

## دور وسائل التواصل الاجتماعي في تعزيز قيم المواطنة بين الطلاب الأردنيين في جامعة العلوم الإسلامية العالمية

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### ملخص

هدفت هذه الدراسة إلى الكشف عن دور وسائل التواصل الاجتماعي في تعزيز قيم المواطنة بين الطلاب الأردنيين في جامعة العلوم الإسلامية العالمية في الأردن. وقد تألف مجتمع الدراسة من 1382 طالباً وطالبة من كلية التربية في مرحلة البكالوريوس وبلغت عينة الدراسة 357 طالباً وطالبة خلال العام الدراسي 2022/2021. تم استخدام المنهج الوصفي. ولتحقق الدراسة أهدافها فقد تم بناء استبانة مكونة من 35 فقرة. أظهرت النتائج انخفاضاً عاماً في كل مجال من مجالات الدراسة (الانتماء، والولاء، والمشاركة السياسية، والديمقراطية، والتعددية وقبول الآخر) بين تصورات طلاب الجامعة لقيم المواطنة من خلال وسائل التواصل الاجتماعي. كما أوضحت النتائج وجود فروق ذات دلالة إحصائية في وجهات نظر الطلاب من حيث الانتماء والنتيجة الكلية تعزى إلى الجنس، لصالح الذكور. كما توجد فروق ذات دلالة إحصائية بين المستوى الأول والثالث في الكلية الجامعية لصالح المستوى الثالث في مجالات الولاء والديمقراطية والنتيجة الكلية. تدعم النتائج فقط أن طلاب السنة الثالثة يعتقدون أن وسائل التواصل الاجتماعي لها دور أكبر في هذه المجالات من طلاب السنة الأولى. تم عرض التوصيات والتضمينات المتوقعة في الدراسة.

**الكلمات المفتاحية:** وسائل التواصل الاجتماعي؛ قيم المواطنة.

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## "The Role of Social Media in Promoting Citizenship Values among Jordanian Students at the International Islamic University."

### **Abstract:**

This study aims to show the role of social media in promoting citizenship values among Jordanian students at the International Islamic University of Sciences in Jordan. The study includes 1382 students from the College of Education at the undergraduate level, and the study sample consisted of 357 students during the academic year 2021/2022. The study applies the descriptive approach. The questionnaire of the study consists of 35 items was constructed to achieve the study's objectives. The results show a general decline in all areas of the study (belonging, loyalty, political participation, democracy, diversity, and acceptance of others) among students' perceptions of citizenship values through social media. The results also indicate statistically significant differences in students' perspectives in terms of belonging, with a male bias in the overall result. There were also statistically significant differences between the first and third levels in the college, in favor of the third level, in the areas of loyalty, democracy, and the overall result. The results only support that third-year students believe that social media plays a greater role in these areas than first-year students do. Recommendations and expected implications were presented in the study.

**Keywords:** Social Media. Citizenship Values.

## Introduction

The use of technology, the internet, and social media have become commonplace around the world. Consequently, the world is rapidly changing; however, education is not keeping up with these technological advancements. Loveless and Griffith (2014) state, "Schools are not broken. They are performing exactly as they were designed to do. However, our needs and students have changed" (p. 36). Students are engaging technology in many different ways outside of school; it is time for schools to catch up with the digital natives.

Using modern pedagogy, such as a student-centered learning approach, where the teacher is seen as a facilitator and not a keeper of knowledge, technology can allow students to be more connected, collaborate in digital spaces, increase achievement, and be more motivated (Bernhardt, 2015). Technology should allow 21st-century students to authentically engage in analysis, inquiry, communication, problem-solving, and entrepreneurship. Bernhardt (2015) explains that "today's students, often referred to as digital natives, need interactive pedagogical experiences that prepare them to solve complex problems, adapt to changing circumstances, and utilize technology to create opportunity, network with other like-minded individuals, and organize in novel ways" (p. 1).

### 1.1. Why should schools integrate technology?

The world of technology is advancing rapidly, and its integration into schools has become crucial. In today's society, some individuals have never experienced a world without social media. Prensky (2001) introduced the concept of the digital divide, which distinguishes between digital immigrants and digital natives. Digital immigrants are those who are new to technology or have lived in a time before devices like smartphones and widespread internet connectivity dominated our lives. On the other hand, digital natives are individuals who have grown up with the internet always at their fingertips. As technology is relatively new, we are still uncovering the long-term impact it will have on society. Some people worry about the consequences of their online interactions, while others post without considering the potential repercussions. Stories abound of individuals missing job opportunities, students facing college rejections, or athletes suspended due to inappropriate content surfacing online. However, since social media is still in its infancy, we cannot fully grasp the profound effects it will have in the future (Cassell & Cramer, 2008). Considering these factors, the integration of technology in schools becomes even more important.

Furthermore, the widespread use of digital social media has brought two crucial concepts to the forefront: global citizenship and digital citizenship.

The influence of technology tools and social media is particularly noticeable among children and young people. It has significantly affected educational institutions, universities, and the workplace (Hemedeh, 2005). As people interconnect through social media platforms, the development of digital literacy becomes paramount, particularly for new users.

### 1.2. Digital Citizenship

One can find virtually anything on the Internet. However, finding quality factual information can be more challenging. Students need to be able to synthesize and analyze the information available to them. Simply repeating dates and facts from a textbook is no longer sufficient. The International Society for Technology in Education (ISTE) has published standards for students, teachers, and administrators. Teaching about digital citizenship has become even more important as children are connected with one-to-one (1-1) devices in school. Ribble (2015) defines “digital citizenship “as the norms of appropriate, responsible behavior about technology use” (p. 15). This may include following copyright laws, respecting others online, engaging in digital literacies, spending money wisely, and acknowledging physical and mental well-being (Brichacek, 2014).

### 1.3. Digital Divide

Ladson-Billings (2013) suggests there is a digital divide between teachers and what she calls new-century students. These learners require schooling experiences that are engaging. They want to be active participants, getting their hands dirty instead of passively regurgitating facts. Unfortunately, this is not what is traditionally valued in schools. Typically, teachers are seen as the givers of knowledge, and students are expected to regurgitate facts and information (Sternberg & Lubart, 2015). Nevertheless, this negates the creativity and problem-solving valued in today’s workforce. This is where technology integration could enhance the curriculum, allowing for more creativity that new-century students’ desire.

Countries worldwide are preparing standards to help prepare their citizens for a more advanced technological age. For example, the United States Office of Educational Technology has published a plan of action for technology integration. Noting that the plan of action is no longer a fragmented idea to integrate technology but new plans show educators how they can and should integrate technology.

The U.S. Department of Education (2016) explained that “to remain globally competitive and develop engaged citizens, our schools should weave 21st-century competencies and expertise throughout the learning experience” (p.8). The term 21st-century skills is prominent in conversations and literature

today. Technology integration is often closely related to 21st-century skills. These skills are commonly defined as the ability to problem-solve critically, collaborate and communicate effectively with others, be innovative and creative, and transfer learning across disciplines (Bernhardt, 2015; Kong & Song, 2013; U.S. Department of Education, 2016).

#### **1.4. Social Interactions**

In addition to the standards and the digital divide between the students' needs and traditional values of schooling, technology integration can also benefit children socially. Today's social interactions typically take place through a piece of technology. The importance of social interactions in education is not new to Vygotsky (1978). He asserted that children learn through meaningful social interactions. Social media, such as blogs, YouTube, Tumblr, etc. provide a format for online social interactions as users view, create, and comment on each other's work (Kervin, 2016). Some people are concerned that technology may isolate individuals and hinder their socialization. However, Mohammad & Mohammad's (2012) review of the literature found this to be unfounded. It showed that online interactions did not interfere with social interactions when used to enhance an existing curriculum. Kervin (2016) asserts that a combination of off-screen and on-screen interactions among students can be powerful places for children to engage in meaningful literacy experiences when the technology is not simply a replacement for a drill-and-kill teaching style. She asserts that playing through technology can benefit language and literacy development. Play is necessary at all ages of life.

Adults play when they engage in a hobby- crafting, bike riding, fishing, etc. Moreover, young children enjoy play as well. Moreover, learning through play can be pretty powerful and, when done digitally, can meet the needs of digital natives even at a young age. Teacher and technology blogger Cassidy (2019) suggests we are at a crossroads as children use technology for entertainment outside of school. We are responsible for showing them how technology can teach them as well.

#### **2. Literature Review**

The literature points out that social media positively impacts different facets of citizenship. For example, Saedee (2019) investigated the impact of social media on enhancing the citizenship dimensions of young people in the Sultanate of Oman. The results showed a high impact of social networks in enhancing the dimensions of citizenship among young people in the domains of the study (knowledge of citizenship, community participation, political participation, global citizenship, and digital citizenship). In addition, the results indicated that there were no statistically significant differences

between males and females in terms of the impact of social networks on the different dimensions of citizenship.

In another study, Nazha (2017) examined the extent of the influence of social networks on citizenship values among Algerian youth. The results revealed a positive impact of social networks on citizenship values. However, they also indicated a negative impact in terms of promoting passive citizenship and material citizenship, as social networks prioritize the rights dimension over the obligation dimension, which may hinder the development of a spiritual relationship between individuals and their country.

In a more recent study, Aljehani (2019) investigated the influence of social media on the value system, e.g., citizenship and communication values of students in a college of education in Saudi Arabia. The researcher employed a cross-sectional descriptive design with a sample of 142 students. The results showed a positive effect of social media on citizenship and communication values. However, they also revealed a negative effect on time management, including aspects such as control over daily events and minimizing time spent on various forms of entertainment.

In Egypt, Algareeb (2010) studied the role of social media on citizenship values. The sample of this study consisted of 900 students at Mansoura University in Egypt. The results indicated that the influence of social media on citizenship was low, as the employment of social networks in promoting citizenship values was fragile.

Citizenship denotes social, political, and legal values. It is based on the people's values and principles that govern individual relationships toward society through engagement in the community, interacting with it positively, and participating effectively. On the other hand, social media plays a significant role in acquiring these values and principles among young people through developing social relations and strengthening some concepts and values they have, such as the values of citizenship. Additionally, social media plays an essential role in all aspects of how people live their daily lives and how they participate in society (Boyd & Ellison, 2007; Hakoyama & Hakoyama, 2011), as humans are becoming addicted to social networks as a result of rapid changes in technology which has massive effects over the lives of many people.

Integrating technology in all fields of youth life creates issues in citizenship values and how people deal with these values through the internet. The literature points out that social media influences students' character, values, attitudes, and how they relate to their society and country. These influences have not been investigated adequately (Wright, 2012; Erickson and Johnson, 2011; Alhazany, 2016; Hampton, K. Goulet, S. Rainie, L. & Purcell, K.2011).

Additionally, limited research has examined the impact of social media on Jordanian students.

### **Statement of Problem**

The central question of this research's problem focuses on examining how social media promotes citizenship values such as affiliation, loyalty, political participation, democracy, pluralism, and acceptance of others among the College of Education students at the World Islamic Sciences and Education University.

Citizenship is a social, political, and legal characteristic, as it is based on the people's values and principles that govern individual relationships toward his/her society by engaging in their community, interacting with it positively, and participating effectively. Social media plays a significant role in acquiring these values and principles among young people through developing social relations and strengthening some concepts and values they have, such as the values of citizenship. As well as social media plays an essential role in all aspects of daily life (Boyd & Ellison, 2007; Hakoyama & Hakoyama, 2011). This has impacted changes in citizenship values and attitudes of people generally and youth specifically. Social media has positive and negative impacts on youth.

Integrating technology in all fields of youth life creates issues in citizenship values and how people deal with these values through the internet. From the researcher's experiences in universities, it has been noticed changes in the character, values, and attitudes of students. To the researcher's knowledge, little research has been dedicated to this issue in Jordanian universities specifically. Also, there is an argument in research around the role and the impact of social media on enhancing citizenship in particular and value system in general among young university students, and it has not been investigated adequately so that this study could illustrate this argument and ambiguity (Wright, 2012; Erickson and Johnson, 2011; Alhazany, 2016; Hampton et al., 2011).

### **3. Research Questions**

1. What is the role of social media in promoting citizenship values among a sample of students at WISE University?
2. Are there statistically significant differences in the participant's responses to the role of social media in promoting citizenship values among university students due to gender and academic level variables?

### 3.1. Significance of the Study.

The study sheds light on the values of citizenship that guide individual behavior and the development of educational and social aspects for proper growth. In addition, this study would help educational institutions enhance the values of citizenship in the age of technology among youth in other universities and investigate and handle the role of social media on youth values.

The importance of this study is to show both the role and importance of social networks in the direct impact and reinforcement of citizenship values from the perspective of university students. It is also a critical topic affecting the social structure of Jordanian society, as it is being studied attitudes in general. This study raises questions about the advantages and disadvantages of using these modern technical means in Jordanian society.

### 3.2. Theoretical framework

This study builds on the work of Phillip J. VanFossen, which was published in 2006. VanFossen's article titled *The Electronic Republic? Evidence on the Impact of the Internet on Citizenship and Civic Engagement in the U.S.* lays the foundations regarding the influence of the Internet on citizenship. It describes facets of the relationship between citizenship and the internet. VanFossen's work builds on the earlier research work of Lawrence Grossman, which was published in the early 1990s. In 1995, Grossman published a book titled *The Electronic Republic*. He predicted that the Internet would play a key role in politics and increase people's participation and influence on day-to-day politics, decision-making, and governance.

When we speak of digital citizenship in the internet age, it is essential to consider it in at least three ways: (1) the extent to which social media impacts citizenship values, (2) what values are impacted, and (3) how the internet impacts civic engagement and citizenship participation and promotes citizenship values.

### 3.3 Conceptual and Operational Definitions

**Social Media Role:** Social electronic networks allow communication between their users. These electronic networks have been described as social due to the continuous increase in users. Zaher (2003).

**Social media role:** Social network tasks in promoting citizenship values were measured by the citizenship scale



**Citizenship values:** a status or social relationship between a natural individual and a political community (a state). During this relationship, the first party (the citizen) offers loyalty and affiliation from all sides aspects (religious, cultural, political) and others, and the second party (the state) undertakes protection. The existing government systems determine this relationship between the individual and the state. Almaslawi, (2015).

**Citizenship values:** They will be measured by the citizenship scale, which has 5 subscales: affiliation, loyalty, democracy, pluralism and acceptance of others, and political participation

**Social networks:** “electronic networks that bring together a group of individuals with inclinations Similar directions for communication and exchanging opinions and suggestions  
Maktabi, (2011).

### 3.4 Delimitations

- Human and spatial limitations. This study was limited to the College of Education students at The World Islamic Sciences and Education University (WISE).
- Temporal limitations: This study was limited to the first semester of 2021-2022
- Objective limitations: This study's scope was limited to social media and citizenship values (affiliation, loyalty, democracy, pluralism and acceptance of others, and political participation).

### 3.5 Limitations

The study was limited to undergraduate students from a single university in Jordan. The generalization of the results relies on the validity and stability of the study tool, as well as the students' sincerity in responding to the questionnaire.

## 4. Methodology

The study employed a survey method and descriptive design to gather data from participants. The target population consisted of 1382 students enrolled in the College of Education at W.I.S.E. Out of the total population, 357 participants completed and returned the survey, as indicated in Table 1. The sample size of 357 participants meets the requirements established by Krejcie and Morgan's (1970) research, which suggests that it is sufficient for the study.

**Table 1.** Demographic data

Gender	Frequency	Percent	Valid Percent	Cumulative
Percent				
male	100	28.0	28.0	28.0
female	257	72.0	72.0	100.0
Total	357	100.0	100.0	
Academic level				
1	67	18.8	18.8	18.8
2	88	24.6	24.6	43.4
3	123	34.5	34.5	77.9
4	79	22.1	22.1	100.0
Total	357	100.0	100.0	

#### 4.1. The Instrument

The researcher developed the instrument based on a literature review to address the research questions. The instrument comprised two sections: a demographic data section, which collected information on gender and academic level, and a questionnaire consisting of 35 items. The questionnaire covered five domains: affiliation, loyalty, democracy, pluralism, and accepting others, and political participation. Participants were asked to rate their responses using a five-point Likert scale.

#### Validity and Reliability

##### Research Instrument validity

Ten faculty members who specialized in education from the College of Educational Sciences at the World Islamic Sciences and Education University and other official universities in Jordan reviewed the questionnaire in its initial form. Responses were used to illuminate some words and items. Modifications were made as suggested by the referees. The final formula of the questionnaire consisted of 35 items.

### Research Instrument Reliability

was verified using Cronbach's alpha coefficient of (0.86) for the total score ranging from 0.70 to 0.76, as shown in Table 2. Data were analyzed using SPSS and was based on a five-point Likert scale of strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). The scale is broken down into three levels: less than 2.33 has a weak role, 2.34-3.66 has a medium role and 3.67-5.00 has a high role.

Pearson r was used to assess the correlation between the items of each subscale. The highest correlation was for the subscales of Loyalty and Political Participation (.91), while the lowest correlation was for Affiliation (0.84).

**Table 2.** Stability Coefficient and Total Stability using Cronbach's Alpha Formula

N	Domain	Cronbach alpha	Pearson R
1	Affiliation	0.70	0.84
2	Loyalty	0.71	0.91
3	Democracy	0.73	0.87
4	Pluralism and acceptance of others	0.76	0.90
5	Political Participation	0.74	0.91
	Total score	0.86	0.89

### 5. Results

Means and standard deviations of students' perspectives about the role of social media in promoting citizenship values at the College of Education at WISE are presented in Table 3.

**Table. 3.** Means, Standard Deviations, and Estimation Degree to Students” Responses to each Domain

Rank	N	Domain	Mean	Std. Deviation
1	3	Democracy	2.29	.355
2	2	Loyalty	2.25	.387
3	5	Political Participation	2.25	.391
4	4	Pluralism and acceptance of others	2.22	.392
5	1	Affiliation	2.06	.420
		Total score	2.22	.285

Table 3 shows that "Democracy" received the highest mean (2.29) with a standard deviation (SD) (.355) regarding the degree of agreement, followed by "Loyalty," with a mean (2.25) and SD (.387). At the same time, "Affiliation" was ranked last with a mean of (2.06) and SD (.420). This table also shows that the total mean was (2.22) with a total SD of (.285), which means that the level of each domain was rated low. Moreover, each item's means and standard deviations in each domain were calculated, as shown in the following tables.

**Table. 4:** Means and standard deviations of Affiliation items, ranked in descending order

Rank	N	Item	Mean	Std. Deviation
1	3	Social media plays a major role in enhancing the student's belonging to his/her country.	2.28	.679
2	2	Social media helps to increase the student's sense of responsibility towards his/her homeland.	2.15	.619
3	4	Social media reinforces categorical emotions of the importance of national unity.	2.15	.650
4	5	Social media contributes to defend on the country gains.	2.03	.712
5	1	Social media helps to maintain the security and stability of the homeland.	2.01	.616
6	6	Social media give me the opportunity to participate in national activities that contribute to eliminating negative aspects of my society.	1.76	.718
		Total Average of Affiliation	2.06	.420

Table 4 shows that the total mean of students’ perspectives about the role of social media in promoting citizenship values in the affiliation domain was low (2.06), and the items were rated between (2.28 – 1.76). Also, item 3,

“Social media plays a major role in enhancing the student's belonging to his/her country,” had the highest mean (2.26). The lowest mean (1.76) was for item 6, “Social media give me the opportunity to participate in national activities that contribute to eliminating negative aspects of my society.”

**Table 5.** Means and standard deviations of Loyalty items, ranked in descending order.

Rank	N	Item	Mean	Std. Deviation
1	14	Social media develop a sense of happiness and joy when my country is successful in any field.	2.50	.677
2	11	Social media contribute to increase feelings of tenderness and longing for the homeland,	2.40	.683
3	7	Social media reinforces notions of pride and loyalty to the homeland and society.	2.30	.656
4	8	Social media play a role in instilling optimism and looking forward to the future of the homeland.	2.26	.651
5	10	Social media enhances the concepts of defending my country in all situations that require this.	2.20	.645
6	9	Social media develop the feeling of loyalty to the homeland by strengthening the relation with it.	2.15	.660
7	13	Social media helps to increase the student's sense of responsibility towards his/her homeland.	2.11	.678
8	12	Social media plays a big role in instructing the notions that the interest of the homeland come first before any individual interest contributes to increasing the feeling of pride in the country.	2.03	.690
		Total / Average Loyalty	2.25	.387

Table 5 shows that the total mean of students' perspectives about the role of social media in promoting citizenship values in the loyalty domain was low (2.25), and items were rated between (2.50 – 2.03), in which all of their perspectives were low. However, item 14, “Social media develops a sense of happiness and joy when my country is successful in any field,” had the highest mean (2.50) at the moderate level. The lowest mean (2.03) was for item 12, “Social media plays a big role in instructing the notions that the interest of the homeland first before any individual interest contributes to increasing the feeling of pride in the country.”

**Table. 6.** Means and standard deviations of Democracy items,ranked in descending order.

Rank	N	Item	Mean	Std. Deviation
1	15	Social media develops freedom of thinking and expressing opinions.	2.56	.649
2	19	Social media gives the opportunity to participate in events and activities that promote democracy.	2.42	.672
3	16	Social media develops the appreciation of the importance of work and giving, regardless of the level of failure and success.	2.35	.612
4	17	Social media develops a spirit of cooperation among citizens.	2.26	.689
5	21	Social media contributes to increase the awareness of duties and rights.	2.25	.643
5	22	Social media develops concepts of preserving aspects of democracy in my country.	2.25	.623
7	20	Social media helps to develop pluralism of political and cultural ideas.	2.21	.687
7	23	Social media develops concepts of rejection of violence and the use of force in achieving goals or expressing opinions.	2.21	.730
9	18	Social media develops faith in participating in the political decision-making process.	2.05	.736
		Total average of democracy	2.29	.355

Table 6 shows that the total mean of students' perspectives about the role of social media in promoting citizenship values in the democracy domain was low (2.29), and the items were rated between (2.56 – 2.05). However, item 15, “social media develops freedom of thinking and expressing opinions,” had the highest mean (2.56), which is at the moderate level. The lowest mean (2.05) was item 18, “Social media develops faith in participating in the political decision-making process.”

**Table 7:** Means and standard deviations of pluralism and acceptance of others items, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation
1	28	Social media helps with cultural openness that increases political awareness of youth.	2.48	.656
2	24	Social media helps to develop the concept of rejecting violence.	2.25	.681
2	26	Social media develops accepting all ideas and opinions and subjects them to discussion and criticism.	2.25	.703
4	25	Social media develops the concept of freedom from all forms of intolerance.	2.13	.698
5	27	Social media develop the concept of refusing to dialogue with those with opposing ideas because it wastes time.	1.98	.723
		Pluralism and acceptance of others	2.22	.392

Table 7 shows that the total mean of students' perspectives about the role of social media in promoting citizenship values in pluralism and acceptance of others was low (2.22), and the items were rated between (2.48 – 1.98), in which their perspectives were low. However, item 28, “Social media helps with cultural openness that increases political awareness of youth,” had the highest mean (2.48) at the moderate level. The lowest mean (1.98) was item 27, “Social media develops the concept of refusing to dialogue with those with opposing ideas because it wastes time.”

**Table 8:** Means and standard deviations of political participation items, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation
1	35	Social media help in proposing the solutions and alternative suggestions.	2.38	.674
2	32	Social media reinforce the participation of voting.	2.35	.681
3	31	Social media give me the opportunity to express my political opinion freely.	2.31	.711
3	33	Social media reinforce the concepts of the pride of the country.	2.31	.660
5	29	Social media develop the political and social participation in the country.	2.25	.672
6	34	Social media contribute to preserving society's political identity.	2.22	.661
7	30	Social media help to reject the cultural globalization.	1.96	.686
		Total average Political Participation	2.25	.391

Table 8 shows that the total mean of students' perspectives about the role of social media in promoting citizenship values in the political participation domain was low (2.25), and the items were rated between (2.38 – 1.96), in which their perspectives were low. However, item 35, “Social media helps in proposing solutions and alternative suggestions,” had the highest mean (2.38), which was moderate. The lowest mean (1.96) was item 30, “Social media helps to reject cultural globalization.”

**Result to answer the second question:** Are there statistically significant differences in the participant's responses to the role of social media in promoting citizenship values among university students due to gender and academic level variables?

To determine whether there were statistically significant differences ( $\alpha = 0.05$ ) between the means of students' responses on the role of social media due to demographic variables (gender), a t-test analysis was conducted, and the results are shown in Table 9.



**Table 9:** T-test results of students' response due to gender variable

	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Affiliation	Male	100	2.22	.468	4.396	355	.000
	Female	257	2.00	.385			
Loyalty	Male	100	2.30	.392	1.567	355	.118
	Female	257	2.23	.384			
Democracy	Male	100	2.32	.375	1.037	355	.300
	Female	257	2.27	.347			
Pluralism and acceptance of others	Male	100	2.28	.415	1.926	355	.055
	Female	257	2.20	.381			
Political Participation	Male	100	2.29	.423	1.201	355	.230
	Female	257	2.24	.377			
Total score	Male	100	2.29	.317	2.632	355	.009
	Female	257	2.20	.268			

Table 9 shows that there are statistically significant differences at ( $\alpha= 0.05$ ) in students' perspectives regarding affiliation and total score due to gender variables in favor of males. ( $\alpha= .000$ )

Additionally, there were no statistically significant differences at (0.05) in students' perspectives regarding loyalty, democracy, pluralism, acceptance of others, and political participation due to the gender variable ( $\alpha =.118, .300, .055,$  and  $.230$ ), respectively.

**Table. 10.** Means, standard deviations, and One-way ANOVA results of students' responses according to Academic Level variable.

		N	Mean	Std. Deviation	F	Sig.
Affiliation	1	67	2.07	.405	.611	.608
	2	88	2.09	.462		
	3	123	2.02	.393		
	4	79	2.09	.425		
	Total	357	2.06	.420		
Loyalty	1	67	2.36	.372	4.374	.005
	2	88	2.23	.374		
	3	123	2.17	.408		
	4	79	2.30	.355		
	Total	357	2.25	.387		
Democracy	1	67	2.38	.315	3.278	.021
	2	88	2.26	.340		
	3	123	2.23	.373		
	4	79	2.32	.360		
	Total	357	2.29	.355		
Pluralism and acceptance of others	1	67	2.30	.342	1.107	.346
	2	88	2.19	.412		
	3	123	2.20	.409		
	4	79	2.22	.381		
	Total	357	2.22	.392		
Political Participation	1	67	2.29	.352	1.809	.145
	2	88	2.23	.387		
	3	123	2.21	.414		
	4	79	2.32	.382		
	Total	357	2.25	.391		
Total score	1	67	2.29	.255	3.442	.017
	2	88	2.21	.287		
	3	123	2.17	.301		
	4	79	2.26	.266		
	Total	357	2.22	.285		

Table 10 shows statistically significant differences at ( $\alpha = 0.05$ ) due to academic level in loyalty, democracy, and the total score ( $\alpha = .005, .021, \text{ and } .017$ ), respectively. Post hoc using the Scheffe method was conducted for pair wise multiple comparisons, as shown in Table 11 below.

**Table. 11.** Post hoc using the Scheffee method was conducted for pair wise multiple comparison

		Mean	1	2	3	4
Loyalty	1	2.36				
	2	2.23	.13			
	3	2.17	.19*	.06		
	4	2.30	.06	-.07	-.13	
Democracy	1	2.38				
	2	2.26	.12			
	3	2.23	.16*	.03		
	4	2.32	.07	-.06	-.09	
Total score	1	2.29				
	2	2.21	.09			
	3	2.17	.12*	.04		
	4	2.26	.03	-.06	-.09	

\* The mean difference is significant at the .05 level.

Table (11) shows statistically significant differences at ( $\alpha = 0.05$ ) between the first and 3<sup>th</sup> levels, in favor of the 3<sup>rd</sup> level in loyalty, democracy, and total score. ( $\alpha = -.13, -.09, -.09$ ) respectively.

## 6. Discussion

This study examined two main variables, social media and citizenship values, such as affiliation, loyalty, political participation, democracy, pluralism, and acceptance of others among the College of Education Students at the World Islamic Sciences and Education University in Jordan. The results make some significant contributions to what is known about college education students' perspectives on the role of social media in promoting citizenship values.

The results of this study show that students' perceptions of social media and citizenship values are low in each domain of the study (affiliation, loyalty, political participation, democracy, and pluralism and acceptance of others) among university students. In other words, they disagreed that social media impacted any of these categories. This can be attributed to many reasons, such as the lack of purposeful institutional missions at universities as academic institutions to exploit social media to enhance citizenship values and positive attitudes toward their society. Also, this researcher interpreted the low degree of association between social media and promoting citizen values as the probability that academic institutions do not help their students acquire positive attitudes and ideas toward affiliation, loyalty, and democracy. This

current study is consistent with Algareeb's (2010) study, which indicated that the influence of social media on citizenship was low and weak. However, this research results are inconsistent with prior research (e.g., Aljehani, 2019; Nazha, 2017; Saedee, 2019), which found a higher rate of youth perceptions of the impact of social media on citizenship values.

This study's results align with the study's conceptual framework and indicate a low relationship between the internet and the promotion of citizenship values. Van Fossen (2006) states that "it does seem safe to conclude, however, that the impact of the Internet on civic engagement has not met the expectations of its proponents" (p. 36). His research shows that participation in politics is more likely for individuals who use the internet than individuals who do not and that the internet is mainly used as a communication tool.

To some degree, social media affects some citizenship values of WISE University students on some items in each domain: "loyalty, democracy, pluralism and acceptance of others, and political participation." e.g., social media develop a sense of happiness, joy, freedom of thinking, and opinion expression, and help with cultural openness as well as help in proposing solutions and alternative suggestions. It can be interpreted that social media provides opportunities for youth to communicate with different groups and make them connected since technology makes the world a small village and connects others from all over the world.

While this study shows that there is some degree of a relationship between involvement in social media and the development of citizenship values such as democracy, loyalty, political participation, pluralism, and acceptance of others, and strengthening political affiliation, this study does not show how social media impacts or promotes citizenship values. VanFossen (1996) concludes that "If civic engagement requires discourse and dialogue, however, then the Internet appears to have failed, ironically, to advance this type of participation as well" (p. 36). He attributes the failure of advancing dialogue on social media to extreme political positions and ideologies.

The current study also analyzed the differences between the means of students' responses on the role of social media based on demographic variables such as gender and academic level. The results showed statistically significant differences in students' perspectives regarding affiliation and total score due to gender in favor of males. This can be interpreted that males in this college think social media have a more significant impact on cultural items than females in the same college may be because of their free time and not investing them in any activities, other than the females who spend their time helping their mothers in their homes and care of their family members, which results in few of their use of social networks.

Also, there were statistically significant differences between the 1<sup>st</sup> and 3<sup>rd</sup> levels, in favor of the 3<sup>rd</sup> level in loyalty, democracy, and total score. The

result only supports that 3rd-year students think social media significantly impacts those categories more than 1st-year students. This could be interpreted as those students at other levels concentrating on their academic ventures more than having an interest in using social media.

In other words, there are gratifications of the 3rd level students derived from their uses of social media, which helps them to develop their citizenship values. Also, those students in the third level might have more experience and awareness than first-year students.

## 7. Conclusion and Recommendations

"In conclusion, this study aimed to investigate the role of social media in promoting citizenship values, such as affiliation, loyalty, political participation, democracy, pluralism, and acceptance of others, among students at the College of Education at the World Islamic Sciences and Education University in Jordan. The findings indicate that students' perceptions of social media's impact on citizenship values were low in each domain examined, suggesting a disagreement among students regarding the influence of social media on these values.

Despite the widespread use of technology, the internet, and social media globally, and the fact that students are already engaging with technology outside of school, this study highlights the need to address students' perceptions and enhance their ability to critically analyze and make informed decisions when using the internet and social media. It is important for educators to integrate technology purposefully, including social media, to promote high-quality collaborations and student motivation in learning, while also teaching responsible digital citizenship.

Although this research did not find a strong relationship between social media and citizenship values among university students, it is recommended that future studies examine the role of social media in promoting citizenship values at other higher-education institutions and K-12 schools throughout the Kingdom of Jordan. Furthermore, future research should also explore the impact of social media on students' academic achievement, sense of belonging, and engagement within their university community and society at large, as well as their overall citizenship values.

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