Role of Social Networks in Developing Religious and Social Values of the Students of the World Islamic Sciences & Education University

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Abstract

The study aimed to identify the role of Social Networks in the social and religious values of The World Islamic Sciences & Education University students. The study applied the survey and descriptive Approach. The population of the study represents all BA students who enrolled in the first academic semester for the year 2014-2015. The sample of the study, which was selected, using stratified random method, consisted of 334 male and female students. A questionnaire was used to collect data after its validity and reliability were checked. To answer the study's questions, means and standard deviations for every field of the study's field in addition to One-Sample T-test were used. Results showed statistical significant differences in the social and religious values attributed to means of social media. In light of the results. The study recommended the necessity of highlighting the value aspect of means of social media, studying the problems that hinder the activation of the role of Social Networks in the youth value reforming and conducting similar studies with different variables.

Keywords: the role, means of communication, values, religious values, social values

1. Introduction

The views and the philosophies agree on the importance of the values to the individual and the society and their dangerous role in building the human societies regardless of their beliefs and origins, Al-Jalad (2010) summarizes the importance of values to the individual as they are the core of humanity and they identify the individual's road and his behavior in life. Moreover, the values prohibit him from following his uncontrolled desires and they supply the individual with the effective and positive power in life in addition to the continuity of the society and its identity. It is believed that values are the engine and the guide of the behavior and the individual's attitudes towards many situations (Abd-Aljaleel, 2011; Al-khawalda, 2005). The value in Islam is a very important issue as it is mentioned many times in Quran Kareem (Holy Book) and Bayomi (2002) pointed that the individual work in raising children with positive values is useless because this work should be done through public and private institutions; educational, religious, social, cultural, and security ones.

The latest technology developments since the 1990$_s$ have changed greatly the world of communication as the networks were wide spread in the world linking the remote areas and people all around the world get closer a. network has become the best channel to exchange ideas and opinions between individuals and the groups. Websites, personal blogs and chat rooms which were later appeared, created a type of communication between their owners and users in one hand and between the users themselves (Radi, 2003). These websites are web pages appeared in Internet; some of them are allocated to advertise about goods and services or to sell products while others are e-newspapers where writers can publish their work and discuss it with the browsers, in addition to chat rooms and there are also the personal blogs which are used as diaries (Ameen, 2009; Vansoon, 2010).

Social Networks websites became the most common in network for the characteristics that distinguished them from other e-websites which encouraged internet browsers all around the world to use them (Karbinsiki, 2010). Although of the big number of criticisms of the Social Networks for their negative and direct effect in the family and the value system in addition to their participation in the society collapse, there are people who believe that the Social Networks are considered a very important mean to get societies closer and closer.

Youth category is the most important one in the society which holds the Nation's dreams and responsibility and the university students are considered the most important part in this social category because they are trained and

specialized. Moreover, they are the basis for any change in all fields of life because of their effective role in the society and for their ability to interact with others (Al-badaina, Al-tarwana, Al-othman, & Abo-hasan, 2009; Bili, 2009).

In the past, the process of change depended greatly on using the power but in nowadays it depends on techniques of persuade, issuing legislations, and adopting values that serve the society's interests (Badran, 2010; Turkle, 2011). The interest in studying the values has increased recently in all the branches of human sciences and this may due to the value's role and its effect in the society particularly the educational institutions as education process depends mainly on the values. The value in the society represents the image of this society because it considered the control and the basic standard of the individual's social behavior which the society needs for its existence and continuity (Abo-Einein, 1988; Al-jalad, 2011).

The researcher believes that the values are the appropriate basis to have a distinguished educational structure because if the educational, purposes and the strategies are not derived from correct and appropriate values taking into account the human relations in its different dimensions, they lose their significance and value.

Because the values are the reference that governs the behavior of the people and so its role is to form the individual's character and his cognitive pattern in addition to his National character (Al-zuid, 2006). The values are the standard provisions which the individual relies on to evaluate his behavior and others' (Al-deib, 2006). Therefore, the values in Islamic Education and other types of education and philosophies attracted people's attention and as a result many international and local conferences were held addressing the values' role in protecting the society and strengthening it against the challenges it faces (Al-zuid, 2006; Samoor & Masada, 2000).

It is difficult to agree upon a specific definition of the "value" although of its importance because the value is linked with a set of religious, philosophical, cognitive, cultural and educational visions and concepts which have different perspectives towards knowledge, Human and Life depending on their definition of "value" (Al-Jalad, 1999). Originally, the value refers to the Greek philosophers and Aristotle was the first one who addressed the "values" considering any value has two parts; left and right but what required value is in-between (Al-qeisi, 1995).

According to the modern definition of value, there are many; Bear defines it: "Anything that could be good or bad' while Beri thinks: "it is the interest of anything and if this thing is interested, certainly it gets a value. Thorndike points that values are preferences and the positive and negative values lie in the pain or desire which the human feels of (Jalal, 2011).

Abo-einein (1988) analyzed and criticize a big number of value's definitions and he concluded that the values are a set of standards and provisions which are formed through interaction with individual and social experiences that enable the person to choose his goals and these values reflect his interest, or attitudes or verbal and practical behavior directly or indirectly.

Teaching the values is one of the major goals of education process because who loses his values, he loses his balance and the values for the society like the pillars for any building. Therefore, the values are individual and social necessity at the same time (Alwana, Salih, & Bani-Khaled, 1991).

Values have different functions; individually and socially (Al-Batsh & Abdrahamn, 1990):

- Values are considered criteria because they guide the individuals' behavior towards a specific thing within the social frame.

- Values make the individual more preferable to a particular political, or religious, or social, or economic ideology.

- Values determine ways of communication with others as they are criteria to enhance, praise and blame one or others.

- Values are considered the basic for carrying comparisons between the different societies.

- Values play a role in solving the conflicts and make decisions.

- Values work as a motive for ideal behavior which is considered a mean to achieve the desired goals.

- They help the individuals to adaptation.

- They defend the ego and the self.

While Abo-einen (1988) addresses the factions of the values with more details as follows:

First domain: values' functions at the individual level

- They play a major role on forming the individual's character's and identify its goals in an appropriate criterion frame.

- They provide possible opportunities to the individual to do what he should do to adapt positively.

- They make the individual feels secure as his use them to face challenges in his life and his self weakness.

- They give the individual the opportunity to express himself.

- They obliged the individual to improve his beliefs to have things clear helping him to understand the world and expand his referenced frame in understanding his life and relations.

- They help in reforming the individual psychologically and morally and guiding him towards duty and kindness and goodness.

- They help the individual to control his desires so as not conquer his mind and emotions.

Second domains: values' functions at the social domain

- They keep the society's unity; they identify his goals, higher models and fixed principles

- They help the society facing the changes by identifying the correct choices which facilitate people's life and reserve the society's stability.

- They link the parts of the society's culture with each other and they give the social systems a cognitive basis till it becomes belief.

- They protect the society from selfishness and desires where the values are considered the goal of the members of any society.

- They supply the society with the method to be used in dealing with the world and they identify its goals and reasons of its survival.

Trying to identify the values' system that guide the people's behaviors who use means Social Networks, we realize these values through the cases discussed on these pages. It is worth mentioning here the following:

Developing some values which the youth behave accordingly indicates their belief of the usefulness of such values in their behaviors and communication with others or such values are rejected for their nature that does not suit their characters. Some values which were announced by the youth via internet showed the horrible cultural invasion to our culture and the quality of our social life as many groups of young people called for values that contradicted with our culture, religion and ethics for example, calling for homosexuality. It is noticeable that the values which were developed by the young people dealt almost with all the fields of social life (Lyla, 2009).

Based on what has been mentioned previously, the importance of the value and its role is obvious in the individuals' and the societies' life, in addition to the role of the social networks. Therefore, the researcher was able to summarize the problem of the study by the question: What is the role of social networks in the religious and social values of the Jordanian university students from their perspective?

The study's problem & its questions

The Arab and Islamic society suffers from a cultural conflict taking place in the values causing great conflict between the past and the present and this conflict is based on values conflict. The Islamic society suffers from a weakness in confirming itself and identities in addition to weakness in the physical civilized means which refer mainly to its real suffer from a problem in the values construction. Accordingly, we notice the importance of values in building the individual's character which is capable to adapt positively to life circumstances to do its desired civilized role giving the society its distinguished shape.

Based on this, the study investigates the role of Social Networks in the social and religious values, more specifically the study seeks to answer the following questions:

- What is the role of Social Networks in the social and religious values of the World Islamic Sciences & Education University students' values?

- Does the role of Social Networks in the social and religious values of the World Islamic Sciences & Education University students' values vary according to the social type?

- Does the role of Social Networks in the social and religious values of the World Islamic Sciences & Education University students' values vary according to hours of use (high, low)?

1.1 Definition of the Terms

The role: a set of arranged activities or behavioral frames that achieve what is expected in specific situations.

Values: a set of habits, behavior's criteria and the desired principles that represent the culture of a group of people or an individual and they are constructive derived from social interaction expressing the components of the human society (Rodwan, 2010, p. 62). And Clyde defined the values as perspectives used for preferring and they are part of culture (Meri & Balqes, 1984). The values are used to control the behavior and to choose from different goals which the individual seeks to achieve and so they are the human's most important subject that judge the behavior in terms of it appropriateness or not. While the procedural definition of values is: a set of rules and organizations which the individuals and the society are committed to.

Religious values: "it is a psychological, mental and emotional compound guides the behavior and it is a divine one aims to satisfy Allah" (Farhan & Meri, 1987, p. 51). And Al-Jalad (2011, p. 55) defined it as: "a system is based on holly beliefs that the individual believes in and the society applies revealing a behavior controlled by a set of provisions derived from Islamic Sharea and the individuals, voluntarily, follow them so as to have an advanced physical and spiritual life which through standards to judge things, people, ideas and patterns of behavior are determined. It is defined procedurally, as the grade which the student achieves according to the value scale.

Social values: a group of beliefs that are characterized by relative stability and they guided the people towards desires or means to be achieved, or they are behavioral patterns that the individuals prefer instead of others (Ahmad, 1983, p. 20). Procedurally, they are the grades which the students achieve on the values scale.

Means of social communication: they are electronic and social formation that is made by individuals, or group, or institutions (Lela, 2009). Radi (2003, p. 23) defined them as a system of e-nets that allow the subscribers to design his own website and link it with e-social system with other members who have similar interests and hobbies. Procedurally, they are e-networks and e-websites that the subscribers can use to communicate with e-social system consists of a group of individuals who share same interests.

The study's limitations:

The results will be generalized in light of the following limitations:

- The study is limited to THE WORLD ISLAMIC SCIENCES & EDUCATION UNIVERSITY students for the ease of access into the sample in addition to the human and scientific specializations in the university and the university's reputation of being universal and Islamic one which give the students an advantage concerning their interest and care of religious and social value more than other universities.

- The instruments were limited to the instrument measures social and religious values of THE WORLD ISLAMIC SCIENCES & EDUCATION UNIVERSITY students.

- The study is limited to social and religious values subjects.

- This study is conducted during the first semester in 2014-2015.

- Generalizing the results depends on the characteristics of questionnaire used and its validity and reliability.

2. Previous Studies

Abo Zeid's (2001) study aimed to investigate the impact of communication technology on the education quality and the current and future fields of work and to identify the impact of communication technology on the electronic social relations and the future Bahraini Youth. The sample of the study consisted of 165 participants representing teachers, schools' heads, specialized in curriculum and secondary and university students. The researcher adopted the social survey approach using interview and a questionnaire for collecting data. Results showed the students tended to have friendship via internet more than other respondents. And the results also clarified that communication technology many advantages as easy communication, providing job opportunities, intellectual development and the availability of information.

Sary's (2003) study investigated the effect of the cultural, social and psychological dimensions of internet as a modern communication mean in the society in the youth social relations with their families and social interaction with their relatives and friends. The sample of the study which consisted of 471 male and female from was selected from Qatari society. The researcher used the questionnaire as the study's instrument. Results showed 38.6% of the sample did not follow the family and society's controls and rules by meeting face to face that they met via internet without paying attention to the results of such action. Results also showed the youth lack of interaction with their families and relatives and there is psychological and social alienation meanwhile internet

helps with (67.1%) the people from different and far places to interact with others giving them the feeling of psychological closeness.

Al-Sheikh's (2006) study aimed to identify the attitudes of students from King Saud University and King Abdallaziz University towards the effect of cultural globalization represented by TV channels and using internet in the values and to identify the extent of using modern communication technologies. The researcher adopted social survey method and the study used the questionnaire to collect the data. The sample of the study which was chosen randomly consisted of 911 male and female students. Results revealed using internet affects positively the concepts of the youth and gives them the feeling of self esteem and independency.

Al-majali (2007) conducted a study to analyze the status of the phenomena of using internet n terms of highlighting the social effects of using internet in the university students from the perspective of the respondents and reveal the most important and general characteristics of the internet users' behavior and its effects in their social relations. The researcher used social survey method and a questionnaire to collect data. Results showed the effect of using internet in the social relations increases if the student uses it individually but it decreases if he shares his time with others in using internet. Results also showed that if the number of using internet increases, the effect of using internet increases in social relations and if the student's education level increases, the effect of using internet in the social relations decreases.

The study of Rifai (2011) investigated the media role in the digital era in forming the values of the Arab family. The study adopted qualitative analytic survey method as it collected data using general observation. The study came up with some recommendations as the necessity of identifying media targets adequately in terms of time so as people feel that there is a problem related to their life and their children's life and safety in addition to the society as its safety as well. The study also recommended choosing the best means of media and the appropriate information to every category of the people, preparing the content that should be presented via means of media in an objective and accurate way, condensing the family programs and presenting them in a modern way, reviewing media programs that threaten our value system.

While Peisker's study (2011) aimed to explore the effects of social networks in the social change and the influence of political changes in Egypt and Tunisia in the Social Networks. Results revealed the social networks' ability in causing a successful change..

The current study gets benefits of the previous studies in knowing some effective factors in the students' religious and social values and the subjects which other researchers addressed. this study differs from other previous studies in its objective as it aims to identify the extent of effect of social networks in the religious and social values from the perspective of the students themselves while the other studies addressed the value subject from different aspects; some of them addressed globalization and its effect in the family's values and others addressed values and its effect in the social change and in the people's attitudes (Peisker, 2011; Al-Rifai, 2011; Al-Majali, 2007; Al-Sheikh, 2006). Therefore, this study aims to investigate the role of the social networks of university students in Jordan and to identify its role according to gender and hours of use variables.

3. Method and Procedures

3.1 Population of the Study

The population of the study which consisted of all the undergraduate students in the World Islamic Sciences & Education University in Jordan who are enrolled in the first semester for the academic year was 6450 undergraduate male and female students; 2074 were females and 4376 were males according to the statistics of registration unit in the university.

3.2 Sample of the Study

The sample of the study which was selected using the random stratified method consisted of 375 respondents. The size of this study is suitable for such type of this study as Sekaran and Bougie (2010) pointed that the population which consisted of 6500 respondents at period of trust (95%) was 360 and therefore the current sample (375) is appropriate compared to the population (6450). The retrieved questionnaires which were distributed to the sample were 346 and 12 were excluded and so the sample of the study consisted of 346 male and female students with a rate of response (89.1%) representing 5% of the population of the study.

Table 1 illustrated the distribution of the sample of the study according to the gender and number of using social networks weekly.

Table 1. Distribution of the sample according the gender and number of hours in using Social Networks weekly

Variables	Categories	N	Ratio
Gender	Male	230	68.9%
	Female	104	31.1%
	Total	334	100%
Number of using the social media	Less than 10 h	160	47.9%
	More than 10 h	174	52.1%
	Total	334	100%

3.3 Study's Instrument

A scale for the role of Social Networks in the religious and social values which was built depending on educational literature consisted of 30 items. The items of the scale were distributed to two fields as follows:

- Field of religious values(represented by items 1-15)
- Field of social values (represented by items 16-30)

The scales' validity

The scale's Content validity was checked through displaying it to a group of arbitrators who are specialized in methods and teaching, psychology, evaluation, Islamic Curricula and Methods of teaching, and Fiqh and its foundations in the Jordanian universities so as to determine the items' suitability to the values' measurement and their ability to measure the values of the Jordanian universities' students and the appropriateness of the items linguistically. The arbitrators' suggestions were taken into account and the total number of the items was 30.

The scale's internal consistency validity

The scale was applied on an exploratory sample consisted of 30 males and female students. Coefficients of internal consistency were calculated using Pearson Correlation. Internal consistency is considered one of the scales of homogeneity between the items and total degree of the field which means every item aims at measuring the concept or the function itself which is measured by other items in the field reflecting coefficients of Face Validity which are illustrated in Table 2.

Table 2. Values of correlation coefficients of measuring internal consistency of the scale's item

Role of Social Networks in religious values		Role of Social Networks in social values	
Item	correlation coefficients	Item	correlation coefficients
1	**0.658	16	**0.665
2	**0.610	17	**0.707
3	**0.712	18	**0.647
4	**0.610	19	**0.742
5	**0.762	20	**0.586
6	**0.699	21	**0.733
7	**0.660	22	**0.645
8	**0.691	23	**0.640
9	**0.695	24	**0.672
10	**0.664	25	**0.539
11	**0.809	26	**0.727
12	**0.617	27	**0.764
13	**0.662	28	**0.517
14	**0.820	29	**0.603

| 15 | **0.734 | 30 | **0.511 |

**sig. (a=0.01).

Results in Table 2 showed correlation coefficients values of items of Role of Social Networks in the religious value field with the total degree ranged from (0.610) to (0.820) with sig.(0.01) indicating the appropriateness of these items to measure role of the Social Networks in the religious values while the field of social values the correlation coefficient of the items with the total degree of the field ranged from (0.511) to (0.764) with sig.(0.01) indicating the appropriateness of these items to measure role of the Social Networks in the social values. In light of these results, no item was deleted.

Reliability of the values of social and religious scale:

Reliability coefficients of the scale were calculated using Cronbach's alpha according to a sample's responses whose number was 30 male and female students and the results were illustrated in Table 3.

Table 3. Reliability coefficients of the scale and its fields according to Cronbach's alpha

Field	N.items	Reliability coefficients
Role of Social Networks in the religious values	15	0.922
Role of Social Networks in the social values	15	0.896
Total scale	30	0.923

As the reliability coefficient of the total degree of the scale was (0.923), the coefficient is considered suitable for the purpose of the current study and so data achieved through the application of the scale are trusted.

Responses of the scale's items were designed according to Likert Scale as follows:

Strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1). The scale of social and religious values contains positive and negative attitudes. The negative ones were 9 items: 28, 23, 22, 19, 13, 12, 5, 4, 0.30 while the other items were positive ones.

3.4 Procedures of the Study

To achieve the study's objectives, the researcher did the following procedures:

- Preparing the study's instrument which is a scale of the religious and social values and checking its validity and reliability.
- Implementing the scale and recording the students' degrees.
- Classifying the students according to their gender and to the number of their use of social networks.
- Collecting data and analyzing them use SPSS.
- Coming up with results and their explanation and discussing them in addition providing suggestions and recommendations.

3.5 Methodology & Statistical Treatment

The descriptive and survey approach was used. To answer the study's questions, the means and standard deviations of every field were used in addition to One-Sample T-test.

4. Results and Discussion

Results concerning the first question: What is the role of social networks in the religious and social values of THE WORLD ISLAMIC SCIENCES & EDUCATION UNIVERSITY students?

The means and standard deviations were calculated and the respondents' estimations of the instrument's fields were arranged. Table 4 illustrated the means and standard deviations to the respondents' estimations of the instrument's fields.

Table 4. The means and standard deviations to the respondents' estimations of the role of social network in the religious and social values

Fields of SCALE	M	Std	Rank	Degree of importance
the role of social network in the religious values	3.56	0.55	1	Moderate
the role of social network in the social values	3.52	0.54	2	Moderate
Instrument (total)	3.54	0.50	-	Moderate

Table 4 showed the role of the social networks in the religious and social values of THE WORLD ISLAMIC SCIENCES & EDUCATION UNIVERSITY students was moderate with a mean of the total instrument (3.54) and STd (0.50). And according to the role of social networks in every field, the field of role of social networks in the religious values came first with a mean (3.56) and std (0,55) with moderate importance while the field of role of social networks in the social values came second with a mean (3.52) and std (0.54) with moderate importance.

According to the results of the items of every field of the instrument of the study, the results were as follows:

Role of Social Networks in Religious Values

Table 5 illustrates Means, STD and order of the respondents' estimations of the role of social networks in the religious values.

Table 5. Means, STD and the respondents' estimations of the role of social networks in the religious values arranged ascending

Order	Item N	Items	M	Std	Degree of importance
1	9	Increase my ability in saying the truth	3.97	0.99	Moderate
2	10	Develop the value of kinship	3.93	1.10	Moderate
3	3	Strengthen the necessity of truth in saying &at work	3.78	1.06	Moderate
4	2	Develops value of worshipping Allah	3.76	1.07	Moderate
5	1	Increase the value of faith	3.75	1.10	Moderate
6	8	Strengthen value of helping the oppressed	3.74	1.03	Moderate
7	15	Develops the importance of patience	3.71	1.16	High
8	11	Help in solving ethic contrast between what I believe and what I do	3.65	1.07	Moderate
9	6	Develop satisfaction of fate	3.65	1.13	Moderate
10	14	Activate value of solving problems between people	3.59	1.11	Moderate
11	7	Enhance value of fulfilling the promise	3.56	1.06	Moderate
12	5	Weaken my ability of the Promotion of Virtue and Prevention of Vice	3.37	1.19	Moderate
13	4	Decrease preference value and loving others	3.20	1.16	Moderate
14	13	Enhance wrong values about religion	3.02	1.08	Moderate
15	12	Help in lack of discrimination between right and wrong religious values	2.68	1.16	Moderate
General mean				3.56	

Results in Table 5 showed the respondents' estimations on the items of the first field were between high and low importance; seven items' importance was high and eight items' importance was moderate and the items' means were between (2.68) and (3.97).

The items with high importance were arranged ascending as follows:

- Item (9): "increase my ability to say the truth" with a mean (3.97) and std (0.99).

- Item (10): increase the value of family and relatives' relations' with a mean (3.93) and std(1.10)

- Item (3): "strengthen the necessity of the truth in saying and working "with a mean (3.78) and std (1.06).

- While the least items with moderate significance were as follows:

- Item: "help in lack of distinguishing between the correct and incorrect religious values" with a mean (2.68) and std (1.16).

- Item: "enhance wrong values on religion" with a mean (3.02) and std (1.08).

- Item 14: "decrease the value of preference and love the others" with a mean (3.20) and std (1.16).

- And these three items with negative attitudes indicate positive meaning.

These results may due to the multi resources of religious knowledge concerning saying the truth and being honest and these means offer the possibility of creating accounts without the need to reveal their real identity giving them a kind of freedom in expressing their opinions without any feeling of embarrassment.

Role of social networks in the social values

Table 6 illustrates means, std and arrangement of the respondents' estimations of the role of social networks in the social values.

Table 6. Means, Std and the respondents' estimations of the role of social networks in the social values arranged ascending

Rank	Item N	Items	M	Std	Sig.
1	16	Help in developing the respect of others' opinions	4.10	0.99	High
2	20	Increase my ability to deal with friends and relatives	3.92	1.11	High
3	29	Develop initiation to help others	3.89	1.00	High
4	27	Strengthen my respect to others' feelings	3.87	1.08	High
5	18	Develop my ability to cooperate with others.	3.80	1.14	High
6		Develop value of forgiveness	3.76	1.04	High
7	21	Enhance value of humble	3.69	1.13	High
8	17	Increase my sense of responsibility	3.64	1.13	Moderate
9	26	develop value of serious work	3.60	1.04	moderate
10	24	Develop my ability to spend money to help the poor	3.45	1.18	Moderate
11	28	Weaken my respect to others	3.42	1.14	Moderate
12	22	Reduce my desire of voluntary work	3.24	1.12	Moderate
13	19	Reduce my interest in helping others	3.02	1.08	Moderate
14	30	Reduce my interest in others	2.84	1.20	Moderate
15	23	Weaken value of respecting and saving time	2.58	1.06	Moderate
General Mean				3.52	

Results in Table 6 showed the respondents' estimations on the items of the second field were between high and moderate importance; seven items' importance was high and eight items' importance was moderate and the items' means were between (2.58) and (4.10).

The items with high importance were arranged ascending as follows:

- Item (16): help in improving the respect of others' opinions" with a mean (4.10) and std (0.99).

- Item (20): "increase my ability to deal and communicate with friends and relatives.

- Item (29): "develop the initiation of helping the others" with a mean (3.89) and std (1.00).

- While the least items with moderate importance were as follows:
- Item (23): "weaken the value of time and saving it" with a mean (2.58) and std (1.06).
- Item (30): "reduce the value of trusting others" with a mean (2.84) and std (1.20).
- Item (19): "reduce my interest to help others" with a mean (3.02) and std (1.08).

And these items with negative attitudes have positive meaning.

Table 6 showed the field of social values includes some items with high levels as: "develop the value of respecting others' opinions, cooperation with friends, increase the possibility of helping others and these results may due to the ease of communication and the presentation of many ideas within wide scope and the possibility of having more initiations for cooperation and help in different sectors, Meanwhile, there were items with moderate value as: "weaken the value of saving time" and "reduce the value of trusting others" and this may due to the big number of Social Networks which include a great number of participations that take time to be followed and read and this result agreed the studies of (Abo-zeid, 2001; Al-sheikh, 2006; Sari, 2003) which assured the effect of the Social Networks in terms of many aspects related to social values.

Results concerning the second question; "Does the role of Social Networks vary in the religious and social values according to the gender variable?

The means, standard deviations and Independent Samples T-test were calculated to reveal the significance of the difference between the respondents' estimations in the religious and social values of the Jordanian universities according to the gender variable, and the results were illustrated in Table 7.

Table 7. Results of independent samples T-test

Fields	Gender	N	M	Std	Calculated T	FD	Sig.
Role of Social Networks in the religious values	Male	230	3.51	0.56	-2.146	332	*0.033
	Female	104	3.65	0.52			
Role of Social Networks in the social values	Male	230	3.47	0.54	-2.552	332	*0.011
	Female	104	3.63	0.52			
Scale (total)	Male	230	3.49	0.50	-2.581	332	*0.010
	Female	104	3.64	0.46			

Sig (a≤0.05).

The means in Table 7 showed apparent differences between the respondents' estimations of the role of Social Networks in the religious and social values according to the gender variable and T test for independent sample was used to reveal the significant differences between the respondents' estimations of the role of Social Networks in the religious and social values according to the gender variable. Results showed the differences between the respondents' estimations of the role of Social Networks in the religious and social values in general and in the two fields of the scale were statistically significant as calculated T values ranged from -2.582 to -2.146 and these values were significant at (a≤0.05) in favor of females' estimations. and this result means that the role of Social Networks in the social and religious values increases in the females compared to the males in the Jordanian universities and this result may due to the social customs in the religious and social values and to the emotional aspect which is mainly higher in the females' category compared to the males', in addition to the social environment that imposed controlled freedom concerning the females.

Results concerning third question: Does the role of Social Networks in the religious and social values of the students of the World Islamic Sciences & Education University vary according to the hours of using them?

To reveal the significance of the differences between the respondents' estimations of the role of Social Networks in the religious and social values according to the hours of using them variable, the means and standard deviations were calculated and Independent Samples T-test was used, and the results were as follows in Table 8.

Table 8. Results of Independent Samples T-test

Fields	Hours of using internet	N	M	Std	Calculated T	Df	SIG.
Role of Social Networks in the religious values	Less than 10h	160	3.51	0.57	-1.354	332	0.177
	More than 10 h	174	3.60	0.53			
Role of Social Networks in the social values	Less than 10 h	160	3.50	0.59	-0.753	332	0.452
	More than 10 h	174	3.54	0.48			
Scale (total)	Less than 10 h	160	3.51	0.54	-1.160	332	0.247
	More than 10 h	174	3.57	0.45			

The results in Table 8 showed apparent differences between the respondents' estimations of the role of the Social Networks in the religious and social values according to the hours of using internet variable and these differences were not statistically significant as the values of calculated T which ranged from (-0.753) to (-1.354) were not statistically significant at (a≤0.05). this result indicates the role of Social Networks does not differ according to the hours of using internet variable and this result may due to significant role of Social Networks in the values regardless the number of hours in using these means which indicates high degree of influence. And this result also may due to the variety of Social Networks which are available anytime and anywhere which reduces the effect of the hours of using these means and there could be a focus on the quality of what is written more than its quantity as the messages in the value aspect which are available in the Social Networks are usually short and fast signals that do not need great quality to read them and this result does not agree with Majali's (2007) study and this may attribute to the values' role at the individual and social level as it is illustrated by Aboeinein (1988).

5. Recommendations

· Necessity to highlight the importance of value aspect in the means of social media.

· Studying the problems that hinder the activation of the role of the Social Networks in value reform among the youth.

· Spreading the awareness among the youth about the role and the effect of the Social Networks in developing their characters and guiding them towards the best use of Social Networks.

· Conducting similar studies on other variables.

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