

# The Role of the Islamic Education in Dealing with Psychological Effects of Social Media Networks among Students at Mu'tah University

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## Abstract

This study aimed to identify the role of the Islamic Education in dealing with the psychological effects of social media networks among students at Mu'tah University in Jordan. In order to obtain the required data, a questionnaire consists of 31 questions was used in this study. The questionnaire can be divided into three sections. The sample of the study, which was selected, using stratified random method, consisted of 346 male and female students. The study indicated that the psychological effects of social media networks among Mu'tah University students were high in all of sections. In addition, the result showed statistical significant differences in the psychological effects attributed to the social variable in favor of male. Furthermore, the results showed that there were no statistically significant differences in the psychological effects of the students due to collage variable. The study recommended the necessity of using the measurement of psychological effects and apply it in different samples (i.e. students and societies).

## 1. Introduction

The world witnesses a great development in scientific progress, especially in the modern means of communication such as the internet, TV Satellites and cell phones which managed to penetrate into the societies and influenced strangely on them, particularly young people who became obsessed with them preferring the minds, beliefs and thoughts. Though this modern technology offers widely good service and good benefits through social networks among the individuals, corporations, organizations and companies of educational, vocational, social, political and economic fields, there still be negative effects on the users of these techniques.

Therefore, it was noticed that strange conduct and behavior appeared in our societies and not related to our customs or our religion. Some studies showed also the psychological, healthy, social and the educational effects on those who use these techniques overly without control, which resulted in creating problems through these networks such as cultural alienation, depression, breaching of public manners, assault on the sanctity of private life, eaves dropping, increasing the size of unemployment, violence, crime, and extinction of languages (Maccawi 1997). Abu Jaddi (2004) indicates that there are real effects resulted by using the Internet Network mainly the social networks which resulted in a lot of negative effects. The results showed that most of users of these social networks use them in multipurpose methods such as entertainment. The study indicates also that the university students spend ten hours per week using these social networks in addition to the psychological effects which appeared through using this technology on a sample of users. Some of the psychological effects which previously appeared were like anxiety and loneliness.

The symptoms of addiction include the use of the social and psychological elements, social and somatic terms of impact on social and family life of the individual. The social and psychological symptoms include loneliness, anxiety, being late to work, marital problems, losing of the family, social and healthy relationship such as tiredness, insomnia, back and neck pain, ophthalmic, in addition to the radiation from the modern devices of communication (Al-Omari 2008).

(Miqdadi 2006) refers that the addicts of this network face problems in the self physical fields and nervous responses, in addition to the permanent preoccupation of mind in the Internet.

The need has become urgent to conduct this study after high prevalence of the means of modern technology of the internet and communication networks, and cell phones in the world and the Arab world in general and Jordan in particular, in addition to the knowledge of the effects of the increasing wrong use epically since most age groups used for these techniques are young people from graduate and undergraduate students who frequent their uses at homes, universities and workplaces. Here, it can be seen the extent of negative effects that affect the individual and society in the Jordanian society in all its institutions such as families, schools, colleges, and universities.

## 2. Study Problems

Technology witnessed quick development and direct effects were on the different economic, social and cultural fields which made economic development related to a large extent in the ability of the governments to cope with

the diversions and to control them for exploiting all the renewed and available possibilities.

As the world today lives in the era of knowledge explosion and the era of technical and technological progress in which we are now and we can see a clear change in many fields of life epically since in the entry of the ICT network.

The social communication networks come at the front of information and communication technologies that have worked more than other way on fundamental changes, particularly in the nature of communications and the pattern prevailing culture in the community where it has become a pillar in most of life and human activates which could affect human behavior and mental health network of social communication networks are also considered to be a tool of acquaintance and transfer of materials, information and concepts, which may then be an important social, educational, and entertainment with the other communities. ( Usami 2004 )

The importance of this study becomes clear after the social communication networks become of the necessities of the times, not a luxury, and the negatives, positives and the risks surrounding them especially they are open and not owned by any association or any person and not controlled by any organization or any country. Their effects include social psychological, moral, intellectual, aspects and security not the effects which stand for the same person and effects his relations with the others ( Al-Kashmi 2010).

Although the effect of the growing use for social networks and the unlimited turn out by the university students on the use and impact on the students, there still be a limited study for the limited psychological study especially the psychological side of one type of students who use it much.

Therefore, researchers held the current study for developing a measure of the psychological effects for the social network use and to disclose the psychological effects of Mu'tah university students who use it.

The above mentioned study can be described in the following questions:

- 1- From their point of view, what are the psychological effects of using the social networks by Mu'tahh university students.
- 2- Are there any significant differences at the level of ( $\alpha > 0.05$ ) in the use of Mu'tahh university students for communication networks due to gender and college ? ( Scientific or arts ) .
- 3- What's the role of the Islamic education in dealing with the negative effects for Mu'tah university students using for the social networks?

### **3. The Importance of the Study**

The importance of the study is to identify the nature of the study variables. The limited importance holds them in the theoretical and practical considerations as follows:

#### *3.1 The Theoretical Importance*

The importance of the study depends on the importance of the subject of the social connection networks which affected on the society and its ideas and orientation but had also a great influence on the political and social areas in the world.

Community's attention has increased, especially young sites social network category which has become so most young people in possession of accounts on network sites to be his widow to the outside community and identity that distinguishes it from others, but this has become the site of the most important sources of vulnerability and impact. This study opens up to other studies in this area, helping to compliment the theoretical study of the subject of the social networks and concentrate on one of the important categories of the society which is the university students.

#### *3.2 The Significance of the Study*

The results of the study may benefit the officials and those who are interested in youth awareness by providing data to cope with the communication revolution and the social communication sites, and to clarify its role in creating psychological changes among the students particularly teenagers for reinforcing the positive effects and limiting the negative effects. Those results may benefit the officials of planning the counseling and educational programs at the university through holding specialized courses and studying programs for the students so as to decrease the negative effects for using the social networks and to reinforce the positive side of the university students and to provide a clear vision for using the social connection networks.

#### *3.3 Objective of the Study*

This study aims to disclose the psychological effects of using the social connection networks by the students of Mu'tah university and to provide a proposed vision to deal with the negative effects for the social connection networks in the light of the Islamic education.

### **4. Operational Definitions**

- 1- The psychological effects: these are the effects related to the healthy, social and psychological effects and the

addiction of using the social connection networks and it can be measured by the grade which the respondent obtains on every dimension of scale.

2- Social connection networks: a system of electronic networks that allow for the establishment of a joint special sites and can be linked with the electronic system used by others who have the same concerns and tendencies or can be gathered with friends (A I- Shehri 2013). Procedurally, this linking can be defined as a network ( Facebook, Twitter, YouTube, and Instagram) and other networks used by Mu'tah university students to connect with the others in all its different models according to the possibilities available by these networks.

3- The students of Mu'tah university.

These were the students who were registered in the second semester of the academic year 2015 - 2016 in the different faculties ( Civil part ).

### **5. The Limit of the Study**

This study was limited to Mu'tah university students ( Several part) who were registered in the first semester of the academic year 2015-2016

; therefore, the results of this study will be valid to circulate on the society and the other similar societies. The study also limited on the curriculum and the used tools.

### **6. The Study Variables**

- Independent variables – gender : male/female

- Faculty: humanity/scientific

-The dependent variables : the role of the Islamic education in dealing with the psychological effects resulted from using social connection networks by Mu'tah university students.

### **7. The Previous Studies**

The researchers divided the previous studies into two parts:

#### *7.1 Arabic Studies:*

Khader (2009) held a study which aimed to disclose the social and psychological effects on the Egyptian youth during using the social connection networks in Egypt. A sample from the British and Cairo university students who use the Facebook was chosen. The study was based on the comparative method and the methodology of the social survey and questionnaire tool for data collection. The result showed that entertainments are on the top of the list of motivations for the university students of Cairo and the British universities ( Male and Female) and that the social interaction by using the social connection networks lead to development of the personal skills and life experiences and how to deal with the others. Some other qualities for using the Facebook is to keep connecting with the friends and to cope with the new events in addition to renewing friendships and to express free opinions.

Awad (2012) held also a study which aimed at disclosing the effects of the Facebook on the degree of self-appreciation of the young people in both districts of Tool-Karem in Palestine. The analytical descriptive curriculum was used through a questionnaire of collecting data and contained 21 paragraphs which measure the effect of the Facebook on self-appreciation. This questionnaire was applied on a sample consisting of 118 users for the Facebook at the Palestinian district. The statistical differences concerning self-appreciation are due back to gender variables.

But Abu-Sa'eileek study (2012) aimed at discovering the effects of the social connection networks on the trends of the university students in Jordan and their proposed role in developing the balance personality for these students. The sample consisted of 1135 students from the university of Jordan, Yarmouk and Mu'tah and they were selected randomly according to gender variables. The study used the personal interview and the questionnaire.

The results showed that the study got the median estimate for the effects of the social connection networks on the sample of the study, the cognitive, emotional and behavioral dimensions. The study also showed that the most important positive effects can deepen the existing social relations with friends and acquaintance and to promote information and knowledge of students and remove psychological and social barriers between both sex . But the most important adverse effects appear to those networks in addition to academic underachievement and promote tribal, regional and ethnic intolerance.

The study recommended to get benefit from this study by developing the balanced personality among college students through creating pages and accounts and groups on those networks.

The study of (Tarawneh and Fulayyeh 2013) aimed to investigate the impact of Internet use on academic achievement, depression, social adjustment and communication skills. The study sample consisted of 850 students from Al-Qaseem university. The study showed that the presence of impact on the internet users was found moderately in means of social adjustment and communication skills while the degree of the social

adjustment and communication skills for those using the Internet largely was low. The degree of depression was low as well for the Internet median users but high for the largely Internet users. The results indicated that there were statistically significant differences in academic achievement, the social adjustment, and communication skills due to the number of hours in using the Internet, gender and specialization for the favor of the average users, males and the scientific specializations. In the field of depression, there was a difference in favor of those with higher use of the Internet, females and literary.

Al - Balwi (2015) held a study that aimed to identify the relationship between the number of hours of social connection networks use and the level of both self-concept and emotional equilibrium for Tabook students. Two measures were used:

- the measure of emotional equilibrium.
- the measure of self-concept.

The study sample consisted of 600 students chosen randomly. The study showed the most important results as follows:

- the self-concept level was moderate and the emotional equilibrium was high.
- there is a positive liking relationship between the self-concept and the emotional equilibrium.

The study also showed that there were statistically significant differences in the self-concept due to gender in favor of males and other differences due to the benefit of the scientific stream students.

## 7.2 Foreign studies

Ellison, Stein Field and Lamp (2007) held a study which aimed to disclose the relationship between using Facebook network and the formation of the social capital. The study sample consisted of 280 students from university of Michigan in the U.S.A through a direct pool in the Internet. The pool included four measure:

A measure about the basic data of the individuals such as gender, age, ethnicity and the academy year. The study showed that the frequent use of the Facebook contributes in raising the self-respect level for the individuals who lack confidence because the social connection networks decrease the obstacles in forming the social networks.

Torres (2010) held a study also which aimed to show how teenagers use the information and communication network to ask for advice and the solution for some psychological problems. The study sample consisted of teenagers from 13-19 years old in some of the New York secondary schools. The study showed that 18% of the of the study sample individual use the internet to ask for advice. The study proved also that the percentage of the male teenagers who suffer from depression, anxiety, irritability and frustration was high reaching 63% of the total number of the sample.

Vansoon (2010) held also a study which aimed to know the effects of using the social connection networks on the social relationships. The researcher used the analytic descriptive curriculum and the questionnaire tools to collect data. This study was applied on 1600 young people who used the social networks in Britain. The study showed that more than 50% of teenagers who use social networks like (Facebook and YouTube) may spend longer time using the Internet than the time which they may spend with their real friends or their families, and they also spend less time in using phones or watching TV. The study also showed that the electronic connection changes the lifestyle of 53% of the sample individuals.

Kalpedoo (2011) showed in his study the relationship between using (Facebook) network self-respect and the emotional social harmony. The sample of this study consisted of 70 university students in Pooston.

Researching used questionnaire which included measures for the (Facebook) used by the friends and the big numbers of users. The study also consisted of measures of self-appreciation and social and passionate agreement. The result of the study referred to the presence of negative relationship among the friends at the academic and social harmony networks used by the first year university students.

Excessive time spent by these students on the network might be coupled with the low self-esteem, while the results of the studies indicate that the number of friends on the network has a percentage years, coupled with a positive social harmony. This is due to the evolution of social relations after spending years at the university.

Sullivan and paradise (2012) held a study which aimed to let the young people understand the negative effects on themselves and on the others because of using the (Facebook).

The study sample consisted of 475 university students of north U.S.A for achieving the objectives of this study. An interview was prepared consisting of some questions on the using of the (Facebook) and its negative effects on them. The study showed that 13% of the participants used to use the Facebook seven days per week, and the average entry regiments to it is (4.51) times daily. The participants indicated that addiction on using the Facebook leads to social isolation and using it moderately leads to good levels of social psychological harmony.

Goetz (2013) held a study which aimed to find out the effects of using the communication and information network on the social isolation feeling by the university students of California; therefore, a

questionnaire was used about the Internet according to the feeling of isolation and loneliness measure. The study sample included twenty students. The results referred that the feeling of loneliness and isolation were not positively linked with the time which the participants spend in using the communication and information network. The results showed also that there were no differences between males and females concerning the measurement of the feeling loneliness. There were also no differences between them in means of spending the time using the communication and information networks.

## 8. Study Approach

The researchers used the analytic descriptive approach to hold this study, which is suitable to its content.

### 8.1 The Study Sample and Society

First category : Both males and females of the first year students of Mu'tah university for the academic year (2015-2016). The study sample was chosen by the method of random cluster ( according to gender and faculty) of Mu'tah university which was estimated at 346 students with 6% percentage of the study society. They were distributed on all specializations and years of study. The following table shows the distributions of the sample individuals according to the faculty and gender.

Table 1. Distribution of the study sample according to gender and faculty

| Variable | Variable Categories | Number |
|----------|---------------------|--------|
| Type     | Males               | 174    |
|          | Females             | 172    |
| Collage  | Scientific          | 149    |
|          | Humanity            | 197    |
| Total    |                     | 346    |

Second Category :

Faculty members of Islamic education teaching methods and Islamic Shari'a at Mu'tah university estimated at 20 members were interviewed to represent the study society in general.

Study tools:

First: the questionnaire of the psychological effects of the students of Mu'tah students using of the social connection networks was developed in this study by reviewing the previous studies related to the subject of the study and by reference to the theoretical literature. Three fields were limited and a number of paragraphs was drafted and every field got 31 paragraph.

### 8.2 The Credibility of the Questionnaire Tool

Sincerity tool was verified by using the virtual honesty where it was displayed in the initial image on a group of arbitrators composed of ten specialists from some of the experienced and competent faculty members at the university of Mu'tah as they were asked to express an opinion on the accuracy and validity of the content of the tool in terms of crafted linguistic clarity, paragraph clarity, paragraph belonging to the field, adding, deleting or modifying where they see on the fields and paragraphs.

The observations and opinions of the arbitrators were taken into consideration after 80% of these arbitrators agreed collectively, unless there was a note which cannot be ignored. According to what was mentioned, the measurement became finally 31 paragraphs distributed on 3 fields.

### 8.3 Stability of Questionnaire Tool

To make sure of the stability of the scale, the consistency coefficient was calculated by the internal consistency (Cronbach Alpha) equation.

Table No.2 shows the values of the internal consistency coefficient according to Cronbach Alpha's equation areas and the tool as a whole.

Table 2. The stability of the internal consistency coefficient Conbach Alpha domains and total score

| Field Internal Consistency                                | Value |
|---|-------|
| The field related to the social psychological effects     | 0.83  |
| The field related to healthy effects                      | 0.81  |
| The field related to social connection networks addiction | 0.86  |
| Total Score   | 0.88  |

The table above shows that internal consistency of the whole study tool value has reached (0.88). This indicates that the tool has steadily appropriate for the purpose of this study

### 8.4 Second: Interview Tool

The researchers held the interview through which they introduced to the role of the Islamic education to deal



with the psychological effects on the university of Mu'tahh students resulted by using the social connection networks. The interview tool was prepared through semi inhalers interview by going back to the previous literature. This interview tool consisted of two questions:

The first question was about the role of the Islamic education in dealing with the psychological effects resulted by using the social connection networks by Mu'tah university students ? And the second question was about the proposals of how to deal with the psychological effects resulted by using these social networks by the same students of the same university.

#### 8.5 Credibility of interview tool:

To make sure of the credibility of the interview, it was shown on a group of specialists from faculty members of Mu'tah university to express an opinion on the appropriateness of questions contained in the semi-structured interview of the specialists.

#### 8.6 Firming of the interview tool :

To make sure of the tool, researchers used the approach to the stability of qualitative research strategies.

### 9. Presenting and discussing the results of the study

The averages, standard deviations, impact of social dimension and the paragraphs of the students questionnaires have been extracted in addition to the averages and determining levels which were calculated as follows:

Table 3. Averages, standard deviations and the psychological effects on Mu'tah university students because of the use of the social connection networks from their point of view

| Grade       | No. | Field                              | Arithmetic Average | Standard deviation | Level |
|-------------|-----|------------------------------------|--------------------|--------------------|-------|
| 1           | 1   | Social and psychological effects   | 3.82               | 0.55               | high  |
| 2           | 3   | Addiction of using social networks | 3.81               | 0.63               | high  |
| 2           | 3   | Healthy effects                    | 3.79               | 0.49               | high  |
| Total score |     |                                    | 3.81               | 0.41               | high  |

Table (3) shows that the arithmetic average was (3.82 – 3.79) and the standard deviation was (0.49-0.63). The field of the social and high grade with an arithmetic average reaching to (3.82) while the health field effects to (3.83) while the health field effects came in the last high grade with an arithmetic average reaching to (3.79). The arithmetic average of the total score as a whole was (3.81) high.

The results of the analysis of students responses indicated that to believe the existence of the psychological effects of the use of the social connection networks is highly reaching the arithmetic average of the total responses to the survey tool and the three fields (3.81). This result is due to the permanent using of the social connection networks. This is due to penetration of these networks among the students and the inability of leaving these networks. Anyway, they leave effects on their psychological lives despite of the correct use of them, and this will be discussed later when discussing the effects of each field.

The averages and standard deviations of the estimates were approved by the study sample passages on each area where it was calculated as follows:

First: The field of social psychological effects

Table4. Averages, standard deviations and paragraphs in the field of social and psychological effects in descending order according to averages

| Grade            | No | Paragraph  | Average | Standard deviation | Level   |
|------------------|----|--|---------|--------------------|---------|
| 1                | 6  | I get angry when someone talks to me while using the social connection networks                                | 4.12    | 0.98               | high    |
| 2                | 7  | I feel respected by the people whom I deal with through the social network more than dealing directly          | 3.94    | 1.04               | high    |
| 3                | 1  | Using social networks is a kind of escape from reality for me  | 3.92    | 1.18               | high    |
| 4                | 9  | Belonging to the family feeling becomes weak because of using the social networks                              | 3.86    | 0.95               | high    |
| 5                | 10 | I feel offended by the use of false names on the social networks   | 3.82    | 0.89               | high    |
| 6                | 3  | I become able to present myself to others without restriction through the social networks                      | 3.8     | 0.97               | high    |
| 7                | 8  | I'm frustrated and tense when I can't get what watch on the social networks                                    | 3.78    | 0.58               | high    |
| 8                | 11 | I get strictly angry when I see programs against my values on the social networks                              | 3.77    | 1.1                | high    |
| 9                | 4  | Using the social networks made me prefer isolation   | 3.71    | 1.05               | high    |
| 10               | 12 | I get frustrated because of big differences between reality and what I watch on the social connection networks | 3.69    | 1.01               | high    |
| 11               | 11 | I feel alienated from reality while using the social connection networks                                       | 3.66    | 0.97               | average |
| 12               | 12 | The social connection networks help me to solve my personal problems   | 3.62    | 1.06               | average |
| 13               | 5  | Some of the social connection networks helped me to treat psychological diseases                               | 3.6     | 0.92               | average |
| Field as a whole |    |  | 3.79    | 0.61               | high    |

Table(4) shows that the average of the paragraph of the field were(4.12-3.60) and paragraph No.(6) which says that "I get angry when someone talks to me or asks me something while using the social connection networks" got the first grade which was (high) and the average was (6.12). Paragraph (5) which says" Some of the social connection networks helped in treating the psychological diseases" got the last grade with average evaluation. The average was (3.60) while the average of the field as a whole was(3.79).

It can be noted from table (4) also that(10) paragraph got high grades. This is due to a big number of students who spend today much of their time on the social connection networks looking for new friends to spend fun time with them reflecting psychological and social effects on the relations between the young and their families by which they find themselves living in isolation away from their friends, families and the society in general. These young often use fake names so as to talk as much as they want and what they want without control. It is also a logical consequence of the length of the time which the students stay on networking as the field of social and psychological effects got the first place among the above areas.

The study of Al-Omari (2008) confirmed that the most important social effects were depression and isolation. The study of Khader (2009) confirmed also that the Internet increases psychological alienation for the young people and most of them go browsing the Internet as a result of vacuum. The study of Awad (2012) confirmed that there were Internet effects on the family relations (couple). Haddad and Shunaq (2009) confirmed also the Internet using effect on the social status of the individual and on the relationship among the friends.

This study confirmed to the study of (Torres 2010) in which he proved the high proportion of male teenagers who suffer from depression, anxiety, frustration and irritability and their percentage was 63% of the study sample.

Second: the field of addiction in using the social connection networks.

Table 5. Average, standard deviations and paragraph field of addiction use of the social networks in descending order, according to averages

| Grade            | No. | Paragraph  | Average | Standard deviation | Level   |
|------------------|-----|--|---------|--------------------|---------|
| 1                | 1   | Browsing networks daily  | 4.1     | 0.98               | high    |
| 2                | 3   | My family shows disturbance to sit for a long time on networking | 4       | 1.04               | high    |
| 3                | 6   | I postpone much of my work as I'm always busy in networking      | 3.94    | 1.18               | high    |
| 4                | 8   | longing for going back to networking after leaving it            | 3.88    | 0.095              | high    |
| 5                | 4   | Staying up to late hours of the night using network              | 3.86    | 0.89               | high    |
| 6                | 9   | I keep using networking even if I feel tired                     | 3.83    | 0.97               | high    |
| 7                | 8   | Longing for going back to networking after leaving it            | 3.71    | 0.58               | high    |
| 8                | 10  | Best fun to use networking on any other fun                      | 3.66    | 1.1                | average |
| 9                | 5   | Spending large amounts of the costs of the use social networks   | 3.64    | 0.8                | average |
| 10               | 7   | I am always late for my itinerary due being busy in networking   | 3.62    | 0.85               | average |
| 11               | 11  | I feel that life without social network is unbearable            | 3.55    | 0.81               | average |
| Field as a whole |     |  | 3.8     | 0.68               | high    |

Table (5) shows that the averages for the paragraphs of the field were (4.10 – 3.55) and paragraph No. (1) whose text is " I surf the social networks in which I subscribe everyday" got the first grade with high evolution and the arithmetic average was (4.10) while the paragraph which stated " I feel that the life without social networking is unbearable" got the last grade with average evaluation and the arithmetic average was (3.55) while the average of the field as a whole was (3.80). It can be noted also in the table (5) that (7) paragraphs got high grade while (4) paragraphs got averages grade.

This may be due to the fact that the students believe that the social networks may give them all the needs they look for and which they may not find in their real life; therefore, they spend much time networking thinking that networking would be more useful for them than seeking for voluntary works or any other social activities. Another reason is that the students try not to boycott the social networks fearing that their friends would also forget them, because of the long disconnection.

This study coincided with the results of the study of Al-Omari (2008) and (Goetz 2013) which showed the psychological effects of addiction of using the Internet on the students such as sleeping, depression, sadness, and the social effects such as the social isolation.

Third : the field of the health effects

Table 6. Average, standard deviation and the field of paragraphs of health affects in descending order according to averages

| Grade            | No. | Paragraph  | Average | Standard deviation | Level   |
|------------------|-----|--|---------|--------------------|---------|
| 1                | 4   | I feel tired using social networks   | 4.05    | 0.98               | high    |
| 2                | 5   | I feel a lack of fitness due to lack of movement during the use of connection networks | 3.93    | 1.04               | high    |
| 3                | 1   | I feel tired in my eye because of using networking                                     | 3.85    | 1.18               | high    |
| 4                | 3   | I feel a headache because of the use of the social networks                            | 3.82    | 0.095              | high    |
| 5                | 6   | I feel pain in my neck due to excessive use of social networks                         | 3.72    | 0.97               | high    |
| 6                | 7   | I feel eating small amounts of food due to my social networking                        | 3.70    | 0.58               | high    |
| 7                | 2   | I feel lazy sitting due to using social networks                                       | 3.64    | 1.1                | Average |
| Field as a whole |     |  | 3.82    | 0.57               | high    |

Table (6) shows that the averages of the paragraph of field were (4.05-3.64) and the paragraph (4) which states that " I feel tired using of networking" got the first grade with high evaluation and the average was (4.05). Paragraph No. (2) which states " I feel lazy as I sit for a long time using the social networks" got the last grade with average evaluation (3.64) and the average for the field in general was (3.82). It is noted also in table No. (6) that six paragraphs got high grade and one paragraph got average. This may be due to that the students sit for a long time networking and they are always busy in talking and introducing themselves to each other. Therefore, they don't attend to food on time with their families and fast food is more preferable. Long hours pass and they don't feel hungry. They also don't sit in a sound position; therefore, they are always Lazy. They lack fitness day after day and they become tired because of keeping networking for long hours at night. And they feel with headache when they get up in the morning. In addition, they suffer from pains in neck and eyes and their eyes become also tired, and optical focus is weak because of the incorrect lighting of the bad screens of computers and mobiles.

This study is consistent with what Mefleh and others (2010) confirmed that eye fatigue or what is known as (visual stress) is due to the radiation emitted from the computer. The people who also spend two hours or more in the social connection networks may also complain from the eye pains, the difficulty of optical focus, headaches, exhaustion, and heaviness of the eyelids.



This study also is consistent with what Fansson (2010) mentioned about insomnia, sleep disturbance and disruption of the natural sleep cycle as networking is at night in most times, and this causes psychological bodily fatigue and this is reflected on the vocational and academic performance and immune system. It also effects on the nervous system causing lack of emotional and psychological equilibrium. Networking for long hours at night causes tension high blood pressure, headaches and migraines and focus weakness.

The study of Abu-Su'aleek (2012) confirmed also that 80% of the social networks users were facing problems because of using the Internet. The related results with question number two is stated as follows " are there statistically significant difference at the level of  $(0.05 \geq \alpha)$  for using the social networks by the students of Mu'tah university due to gender (male, female) and faculty (Humanity and scientific) ?

To answer the study question, it can be said that average and standard deviation of the responses have been calculated on the scale of the psychological effects depending on gender and college and table (7) below shows this:

Table 7. Average and standard deviation of the responses of Mu'tah university students according to the scale of the psychological effects while using the social connection networks depending on the gender and college :

| Independent variables | levels of variables | Psychological effects    |
|-----------------------|---------------------|--------------------------|
| Gender                | Male                | Average = 3.712          |
|                       |                     | Standard deviation = 446 |
|                       | Female              | Average = 3.665          |
|                       |                     | Standard deviation = 412 |
| Collage               | Humanity            | Average = 3.652          |
|                       |                     | Standard deviation = 483 |
|                       | Scientific          | Average = 3.788          |
|                       |                     | Standard deviation = 472 |

It was noted according to table (7) that there were virtual differences between the averages for the grade of using the social networks by the university students depending on gender and collage. Therefore, variance analysis was used to make sure whether these differences were of statistical evidence and table (8) will show what was mentioned about:

Table 8. The results of bilateral contrast analysis of the impact of gender and specialization in the influence degree of the use of social connection networks by Mu'tahh university students.

| Source of variation | Sum of scores | Degree of freedom | Average squares | F value | Level of significance |
|---------------------|---------------|-------------------|-----------------|---------|-----------------------|
| Gender              | 2.357         | 1                 | 2.939           | 10.258  | 1*                    |
| Collage             | 1.512         | 1                 | 1.752           | 6.574   | 7                     |
| Mistake             | 129.236       | 339               | 204             |         |                       |
| Total               | 8366.401      | 346               |                 |         |                       |

• Hash statistically significance level is  $(\alpha \leq 0.05)$ . It is clear from table (8) that there are statistically significant differences at the level of significance  $(\alpha \leq 0.5)$  among the average of the scale of the psychological effects because of using the social connection networks by Mu'tah university students which is due to the gender variable when the estimated value was (10.258) in favor of males whose averages were (3.712) and (3.665) for females. There were no differences due to the collage variable as the estimate (F) value was (6.574).

The results showed that there were difference between males and females in the psychological effects in favor of the males, and this might due to the males nature who connect permanently by using the social connection networks more than the females as the females are more controlled by their families. The males also spend more time skimming and chatting when they face psychological problems such as depression, frustration, and isolation as they compare between what is indeed and what is hopeful.

This study conforms with the study of both Tarawneh and Flayeh (2013) which showed differences in favor of the females but it doesn't conform with the study of Al-Omari which showed no differences in the psychological effects between males and females. The results showed that there were no statistical significant differences due to the college variable but they may due to the fact that all the students at the university use the social connection networks permanently which may cause the psychological effects. Perhaps, there is another reason due to the nature of the youth that they hang with the modern technology and conforms with the age of these young people who make up a high percentage of the university students. The results related to question number three which state " are there any statistical significant differences at the significant  $(0.05 \geq \alpha)$  for using the social networks by the students of Mu'tah university due to the gender (male, female) and college (scientific, humanity) for answering the above question, the researcher interviewed (20) specialists and they were asked about the role of the Islamic education in awareness of the psychological effects with using the social connection networks by Mu'tah university students. All the data of the interviews were analyzed and the roles of the Islamic education accordingly were developed in order as follows:

- Developing the religious faith of the students through awareness of the Islamic culture by developing the content of the national and civilian books and concentrating on morals and succession in the planet of the earth in these books so as to be able to respond to suspicion raised about Islam.
- Islamic Education consolidates the values in the mind of students so that they form a deterrent control of the imported values. The Islamic education reinforces the moral side and loyalty to the society by the students who find these values in the Islamic education curriculum of the general education.
- The Islamic education clarifies the political, social, economic and cultural concepts through the rules of Islam in which the students becomes aware completely and able to face and resist all the temptation of the destructive thoughts which pass inside the students by using the social connection networks.
- The Islamic education makes the student confident in the cultural and the civilization of our society which were taken from our history, culture and religion, and this makes him also strong to face the outside effects.
- The Islamic education makes the students confident in the heritage of Islam through reading about the Islamic scientist and the Islamic achievements in general.
- It introduces the student on the great role of our Islamic nation in the human history in all fields which helped in creating the modern civilization.
- It makes the students aware of the useful networks that he showed follow.
- It encourages the students to be interested in scientific research, scientific objectivity criticism, dialogue methods, and solution of problems in a scientific way far away from rigidity and intolerance depending on moderation through showing the role of the Moslem scientists.

#### 10. Recommendation:

According to the researcher, it is recommended as follows :

- Holding of more studies about this subject because of its importance and modernity and the lack of studies that addressed as it was spreading quickly in Jordan mainly among the university students.
- Intensify the role of the university extension to take the positive advantage of social networks and reduce the adverse effects through guidance and counseling, sentinels and publications.

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