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RESEARCH ARTICLE

The Role of Social Media Communication in the Enforcement of Jadara University Students' Educational Values from their Viewpoint

Basel H. Menazal[1*], Raquel Sánchez Ruiz[2], Muyassar R. ALAzzam[3]

[1] AL-al bayt University - AL-Mafraq, Jordan
[2,3]Universidad de Castilla-La Mancha - Albacete, Spain

ARTICLE INFO	**ABSTRACT**
	This research aims to examine the effect of social media communication in enforcing Jadara University students' educational values from their viewpoint. This seems to be a worthy enterprise, since similar studies have neither been conducted within Jadara University nor in nearby private Jordanian universities to the best of our knowledge. For that, the descriptive approach was employed, as it systematically describes the study population, setting, and phenomenon. The research encompassed all students at Jadara University in Jordan during the second semester of the 2023/20224 academic year. After establishing the validity and reliability of the study instrument, it was administered electronically to faculty members at Jadara University's scientific and humanities colleges, who disseminated it to their students. The survey link remained accessible for two weeks. A total of 478 male and female students responded to the survey. It was found that social media communication significantly contributes to enhancing educational values (mean=3.91). Statistically significant gender differences, at a significance level of α=0.05, were observed in the overall tool favoring female subjects. Additionally, statistically significant differences attributable to the college variable were observed favoring scientific colleges.

INTRODUCTION

Technological revolution has brought significant advancements and transformations in every facet of life, which has compelled countries to utilize and incorporate technology into their societies. However, this huge transition calls for a cautious assessment of the potential negative effects of this technology, especially on societal and religious values. Undeniably, university students are considered among those members who comprise a substantial portion of society. Therefore, it is imperative to extensively work to elevate their awareness, practice, and adherence to societal values, since they will also transfer them in their sectors when they incorporate into the labor market.

Social literature has garnered close attention to assessing the level of values in youth since they constitute a vital force within society and are portrayed by enthusiasm and active engagement in achieving societal objectives (Hafez, 2004).

Universities have a pivotal role in establishing sound values among their students. The effort to reconcile the intellectual and value-based differences between theory and practice and between sensory perceptions and cognitive understandings must be undertaken in tandem with, if not prior to, the endeavor to instill a values system in students deeply. Value construction is inextricably

connected to the essential elements of human existence in society, including the distinction between desirable and undesirable, among other complex relationships that collectively mold an individual's worldview and social interactions (Obaidat, 1982).

Values play a fundamental role in shaping an individual's psychological makeup. They furnish guidance for every action made, confer the ability to distinguish between good and evil, right and wrong, make it easier to comprehend what is expected of oneself by others, and act as a benchmark for judging behavior (Al-Khawaldeh, 2005). Rababah (2005) contends that if values are absent or in conflict, individuals become estranged from themselves and their society, leading to a loss of motivation and a decline in productivity.

Young people now have more opportunities to interact directly with other people worldwide; therefore, they are more vulnerable to adopting values that clash with the values held by them and their society. Regrettably, contemporary technology has greatly aided this change through the easy accessibility of social media communication and engaging with content, adverts, and other elements without control (Atwi, 2019, p. 3).

Social media communication is a web of electronic platforms on the Internet. It enables users to establish profiles and connect with people via digital social networks, often sharing common interests, professions, or other affiliations (Ibriam, 2018, p. 116). These social media communications include Facebook, X (formerly known as Twitter), WhatsApp, and YouTube, just to cite a few examples.

The ease of use and accessibility of social media communication sites, as previously mentioned, have profoundly affected humans positively or negatively humans' innate values (Al-Habarneh & Abdul-Jabbar, 2021; Atwi, 2020; Bakhoush & Nasib, 2017; Christensen, 2018; Hsu, 2016; Ismail, 2019; Qadadra & Theeb, 2022; Shatnawi & Ayhan, 2022) which are a major factor in determining human behavior and a core component of personality (Atwi, 2020).

Ismail (2019) points out that global and cross-border reach characterizes social networking platforms; thus, they serve as an interactive platform for user engagement. Their user-friendly, adaptable, and cost-effective nature have also aided in their universal widespread.

However, Al-Habarneh and Abdul-Jabbar (2021) contend that social media communication possesses positive and negative effects. They provide opportunities for young individuals to express their opinions freely, show their talents, offer aid to others, foster loyalty and achieve a sense of belonging among students, and rectify misconceptions regarding religious concepts. Moreover, they pose challenges in deepening values like tolerance. Regrettably, the evolution of technology has inadvertently shifted the role of contributing to the development of human knowledge and culture from a human-centric environment with a commitment to specific values to a techno-communicative milieu that places less emphasis on these values (Hsu, 2016).

Social media communication sites can also have adverse effects, such as disseminating false information and fake news and propagating rumors within society, often motivated by financial gain through user engagement, such as likes on social networking platform posts (Shatnawi & Ayhan, 2022). Christensen (2018) noted that the prolonged use of social media communication harmfully impacts users by fostering social isolation, heightened anxiety, life dissatisfaction, irritability, strained family relationships, the propagation of moral degradation, and the dissemination of rumors within university settings (Bakhoush & Nasib, 2017).

However, despite the adverse aspects of social media communication sites, these platforms offer numerous positive implications for individuals and society. Qadadra and Theeb (2022) contended that social media communication fosters national belonging among university students through virtual communities. They also facilitate enhanced interpersonal communication, expressing

opinions, and in the enforcement of humility and love among students. Moreover, it constructively simplifies correspondence and communication among university students, enabling the exchange of information and fostering intellectual closeness.

Radi (2003) confirmed that social media communication positively affects students' personality development, significantly shaping their social, cultural, religious, and political values. This same author highlights that this impact is intensified by the substantial time students spend on these online platforms. Additionally, as concluded by Bani Abdo (2022), on the one hand, social media communication creates advantageous opportunities for collaboration and engagement among students, improving their communication skills and managing their emotions. On the other hand, social media communication has the potential to propagate a culture of peace, validate content published on these sites through official channels, commemorate religious events, and present an accurate portrayal of Islam (Sharaa, 2017).

Hamayda (2015) pointed out that social media communication can trigger individuals' positive energies and channel them toward creativity, performance growth, and the acquisition of various sound values Al-Mutairi and Mustafa (2019) added that Facebook, former Twitter (and now X), and YouTube are significant in presenting Islamic content that fosters religious values among individuals. They also contribute to disseminating topics related to familial bonds, compassion, tolerance, and meaningful dialogue between youth. Al-Jarrah (2018) asserted the considerable role of social media communication in cultivating social values among university students. He affirmed that such kind of communication can be used in offering advice to friends, supporting others, and establishing positive social relationships.

The impact of social media communication on the values of youth has emerged as a prominent subject of investigation within social literature. Numerous prior studies have delved into the relationship between social media communication and the values of university students. A recent study was conducted at South Valley University in Algeria to examine the relationship between students' values and the impact of social networking platforms. Qadadra and Theeb (2022) employed a descriptive-analytical approach by administering a survey to 38 students. The findings reveal a moderate role of social media communication in developing educational values among students.

In Jordan, Al-Habarneh and Abdul-Jabbar (2021) examined the impact of social media communication on the values of Jordanian youth at Mu'tah University using a descriptive survey approach. The questionnaire was distributed to 550 male and female students. The results showed that social media communication positively impacts students' professional, spiritual, national, and societal values.

Using a descriptive approach, Bin-Sharif (2021) investigated the role of social media communication in spreading rumors among university students. A survey was administered to 24 students at Kasdi Merbah University in Algeria. It was observed that social media communication significantly contributes to the enforcement of and disseminating of various rumors within society.

To identify the role of social media communication in shaping the value system of female secondary school students in Jordan, Jamhawi (2020) used the descriptive method. He concluded that social media communication greatly impacts students' religious, moral, social, scientific, and personal values. Another study by Al-Kilani (2019) used the descriptive method to examine the role of Facebook in spreading the culture of volunteer work among students at Jordanian universities. A questionnaire was delivered to 414 male and female students. The results demonstrated that Facebook plays a major role in developing student volunteer work and enhancing the spirit of brotherhood and sorority in society. Agha and Aslim (2018) conducted a study to explore the role of social media communication in the enforcement of social values among Palestinian university students. The descriptive approach was followed by applying a survey to 220 students. It was found

that social media communication contributes greatly to enhancing students' social values. No statistically significant differences were observed in the relationship to the impact of gender and college.

Al-Harbi (2018) used the descriptive approach by applying a questionnaire to 979 students to reveal the role of social media communication in spreading intellectual extremism among Qassim University students. The results showed that social media communication contributes to a moderate degree in spreading the contents of intellectual extremism. To reveal the impact of using Facebook on the social value system of students at the University of Jordan, Al-Jarrah (2018) used the descriptive survey method. A total of 418 male and female students participated in the study. Facebook was proven to have positive and moderate effects on the social values of students. The most important of these values were communication with friends and exchanging opinions and experiences.

Another study was conducted to identify Facebook's effect on university students' social values. Bakhoush and Nasib (2017) recruited 50 male and female students from Larbi Ben Mahdi University, Oum EL Bouaghi Algeria, the study following the descriptive approach. Facebook contributes to achieving intellectual convergence and exchanging information between individuals. In Jordan, Sharaa (2017) conducted a study to reveal the impact of social media communication on religious and moral values among a sample of Hashemite University students (n=210). Like former researchers, he used the descriptive survey method. The results showed that the role of social networking sites was moderate in supporting positive religious and moral values among students. However, the college variable did not show any impact on the differences between students' responses. Gender differences were found, favoring female students.

Based on the literature above, we can conclude that social media communication has negative and positive effects on the values of university students. This fact calls for serious attempts to reveal the role of social media communication in the enforcement of the and developing values among university students.

JUSTIFICATION

Unsurprisingly, the globe is experiencing hasty technological developments in all areas of life —even accelerated by the uncommon situation COVID 19 produced worldwide in which technology was key to continuing not only professional tasks in almost all sectors but human relationships at a personal level—, accompanied by competitive manufacturing of electronic devices and Internet accessibility. These factors transformed the world into a small global village. This shift is mostly caused by the ubiquitous expansion of electronic device use, of which smartphones are a major player—and the widespread integration of the Internet in various contexts, including homes, workplaces, schools, and even restaurants. This widespread electronic infrastructure has greatly expedited human-to-human contact, in the enforcement of national and international connectivity.

Social media communication sites, such as Facebook, X (former Twitter,) WhatsApp, etc., enable individuals to create personal accounts through which they communicate, view photos, recordings, and videos, and share favorable and unfavorable content. University students are one of the groups in society that use social media communication the most. Social media communication may negatively and positively affect society's values, particularly the youth's. Most previous studies focused on the negative impacts of social media communication on the personality aspects of university students. However, this study attempts to study the positive aspects of social media communication in the enforcement of the values of Jadara University students.

What is more, the study's importance lies in addressing social media communication's role in the enforcement of the and developing values in university students, especially aesthetic, religious, social, national, and moral values. Furthermore, the absence of prior research on this subject within Jadara University and the nearby private Jordanian universities adds to the significance of this study.

RESEARCH QUESTIONS AND OBJECTIVES

Considering all the above, this study seeks to answer the following two questions:

1. What role of social media communication have in the enforcement of Jadara University students' values from their viewpoint?

2. Are there statistically significant differences at the significance level (α=0.05) for the role of social media communication in the enforcement of Jadara University students' values from their viewpoint, attributable to the variables of gender and type of college?

Apart from identifying the role of social media communication in the enforcement of Jadara University students' values and detecting whether social media communication has statistically significant differences in the enforcement of Jadara University students' values based on the abovementioned variables of gender and type of college, this study aims to provide with concluding recommendations in light of the study results.

THEORETICAL BACKGROUND AND DEFINITIONS

Since how technology has revolutionized university students' communication in general, and how social media affect that in particular have already been discussed and backed up in the introduction, we just would like to highlight here two key terms to understand the paper. First, 'social media communication', which we understand as sites that are employed to enable users to communicate via the Internet. Some examples of social media communication are Facebook, X (previously and still known as Twitter despite the changed name), YouTube, WhatsApp, among others (Al-Harbi, 2018). And second, educational values are conceived here asset of well-established cognitive, emotional, and behavioral values consciously selected after careful thought and reflection (Al-Jallad, 2007). For this same author, they form a system of standards by which the individual assesses the qualities of things as positive or negative, acceptable or rejectable, and produces regular behavior characterized by consistency, repetition, and pride. As already mentioned, in this study, values are represented by religious, aesthetic, social, moral, and economic values. This study was applied to the students from scientific and humanities students' college from Jadera University. As a private university for undergraduate and graduate students that providing facilities for teaching and research. Jarada is authorized to grant an academic degree, and located on Irbid city, Jordan. (Jardara University ,2003). http:(//www.Jadara.edu.jo)

STUDY LIMITATIONS

Time limits: represented in the Academic year of 2023/2024.

Place limits: Jadara University.

Subjective limits: role of social media communication in the enforcement of Jadara university students' educational values.

Human limitations: represented in Jadara University Students'.

METHODOLOGY

The descriptive approach was employed in this paper because it is the most appropriate way for such a study, as it precisely and systematically describes the study population, setting, and phenomenon. A questionnaire measuring the role of social media communication in boosting students' values was administered to the subjects as described in the following subsections.

Population and Sample

The study population consisted of all students at Jadara University, Jordan, during the second semester of the academic year 2024/2023, who totaled 5687 male and female students in the

scientific and humanities colleges. However, higher diploma and master's students in those colleges were excluded. After confirming the validity and reliability of the tool, the link was administered to the faculty members at Jadara University in both the scientific and humanities colleges. They, in turn, mailed the link to the bachelor's degree students. The link remained accessible for two weeks. A total of 478 male and female students responded. The distribution of the study sample according to the independent variables is detailed in Table 1 below.

Table 1: Distribution of study subjects by variables

Variable	Category	N	%
Gender	ale	195	40.8
	Female	283	59.2
	Total	478	100
College	Humanities	281	58.8
	Scientific	197	41.2
	Total	478	100

Instrument

The researchers designed a questionnaire after a systematic review of educational and social literature related to the impact of social media communication in the enforcement of values. In its initial form, the questionnaire comprised 33 items distributed over five areas. Respondents were asked to select one of the responses on a scale of five points (very high, high, moderate, low, very low). The tool was assessed by assigning the following weights: 5, 4, 3, 2, and 1.

Number 1 represents very high, number 2 represents high, number 3 represents moderate, number 4 represents low, and number 5 represents very low.

Face Validity,

The face validity of the tool was verified by presenting the initial version of the questionnaire to a panel of 9 experienced arbitrators from the faculty members at Jadara University and Yarmouk University to assess the relevance of its items, suggesting any required addition or omission. The final version incorporates 39 items in the same fields: Aesthetic values, religious values, moral values, economic values, and social values., Appendix 1.

Construct Validity

To check the construct validity of the tool, it was applied to a pilot sample of 25 male and female students. Correlation coefficients were calculated between the score of each item and the overall field of the item it affiliated with. Correlation coefficients were also calculated between the score of each questionnaire field and the overall score. The values of the correlation coefficients for the fields with the overall score were higher than (0.20), and the values of the inter-correlation coefficients for the fields of the study tool were also higher than 0.20, indicating an acceptable score for the study.

The Instrument's Reliability

Two methods were used to verify the instrument's reliability. First, the test-retest was applied to a pilot sample of 30 undergraduate students. Then, Pearson's correlation coefficient (reliability coefficient) was calculated between the two applications. Second, Cronbach's coefficient was used to determine the internal consistency reliability coefficient. Pearson's correlation coefficient and internal consistency result were higher than (0.08), indicating their appropriateness for the tool.

The participants' responses to the questionnaire were analyzed to show whether the impact of social media communication has been affected by the study variables, namely gender (male/female) or type of college (scientific/humanities).

RESULTS AND DISCUSSION

The current study aimed to investigate the role of social media communication in enforcing and enhancing values among Jadara University students from their viewpoint. Statistical analysis was conducted to determine the impact of social media communication on students' value. The following is a presentation of the results obtained and their discussion.

Regarding the results of the first research question (What does the role of social media communication have in the enforcement of Jadara University students' values from their viewpoint?), the descriptive analysis (mean and standard deviation) was computed to determine the impact of social media communication on enhancing students' values. Results are detailed in Table 2 below.

Table 2: Results of the descriptive analysis of the impact of social media communication on students' values

No.	Field	Mean*	SD	Rank	Role
4	Aesthetic values	4.10	0.86	1	high
1	Religious values	3.94	0.89	2	high
2	Moral values	3.88	1.02	3	high
5	Economic values	3.84	0.93	4	high
3	Social values	3.80	0.96	5	high
	Total tool	3.91	0.84		high

Field components in Table 2 present the areas of value investigated by the study instruments. Social media communication considerably enhances values among Jadara University students (mean=3.91) in all fields. Table 2 illustrates that the value most impacted by social media communication was aesthetic value (mean= 4.10), followed by religious value (mean=3.94), moral values (mean= 3.88), and economic values (mean=3.84). In contrast, social values were the least impacted (mean=3.80) by social networking platforms. notably, social media communication has significantly enhanced students' values of Jadara University (mean= 3.91; SD=SD0.84, high).

Authors attribute these results to the fact that Facebook, X (former Twitter), YouTube, WhatsApp, and other social media communication applications are installed in the smartphones of university students; therefore, it is logical to be used commonly by university students. The ease of subscription, and their costless nature, significantly facilitates access to a broad range of information, encompassing both personal and non-personal connections. They can easily view the posts of their friends and non-friends. Nowadays, social media communication serves as primary instructors and influential actors from which individuals acquire their behavior and values, in line with Atwi's (2020) conclusions. The most positive feature of social media communication is their significant effect on developing sound values among individuals.

This result is consistent with the results of Bin-Sharif (2021), which underscored the considerable role social media communication play in the proliferation of rumors within society. It also coincides with Jamhawi (2020), who demonstrated that these platforms significantly contribute to shaping various value systems encompassing female students' religious, moral, social, scientific, and personal dimensions. Furthermore, it supports what was concluded by Al-Kilani's study (2019) that Facebook plays a pivotal role in fostering student volunteerism and strengthening community bonds. Agha and

Aslim (2018) highlighted the considerable role of social media communication in enhancing social values among students. They also reveal no statistically significant differences based on gender and college variables.

Conversely, the results of this study contradict the results of the following studies, Qadadra & Theeb (2022), which posited that social media communication had only a moderate influence on the development of educational values among students. In addition, Al-Harbi (2018) found a moderate effect of social media communication in disseminating extremist intellectual content among Qassim University students. The results of this study are also inconsistent with the results of the Al-Jarrah's (2018) study, which observed a positive and moderate impact of Facebook on the social values of students. Sharaa (2017) revealed a moderate effect of social media communication in bolstering positive religious and moral values among students.

Moving on to the results responding the second research question (Are there statistically significant differences at the significance level ($\alpha=0.05$) for the role of social media communication in the enforcement of Jadara University students' values from their viewpoint, attributable to the variables of gender and type of college?), two methods were used: the descriptive analysis (mean and standard deviations) and the test-retest were conducted to determine the effects of social media communication on boosting university students' value by the variables of gender and type of college), as shown in the following two tables (Table 3 and Table 4).

First, Table 3 shows the differences concerning the variable of gender.

Table 3: Results of the test-retest for the fields of value by gender (male, female)

Fields	Category	Mean	N	SD	T value	P value
Religious values	Male	195	4.09	.928	3.033	.003
	Female	283	3.84	.850		
Moral values	Male	195	4.07	1.034	3.442	.001
	Female	283	3.75	.996		
Social values	Male	195	4.00	.972	3.845	.000
	Female	283	3.66	.926		
Aesthetic values	Male	195	4.19	.925	1.923	.055
	Female	283	4.03	.810		
Economic values	Male	195	4.07	.936	4.442	.000
	Female	283	3.69	.902		
Total	Male	195	4.08	.867	3.736	.000
	Female	283	3.79	.805		

means that social media communication have a greater influence on them Results in Table 3 suggest statistically significant gender differences at the level of statistical significance ($\alpha=0.05$) in all

categories "Religious, Moral, Social, Aesthetic, and Economic) and the overall score except for Aesthetic values, where the differences favored male subjects. This result could be because male students are more likely than female students to use and be interested in social media communication sites, which.

This result contrasts the result of Bin-Sharif (2017), which yielded gender differences favoring female students. Similarly, it contradicts the study's results by Agha and Aslim (2018), which indicated no statistically significant gender differences.

Second, Table 4 presents the differences considering the variable of type of college.

Table 4: Results of the test-retest for the fields of value by college (scientific, humanity)

Fields	Category	Mean	N	SD	T value	P value
Religious values	Humanities	281	3.84	.837	-3.117-	.002
	Scientific	197	4.09	.943		
Moral values	Humanities	281	3.71	.961	-4.291-	.000
	Scientific	197	4.11	1.065		
Social values	Humanities	281	3.66	.919	-3.829-	.000
	Scientific	197	3.99	.981		
Aesthetic values	Humanities	281	3.98	.842	-3.732-	.000
	Scientific	197	4.27	.860	-3.718-	.000
Economic values	Humanities	281	3.69	.862	-4.272-	.000
	Scientific	197	4.06	.991		
Total	Humanities	281	3.78	.793	-4.299-	.000
	Scientific	197	4.11	.872		

Table 4 demonstrates statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the participants' responses on all areas of the role of social media communication in enhancing values among Jadara University students attributable to the college variable on all areas and the overall tool. The differences were in favor of the scientific category. This result contrasts with the

results of (Bin-Sharif, 2018), which exhibited no differences due to the college variable.

CONCLUSION

"In summary, social media communication has a significant impact on all dimensions of students' educational value, especially among students from scientific collages. These scored higher than students from humanities college students in the fields related to religious, moral, social, and economic values. It is noted that male students from scientific collage tend to lean slightly towards

aesthetic values, although both genders appreciate aesthetics. This can be attributed to the significant role of collage discipline and academic context in shaping students' value."

The results of this study may helpfully aid Jadara University administration and staff, or even Jordanian institutions, in considering the most beneficial methods and approaches to boost and strengthen students' values through holding seminars and developing the university curricula. Hopefully, this study results will also add beneficial knowledge to the existing literature, as researchers, graduate students, universities, and interested people in this sector may benefit from this work in their research.

Based on the results described in the section above, authors would like to suggest the following recommendations:

1.   Encouraging Jadara University undergraduates studying in the humanities and sciences colleges to benefit from social media sites, particularly in advancing moral, ethical, social, and religious values.

2.   Conducting a field study examining the negative aspects of social media communication on the university students' personal traits.

Finally, the study was limited to examining the role of social media communication in the enforcement of Jadara University students' educational values in the second semester of the academic year 2023/2024. For that, a sample of male and female students in scientific and humanities colleges at the bachelor's level were recruited. Longer studies or research covering more universities in the country would help generalize these results across the territory as well as to contrast divergent results and contribute to conclusions from one side or the other also mentioned here. It would also be interesting to explore this line of research at other university levels.

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APPENDIX 1

Dear student,

Greetings,

The researcher is conducting a study entitled: "The Role of Social Media Communication in the Enforcement of Jadara University Students' Educational Values from their Viewpoint". To achieve the objectives of the study, the researcher prepared a questionnaire comprised of 39 items divided into five fields: religious values, moral values, social values, aesthetic values, and economic values. The researcher kindly requests that you read the items of the study tool carefully and thoughtfully and respond to them selecting from a scale of five points (very high, high, moderate, low, very low). Data will be treated confidentially and used for scientific research purposes only.

Please accept my appreciation and thanks for your cooperation,

Researchers:
Prof. Basel Menazel,
Email: baselmosa88@hotmail.com
Dr. Raquel Sánchez Ruiz
PhD student Muyassar AL Azzam,

One: personal data:
Please place an (×) in the box of the appropriate answer:
Gender: Male   Female
Academic year: First   Second   Third   Fourth
College: Scientific   Humanities

No.	Item	The impact of social media communication on students' values				
		Very high	**High**	**Moderate**	**Low**	**Very low**
Field 1: religious values: I believe that the impact of social media communication on religious values is through:						
1	Reminding me of the importance of prayer in my life					
2	Reminding me of morning and evening recitations					
3	Showing the importance of Zakat in people's lives and solving their different problems					
4	Focusing on the virtues of fasting the month of Ramadan					
5	Reminding me of fasting on the day of Arafah and its rewards					
6	Ensure the streaming of the five prayers from the Grand Mosque in Mecca					
7	Encouraging me to perform my work with sincerity					
Field 2: moral values: I believe that the impact of social media communication on moral values is through:						
8	Strengthening in me my duty to honor my parents					
9	Introducing me to ways of respecting the property of others					
10	Guiding me towards committing to the value of honesty and trusteeship					
11	Enhancing the value of honesty in my words and deeds					
12	Encouraging me to practice the value of justice with others					

No.	Item	The impact of social media communication on students' values				
		Very high	**High**	**Moderate**	**Low**	**Very low**
13	Encouraging me to turn away from backbiting and gossip					
14	Encouraging me not be a hypocrite					
15	Encouraging me to adhere to the values of modesty and chastity					
Field 3: social values: I believe that the impact of social media communication on social values is through:						
16	Enhancing my sharing in my colleagues' joys and sorrows					
17	Calling on me to observe customs and traditions					
18	Encouraging me to avoid ridiculing others					
19	Increasing my participation in volunteer work					
20	Increases my adherence to dialogue skills and discussions with others					
21	Urging me to take pride in the Arabic language					
22	Urging me to visit the sick					
23	Encouraging me to appreciate the value of archaeological sites in the Kingdom					
24	Warning me about rumors and sharing them with others					
25	Directing me to respect and appreciate neighbors					
Field 4: aesthetic values: I believe that the impact of social media communication on aesthetic values is through:						
26	Guiding me to physical exercise					
27	Calling on me to practice health-conscious behavior					
28	Urges me to stay away from drugs and anything that harms my health					

No.	Item	The impact of social media communication on students' values				
		Very high	**High**	**Moderate**	**Low**	**Very low**
29	Guiding me to maintain a good appearance					
30	Clarifying to me the importance of cleaning houses and yards					
31	Guiding me to dispose of waste in its designated place					
32	Encouraging me to adhere to order and tidiness					
Field 5: economic values: I believe that the impact of social media communication on economic values is through:						
33	Calling on me to maintain public property					
34	Increasing my appreciation of local products					
35	Increasing my respect for vocational work					
36	Presenting me with diverse ways to save					
37	Encouraging me not to be extravagant and wasteful					
38	Directing me to give alms to the needy					
39	Encouraging me to be a more of a producer rather than just a consumer					