup>th</sup>     | 3.27                                 | 0.60 | 3.60                                  | 0.68 | 3.52  | 0.58 |
|                                 | 10 <sup>th</sup>    | 3.35                                 | 0.60 | 3.64                                  | 0.69 | 3.56  | 0.60 |
|                                 | Total               | 3.31                                 | 0.63 | 3.62                                  | 0.68 | 3.54  | 0.59 |
| City                            | Amman               | 3.58                                 | 0.35 | 3.73                                  | 0.71 | 3.67  | 0.50 |
|                                 | Balqa               | 2.90                                 | 0.71 | 3.46                                  | 0.77 | 3.34  | 0.66 |
|                                 | Total               | 3.31                                 | 0.63 | 3.62                                  | 0.68 | 3.54  | 0.59 |
| Father's academic qualification | Tawjihi or less     | 2.92                                 | 0.69 | 3.42                                  | 0.75 | 3.32  | 0.63 |
|                                 | Diploma degree      | 3.48                                 | 0.49 | 3.62                                  | 0.80 | 3.56  | 0.70 |
|                                 | BA degree           | 3.45                                 | 0.54 | 3.73                                  | 0.59 | 3.65  | 0.50 |
|                                 | Postgraduate degree | 3.37                                 | 0.62 | 3.49                                  | 0.77 | 3.43  | 0.67 |
|                                 | Total               | 3.31                                 | 0.63 | 3.62                                  | 0.68 | 3.54  | 0.59 |

| Area                            |                     | The impact of social media on family |      | The impact of social media on society |      | Total |      |
|---------------------------------|---------------------|--------------------------------------|------|---------------------------------------|------|-------|------|
|                                 |                     | Mean                                 | Std. | Mean                                  | Std. | Mean  | Std. |
| Mother's academic qualification | Tawjihi or less     | 2.97                                 | 0.73 | 3.53                                  | 0.65 | 3.41  | 0.54 |
|                                 | Diploma degree      | 3.25                                 | 0.70 | 3.55                                  | 0.78 | 3.48  | 0.70 |
|                                 | BA degree           | 3.46                                 | 0.48 | 3.69                                  | 0.64 | 3.63  | 0.54 |
|                                 | Postgraduate degree | 3.08                                 | 0.83 | 3.27                                  | 0.93 | 3.21  | 0.86 |
|                                 | Total               | 3.31                                 | 0.63 | 3.62                                  | 0.68 | 3.54  | 0.59 |
| Family income                   | Less than 500 JDs   | 2.98                                 | 0.72 | 3.38                                  | 0.67 | 3.29  | 0.57 |
|                                 | 500 – 100 JDs       | 3.27                                 | 0.70 | 3.72                                  | 0.70 | 3.62  | 0.61 |
|                                 | More than 1000 JDs  | 3.50                                 | 0.39 | 3.65                                  | 0.65 | 3.60  | 0.55 |
|                                 | Total               | 3.31                                 | 0.63 | 3.62                                  | 0.68 | 3.54  | 0.59 |

Based on table (6), it appears that there are differences between the respondents' attitudes which can be attributed to several variables. To identify whether these differences are statistically significant or not, the multivariate analysis of variance was conducted.

Table (7) presents the results of the latter analysis Table (7): The results of the multivariate analysis of variance

| Sig. | F value | Mean square | Df. | Sum of squares | Source of variance              |
|------|---------|-------------|-----|----------------|---------------------------------|
| 0.83 | 0.04    | 0.015       | 1   | 0.015          | Gender                          |
| 0.26 | 1.26    | 0.40        | 1   | 0.40           | Grade                           |
| 0.00 | 15.9    | 5.09        | 1   | 5.09           | City                            |
| 0.21 | 1.51    | 0.48        | 3   | 1.45           | Father's academic qualification |
| 0.12 | 1.93    | 0.61        | 3   | 1.85           | Mother's academic qualification |
| 0.01 | 4.25    | 1.36        | 2   | 2.72           | Family income                   |
|      |         | 0.32        | 456 | 145.9          | Error                           |
|      |         |             | 468 | 6046.31        | Total                           |

Based on table (4=7), it was found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to the (parents' academic qualification, and respondent's gender and grade). The latter result may be attributed to the fact that there isn't a major difference between the age of the ninth grade students and the age of tenth grade students. It may be attributed to the use of similar methods by parents for raising up male and female children. It may be attributed to the use of similar methods by parents of various academic qualifications for raising up children.

Based on table (7), it was found that there is a statistically significant difference –at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to city. The latter difference is for the favor of the respondents who live in Amman. The latter result may be attributed to the fact that the social environment in the capital city requires using social media. Thus, the use of social media among respondents in Amman is prevalent. Therefore, the impact of social media on the respondents in Amman shall be clearer than the counterpart impact on the other respondents.

Based on table (7), it was found that there is a statistically significant difference –at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to family income. In order to identify the ones whose the latter difference is for their favor, Sheffeh post-hoc analysis was conducted. Table (8) presents the results of Sheffeh post-hoc analysis.

Table (8): The results of Sheffeh post-hoc analysis

| Family income | Category 1        | Category 2         | Difference between categories | Sig. |
|---------------|-------------------|--------------------|-------------------------------|------|
|               | Less than 500 JDs | 500-1000 JDs       | -0.32                         | 0.00 |
|               |                   | More than 1000 JDs | -0.30                         | 0.00 |

Based on table (8), it was found that the difference is for the favor of the ones whose family income is high. That may be attributed to the fact that the families with high income shall provide children with more ICTs.

2. The study's areas: The multivariate analysis of variance was conducted to identify the impact of the study's variables on the study's areas. The results of the latter analysis are displayed through table (9):

Table (9): The results of the multivariate analysis of variance to identify the impact of the study's variables on the study's areas.

| Source of variance              | Area                                  | Sum of squares | Df. | Mean square | F value | Sig. |
|---------------------------------|---------------------------------------|----------------|-----|-------------|---------|------|
| Gender                          | The impact of social media on family  | 0.17           | 1   | 0.17        | 0.63    | 0.42 |
| Grade                           |                                       | 1.17           | 1   | 1.17        | 4.20    | 0.41 |
| City                            |                                       | 26.67          | 1   | 26.67       | 95.60   | 0.00 |
| Father's academic qualification |                                       | 2.62           | 3   | 0.87        | 3.13    | 0.02 |
| Mother's academic qualification |                                       | 0.53           | 3   | 0.17        | 0.63    | 0.59 |
| Family income                   |                                       | 0.09           | 2   | 0.04        | 0.17    | 0.83 |
| Gender                          | The impact of social media on society | 0.02           | 1   | 0.02        | 0.04    | 0.82 |
| Grade                           |                                       | 0.29           | 1   | 0.29        | 0.65    | 0.41 |
| City                            |                                       | 2.95           | 1   | 2.95        | 6.61    | 0.01 |
| Father's academic qualification |                                       | 1.88           | 3   | 0.62        | 1.40    | 0.24 |
| Mother's academic qualification |                                       | 2.50           | 3   | 0.83        | 1.86    | 0.13 |
| Family income                   |                                       | 3.83           | 2   | 1.91        | 4.29    | 0.01 |
| Error                           | The impact of social media on family  | 127.2          | 456 | 0.27        |         |      |
|                                 |                                       | 203.7          | 456 | 0.47        |         |      |
| Total                           | The impact of social media on society | 5319           | 468 |             |         |      |
|                                 |                                       | 6370           | 468 |             |         |      |

Based on table (9), it can be concluded that there are statistically significant differences –at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to city and family income. The later result may be attributed to the fact that the use of social media has been spreading in Amman more than Balqa. Table (9) shows that there are differences between the respondents' attitudes which can be attributed to family income and father's academic qualification. To identify the ones whose the differences are for their favor, Sheffeh post-hoc analysis was conducted. The results of this analysis are shown in table 1 below

Table (10): The results of Sheffeh post-hoc analysis

| Variable                        | Area                                  | Category 1          | Category 2          | Difference between categories | Sig. |
|---------------------------------|---------------------------------------|---------------------|---------------------|-------------------------------|------|
| Father's academic qualification | The impact of social media on family  | Tawjihi or lower    | Diploma degree      | 0.56-                         | 0.00 |
|                                 |                                       |                     | BA degree           | 0.52-                         | 0.00 |
|                                 |                                       |                     | Postgraduate degree | 0.45-                         | 0.02 |
|                                 |                                       | Postgraduate degree | Diploma degree      | 0.11-                         | 0.00 |
| Family income                   | The impact of social media on society | Less than 500 JDs   | 500-1000 JDs        | 0.34-                         | 0.00 |
|                                 |                                       |                     | More than 1000 JDs  | 0.27-                         | 0.00 |

Based on table (10), there are significant differences between the respondents' attitudes which can be attributed to the academic qualification. The latter differences are for the favor of the ones who hold postgraduate degrees. The latter result may be attributed to the fact that obtaining postgraduate degrees require having discussions skills. Engaging in discussions with children shall develop their thinking skills. That shall enable those children to identify the impact of social media on society.

Based don table (10), there are significant differences between the respondents' attitudes which can be attributed to income. The latter differences are for the favor of the ones who have high income. The latter result may be attributed to the fact that the parents of high income provide their children with ICTs that are greater than the ICTs provided to children in poor families. Thus, children in rich families shall realize the negative impacts of social media more than other children.

### Recommendations:

In the light of the aforementioned results, the researchers recommend the following:

- Holding lectures for school students about the negative impacts of social media.
- Making pamphlets about the advantages and disadvantages of social media. The researchers recommend

uploading these pamphlets to the web in order to promote awareness among parents. That shall encouraging parents to monitor children when using social media.

-Activating the role of parents in promoting awareness among children about the advantages and disadvantages of social media

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